Welcome!

Book Club: *Learner-Centered Teaching: Five Key Changes to Practice*

By Maryellen Weimer

3-11-2015
Introductions

A. Name
B. Department/program
C. Interest in/experience with learner-centered teaching
What is Learner-Centered Teaching?

1. Shifting control
2. Moving from being teacher-centered
3. Ownership for learning
4. Divesting
5. Shifting responsibility
What is Learner-Centered Teaching?

1. Focus is not on teacher or content; it is about the process of learning
2. Supporting students in developing the skills to learn how to learn.
3. Lies on a continuum
What Does Learner-Centered Teaching Look Like?

1. Group/team collaborations (assigned)
2. Decisions are made as a team
3. Problem-solving
4. Concepts before class, then work during class discussion the focus is what they get out of those concepts
5. Faculty care about students’ learning
The Role of the Teacher  
(Chapter 3)

1. It is hard to let go.
2. Sometimes students get side-tracked; how do you bring them back?  
3. Keep course goals in mind
4. You have to meet course expectations, particularly for the sciences because each course builds on the previous one.
5. Not sure we fully agree with Weimer
Shifting the Balance of Power
(Chapter 4)

1. Give students choices on assessments
1. Create parallel pathways through a course (structure course so that a subset of assessments are needed to pass)
2. You control *when*, they control *how*
3. Maybe allow rolling due dates

2. Have students communicate ways they are meeting the standards (LOs)
Addressing Student Resistance

1. Share goals
2. Share studies
3. Develop a clear syllabus/course introduction
4. Provide FAQs
5. Engaging activities
Ideas/Suggestions

1. Chose groups ahead of time and design them carefully
2. Faculty have to see themselves as teachers first before they will be willing to try learner-centered teaching practices; this is a barrier for some faculty.
3. Faculty need individual support to be able to do this.
4. We need to learn from trying generative learning.
Ideas/Suggestions

1. We could infuse learner-centered teaching into introductory courses (e.g., KSU1101). This may make it easier for students to be ready for later courses.

2. Maybe we should organize the learning communities by major so that we can model what learner-centered teaching looks like in the disciplines.
Suggestions about the Role of the Teacher (Chapter 3 – the first five principles)

P1: Get students to generate examples
P2: Provide students with an explicit and detailed syllabus (with some freedom built it) and supporting them in making decisions; Direct students to resources
P3: Make things not too easy and not too difficult
P4: Remind yourself of your goals and intentions
P5: Pick one thing to try and infuse it throughout the course so that students will gain experience developing that particular skill
Why Bother?

When they finally get it; they really get it!
# Upcoming CETL Events: Learner-Centered Teaching

<table>
<thead>
<tr>
<th>Date &amp; Time</th>
<th>Event</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Friday, March 13, 10:00am to 11:30am</td>
<td>Understanding How Students Learn</td>
<td>Marietta, Building H Room 202-A</td>
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<tr>
<td>Friday, March 20, 11:00am to 12:00pm</td>
<td>Classroom Assessment Techniques</td>
<td>Marietta, Building H Room 202-A</td>
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<td>Tuesday, March 24, 3:30pm to 5:00pm</td>
<td>Peer Observation</td>
<td>Kennesaw, CETL House, Lab</td>
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<td>Thursday, March 26, 3:30pm to 4:45pm</td>
<td>Book Club: &quot;Learner Centered Teaching: Putting the Research on Learning into Practice&quot;</td>
<td>Kennesaw, CETL House, Lab</td>
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<tr>
<td>Wednesday, April 1, 10:00am to 11:30am</td>
<td>Putting Learners at the Center of Your Instruction</td>
<td>Kennesaw, CETL House, Lab</td>
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<td>Friday, April 3, 2015 - 1:00pm to 3:00pm</td>
<td>Digital Engagement Techniques</td>
<td>Marietta, Building H Room 202-A</td>
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CETL’s Learner-Centered Teaching Supports

- **Consultations** specifically tailored to address faculty’s interest in or questions about teaching
- Focused **classroom observations** to gather and share feedback confidentially with a faculty member specific to his or her needs and interests
- **Small Group Instructional Diagnosis** (SGID) – a way of gathering mid-semester, formative feedback from students about their perceptions of the strengths of the course as well as areas for improvement.
- **Focus groups** for faculty member wanting to gather data from a set of students outside of a classroom setting
- **Other learning-centered teaching support services** can be developed and tailored to meet your individual, program, or department needs.
Contact Us

http://cetl.kennesaw.edu/contact-us

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