



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. Authentic-based, problem-based
2. Students critically analyzing documents
3. Should result in a product that can be used outside of class (authentic problems or experiences)

What is Learner-Centered Teaching?

Looks like:

1. Discussion – instructor provides prompts, students lead discussion, peers directing the learning (this may be chaotic)
2. Instructor steps away from being the sage on the stage
 - Not transmitting knowledge
 - Students guiding the learning process

Q: Can you have open conversations in meaningful ways

Five Key Changes to Practice:

The Role of the Teacher (Chapter 3)

Instructors should

1. Help students to make informed arguments
2. If possible, share students' solutions with peers
3. Know that this approach to teaching can be challenging - there are times when the conversation/focus of the discussion gets side-tracked; instructors need to be creative and respectful of students' ideas while refocusing the conversation

Five Key Changes to Practice:

The Balance of Power (Chapter 4)

1. Instructors need to acknowledge the power dynamics
2. Instructors should minimize their own authority
3. Instructors could design the course to center power on students

Five Key Changes to Practice:

The Function of Content (Chapter 5)

1. Instructors should use the content and the delivery of that content to help students to know *what to **do*** not just *want to **know***.
2. Student voices should be central to learning the content (e.g., sharing students)
3. Help students to develop the skills that they need for their field; connect course experiences to students future careers

Student Resistance

There is a lot of resistance from students, so how can we address that?

1. Make a personal connections with the students; be authentic
2. Sometimes you have to make some difficult decisions to address student resistance
3. Sometimes you have to assert your authority to address resistance

Specific Suggestions for the Classroom

1. Use student-generated quizzes throughout the course
2. Use flipped classroom model for some or all class meetings
3. Do not go into the details syllabus (or class notes) – give highlights
4. Push responsibility to students early on
5. Allow students to be teaching partners of the content

Specific Suggestions for the Classroom

1. Look for opportunities for students to engage in authentic learning experiences that will model the types of experiences they will have in their careers (e.g., create projects or tasks that are authentic to the field of study)
2. Give quick quizzes at different points during the class that encourage students to exchange ideas among themselves (e.g., break up notes with comprehension questions that ask students to paraphrase or explain ideas)

Specific Suggestions for the Classroom

1. Hold students accountable to each other (e.g., refer to students' solutions later in conversations or on assessments; don't repeat what students say)
2. Give formative assessments throughout the course to help students to know where they are and that you can use to adjust your teaching to support their learning

Upcoming CETL Events: Learner-Centered Teaching

Date & Time	Event	Location
Wednesday, April 1, 10:00am to 11:30am	Putting Learners at the Center of Your Instruction	Kennesaw, CETL House, Lab
Thursday, April 2, 3:30pm to 5:00pm	<u>Book Club: "Effective Instruction in STEM Disciplines: From Learning Theory to College Teaching"</u>	Kennesaw, CETL House, Lab
Friday, April 3, 1:00pm to 3:00pm	Digital Engagement Techniques	Marietta, Building H Room 202-A
Friday, April 17, 11:00am to 12:30pm	<u>Book Club: "Effective Instruction in STEM Disciplines: From Learning Theory to College Teaching"</u>	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

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

Emails:

Kadian Callahan: kcallah6@kennesaw.edu

Linda Stewart: lstewar2@kennesaw.edu

Mary Garner: mgarner@kennesaw.edu

Suggestions for CETL

It would be helpful to have a book club about making universities more learning-centered and rewarding good teaching through T&P.