



Welcome!

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

By Maryellen Weimer

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

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

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

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