

Spring 2015

Week One: Introduction to Learning-Centered Teaching

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Welcome, Bienvenido, 形容



Teaching Academy
Part One:
Introduction to Learning-Centered Teaching


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Basic Ground Rules



From the Desk of Dr. J

1. Mistakes are OK—have fun!
2. Work cooperatively
3. Be an ACTIVE participant
4. Begin & end on time
5. Take care of personal needs
6. Recycle cans, bottles & paper
7. Be an active listener—make eye contact, don't attend to other things

Get involved in your own learning.



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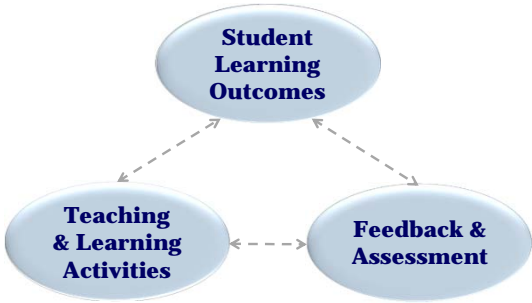
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Integrated Course Design

Effective teaching begins with good course design.



The materials from the *Course Design* series are in Folio. Let me know if you want them activated.



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Teaching Academy Objectives

Upon completion of the *Teaching Academy*, you will be able to:

1. Examine your assumptions about students and how they learn.
2. Use pedagogical research findings to plan lessons, assignments, and ongoing assessments.
3. Actively engage students in the learning process.
4. Determine whether or not students are learning so you can . . .
5. Modify your teaching strategies in order to improve student learning.

Need assistance creating observable, measurable learning-centered objectives? See me for help.



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Big Idea

Change is difficult. . .



even when it's easy.



 In order to improve student learning, we must first examine our assumptions about students and how they learn.

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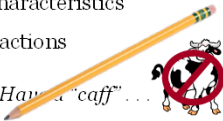
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Working Definition

Ca - *category* - general group, classification

F - *form* - physical characteristics

F - *function* – uses, actions

Don't have a cow, man. Have a "caff" . . . 

A pencil is a communication tool or device

wordcategory - general group

that* is long & thin, contains lead & has an eraser

form – characteristics

& can/is used* to write, do math, draw, shoot elastics

function – uses, actions

*Modify to fit context.

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Teaching-Learning Approaches

Are You Teaching or Learning Centered?

	Teaching-Centered	Learning-Centered
1.	Deliver instruction	Facilitate learning
2.	Transfer knowledge from teacher to student	Discovery & construction of knowledge
3.	One teaching style	Multiple teaching styles
4.	Time held constant; learning varies	Learning held constant; time varies
5.	Promote recall	Promote understanding
6.	Faculty are lecturers	Faculty are designers of learning environments
7.	Learning is competitive & individualistic	Learning is cooperative & collaborative

Source: Adapted from Barr, R.B. & Tagg, J. (1995). From Teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6) 12-25.

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Learning-Centered Teaching

Myths about Learning-Centered Teaching

- Can only be implemented in small classes
- Can only be implemented in upper level or graduate classes
- Reduces the content covered
- Reduces the rigor of the courses
- When students engage in active learning the course gets dummed down

Blumberg, P. & Everett, J. (2005). Achieving a campus consensus on learning-centered teaching: Process and outcomes. *To Improve the Academy*, 23, 191-210.

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Learning-Centered Teaching

What Is Learning-Centered Teaching?

- Not one specific teaching method but a variety of instructional methods
- Teaching approach that focuses on student learning
- Focus changes from what teacher does to what students learn
- Increased student engagement with content increases student learning & long-term retention

<http://www.usciences.edu/teaching/Learner-Centered/implementing%20lct.pdf>

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Preconception Preview

- Students aren't blank slates—they bring ideas from prior experiences
- Ideas often incomplete, preliminary understandings of fundamental disciplinary concepts
- Students' thoughtful efforts to make sense of & explain their natural world—construct meaning
- Influenced by personal experiences—physical, emotional, social
- Influenced by bias & culture



Martin, et al. (2002). *Teaching Science for All Children: Methods for Constructing Understanding*. 2nd Ed. Chapter 4. NY: Pearson/Allen & Bacon.

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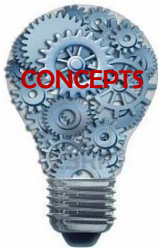
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Discrepant Teaching Events

6-3-1 Protocol

- Each TEAM member makes a list of the SIX most important concepts from the reading
- In TEAMS, each person shares their list and the group narrows the list to the THREE most important concepts
- As a class, each TEAM shares ONE idea from their group list



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For Next Time

Watch


- If you have not yet seen *Teaching Teaching, Understanding Understanding*, watch it online.

Bring

- List of common misconceptions—Google search using discipline OR concept + misconceptions

Read

- Chapter 1. “Students Prior Knowledge”
- Chapter 2. “Ways Students Organize Knowledge”
- *Note:* If you are not sure how to write learning-centered objectives or what Bloom’s Taxonomy is, read pp. 244-247 OR see me.



Extension

- [“Teaching & Human Memory”](#) – Part 2 of the article you read for today
- [Bottlenecks & Threshold Concepts](#) –Brief summary of these concepts
- [Learner-Centered Teaching](#) – Questions & answers

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