

LEARNER-CENTERED TEACHING IN THE USA

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Learner-Centered Teaching in the USA

LEARNER-CENTERED TEACHING:

- More than a collection of new teaching techniques (how to).
- Is radically different teaching.

Why “RADICALLY DIFFERENT”?

- Changes the distribution of POWER
- Has a different PURPOSE

Learner-Centered Teaching in the USA

Important Resource:

LEARNER-CENTERED TEACHING

By

Maryellen Weimer

Published by:

San Francisco: Jossey-Bass, 2002

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Ultimate purpose and goal:

- More than end-of-course learning.
= To help learners become more **aware of themselves as learners** and thereby able to engage in **self-directed learning**.
- = To promote long-term **growth and development in learners**.

Learner-Centered Teaching in the USA

- How can we achieve learner-centered teaching (LCT)?

By making the following changes in teaching:

1. Change the DISTRIBUTION OF POWER
2. Change the FUNCTION OF THE CONTENT
3. Change the ROLE OF THE TEACHER
4. Change the ROLE OF THE STUDENT.
5. Change the FUNCTION OF FEEDBACK AND ASSESSMENT.

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1. Change the DISTRIBUTION OF POWER

OLD: The teacher has **ALL THE POWER** and controls **ALL** the major decisions.

NEW: The teacher **SHARES POWER** and allows students to make **SOME** of the major decisions.

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2. Change the FUNCTION OF THE CONTENT

OLD: You want students to **GET IT**, i.e., to just understand it and remember it.

NEW: You want students to be able to **USE IT**.

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3. Change the ROLE OF THE TEACHER

OLD: To present information, the content, to students, in a clear and organized manner.

NEW: To share some of the decision-making power with students.

To plan learning experiences.

To be a coach for the learners.

To be a guide for the learners.

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4. Change the ROLE OF THE STUDENTS

OLD: To understand and remember the content of their courses.

NEW: To make some of the decisions in the course.

To seriously engage in the work of learning.

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5. Change the function of FEEDBACK AND ASSESSMENT

OLD: To classify students, as bright or dumb.

To determine the grades that students get.

NEW: To provide important information needed for the work of learning.

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- How can we achieve LCT?

ANSWER: By making the following changes in teaching:

1. Change the DISTRIBUTION OF POWER
2. Change the FUNCTION OF THE CONTENT
3. Change the ROLE OF THE TEACHER
4. Change the ROLE OF THE STUDENT.
5. Change the FUNCTION OF FEEDBACK AND ASSESSMENT.

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What **teaching ideas** are professors in the USA **using**, to promote learner-centered teaching?

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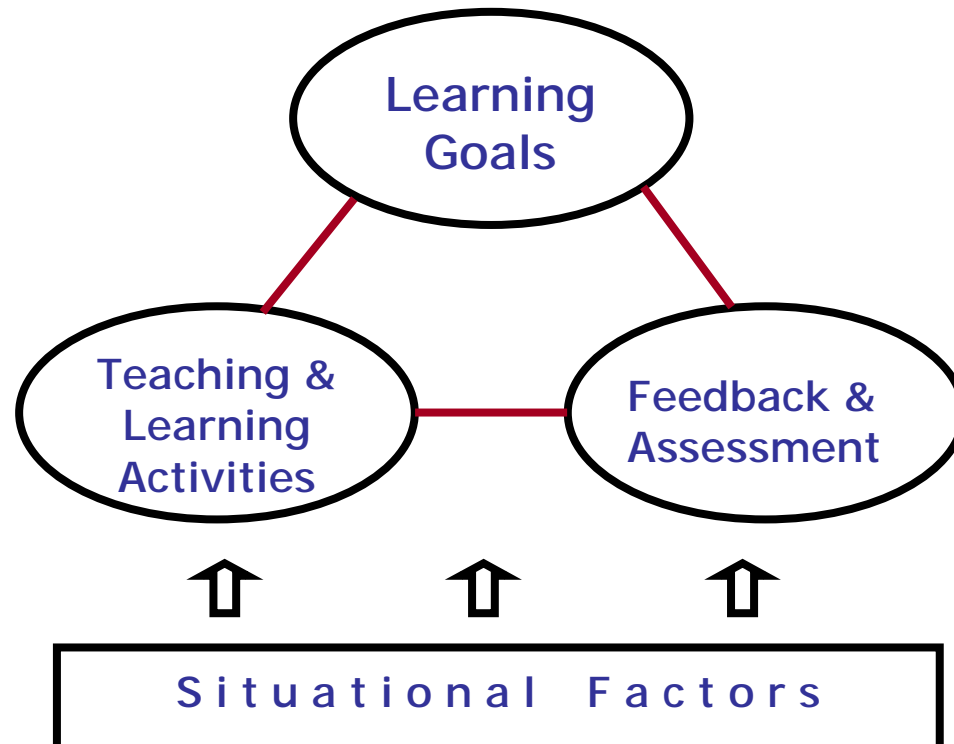
New Ideas for Teaching in the US:

1. New Ways of **DESIGNING COURSES**
2. New **LEARNING GOALS**
 - New **TEACHING/LEARNING ACTIVITIES**
 - New Forms of **FEEDBACK AND ASSESSMENT**

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1. New Ways of DESIGNING COURSES

INTEGRATED COURSE DESIGN:

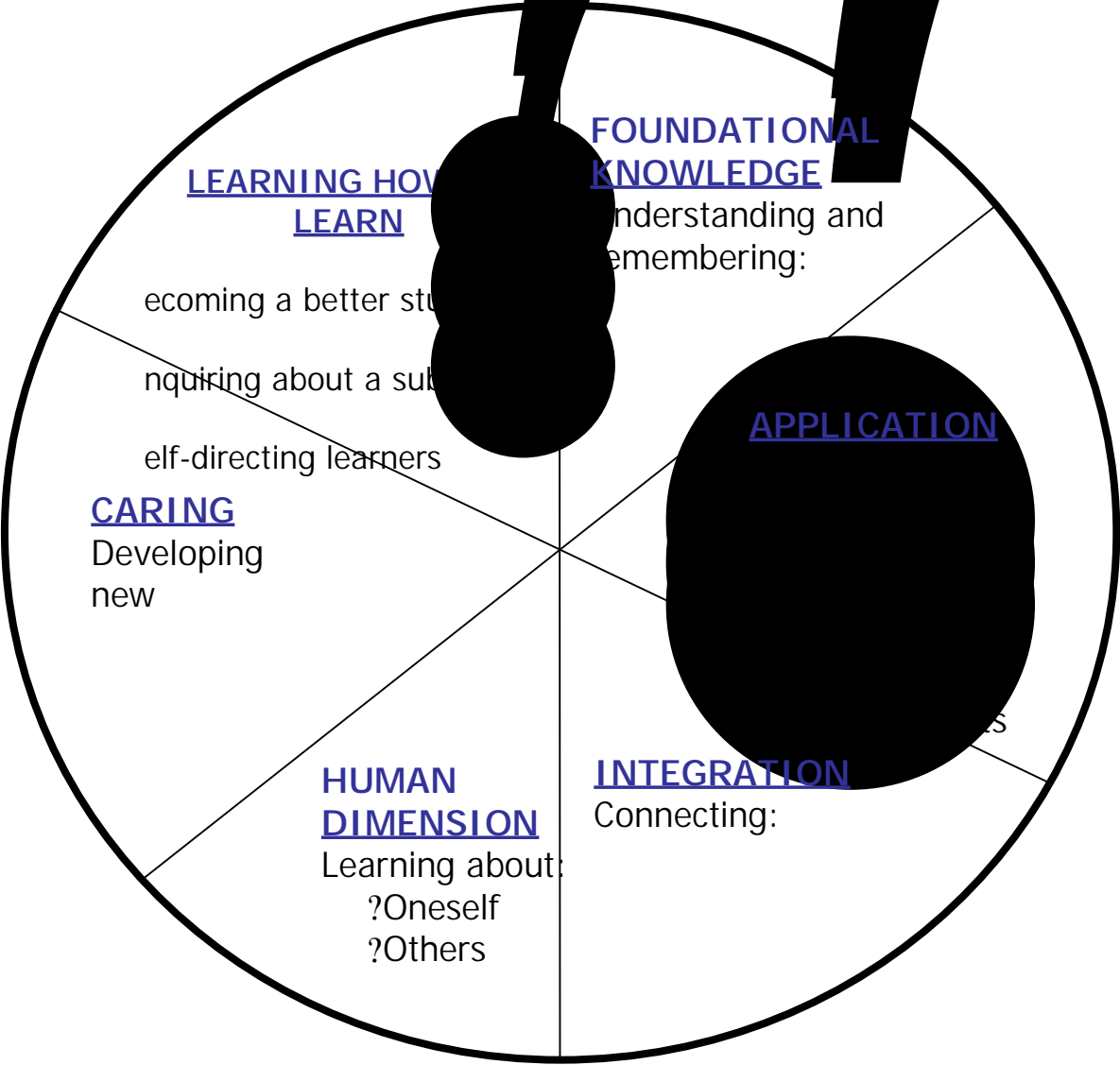


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2. New **LEARNING GOALS**

TAXONOMY OF SIGNIFICANT LEARNING

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- New **TEACHING/LEARNING ACTIVITIES**

ACTIVE LEARNING

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- **Small groups:**
 - Cooperative learning
 - Problem-Based Learning
 - Team-Based learning
- **Service learning:**
 - More than “community service”
 - = Community service that is linked to classroom activities
- **Reflective writing:**
 - 1-minute papers - weekly journals - learning portfolios

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- New Forms of FEEDBACK AND ASSESSMENT

A. EDUCATIVE ASSESSMENT

- Authentic assessment
- Clear criteria and standards
- Opportunities for self-assessment

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- New Forms of FEEDBACK AND ASSESSMENT

B. 7 Principles of FORMATIVE FEEDBACK

1. Facilitate the development of **self-assessment** (reflection) in learning.
- Encourage **teacher and peer dialogue** around learning.
 - Help clarify **what good performance is** (goals, criteria, standards expected).
 - Provide opportunities to **close the gap** between current and desired performance.

(continued)

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- New Forms of FEEDBACK AND ASSESSMENT

- B. 7 Principles of FORMATIVE FEEDBACK (cont.)

- 4. Deliver high quality information to students about their learning.
 - Encourage positive motivational beliefs and self-esteem.
 - Provide information to teachers that can be used to help shape the learning.

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WHAT IS THE ULTIMATE PURPOSE OF LEARNING IN LIFE?

ANSWER OF LEARNER-CENTERED TEACHING:

- ~~To get a degree?~~
- ~~To help me get a high-paying job?~~
- **TO PROMOTE MY SPIRITUAL GROWTH**

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PURPOSE OF LEARNER-CENTERED TEACHING?

- Development of **VIRTUE** (Individual Improvement)
- Development of ability to **HELP OTHERS** (Community Improvement)

=**Spiritual Growth**

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LEARNER-CENTERED TEACHING:

A RADICALLY DIFFERENT WAY OF TEACHING

- Changes the distribution of POWER
- Has a different PURPOSE

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QUESTION:

How do you get faculty to use
this new kind of teaching?

This will be the topic of my keynote
presentation on **Friday Morning!**

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THE END

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