



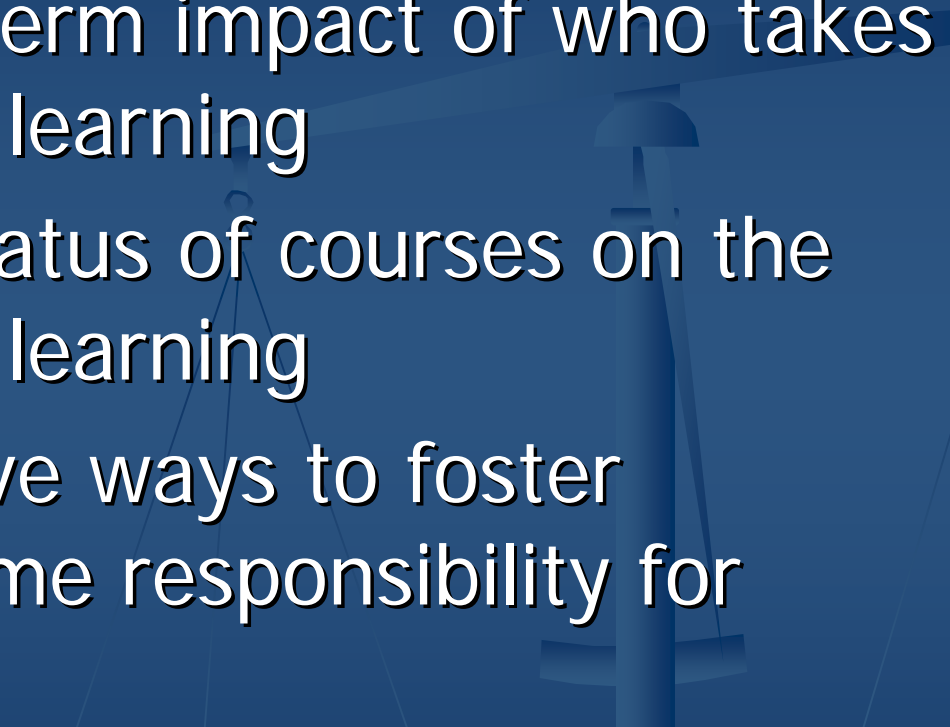
# The Responsibility for Learning

Phyllis Blumberg, Ph.D.

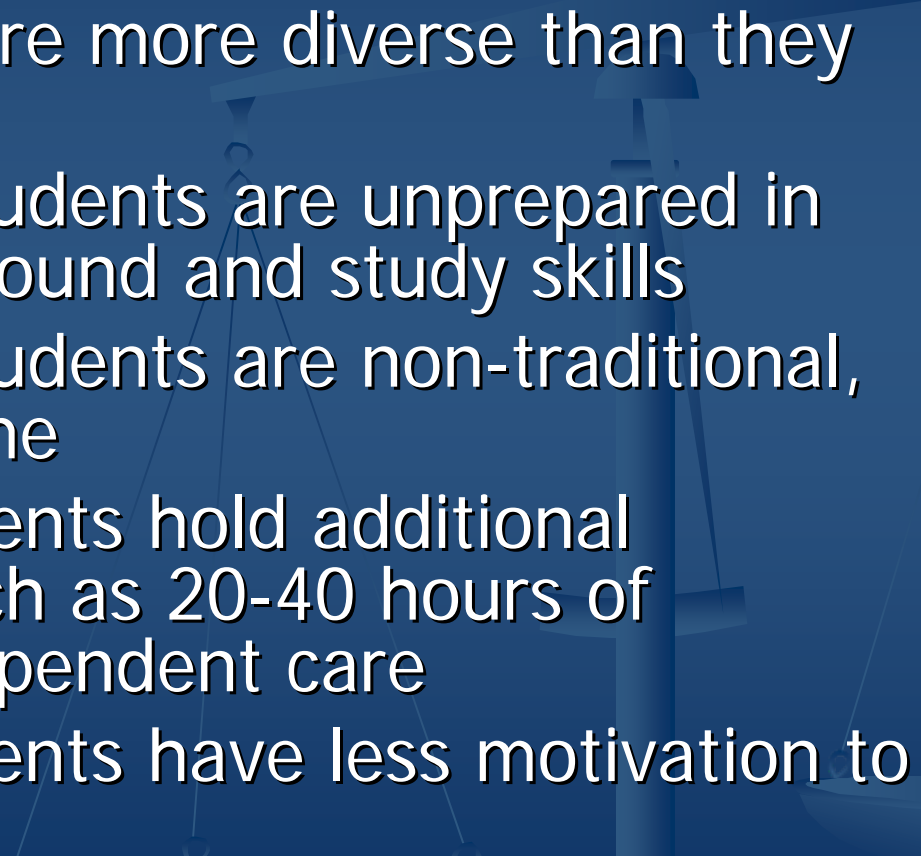
Material for this session comes from the upcoming (2008) book, by Blumberg, P. *Developing Learner-Centered Teacher: A Practical Guide for Faculty*, Jossey-Bass Publishers. Materials may be copied as long as this reference is cited

# Outcomes of this session

Participants will be able to:

- Assess the long term impact of who takes responsibility for learning
  - Determine the status of courses on the responsibility for learning
  - Discuss alternative ways to foster students to assume responsibility for learning
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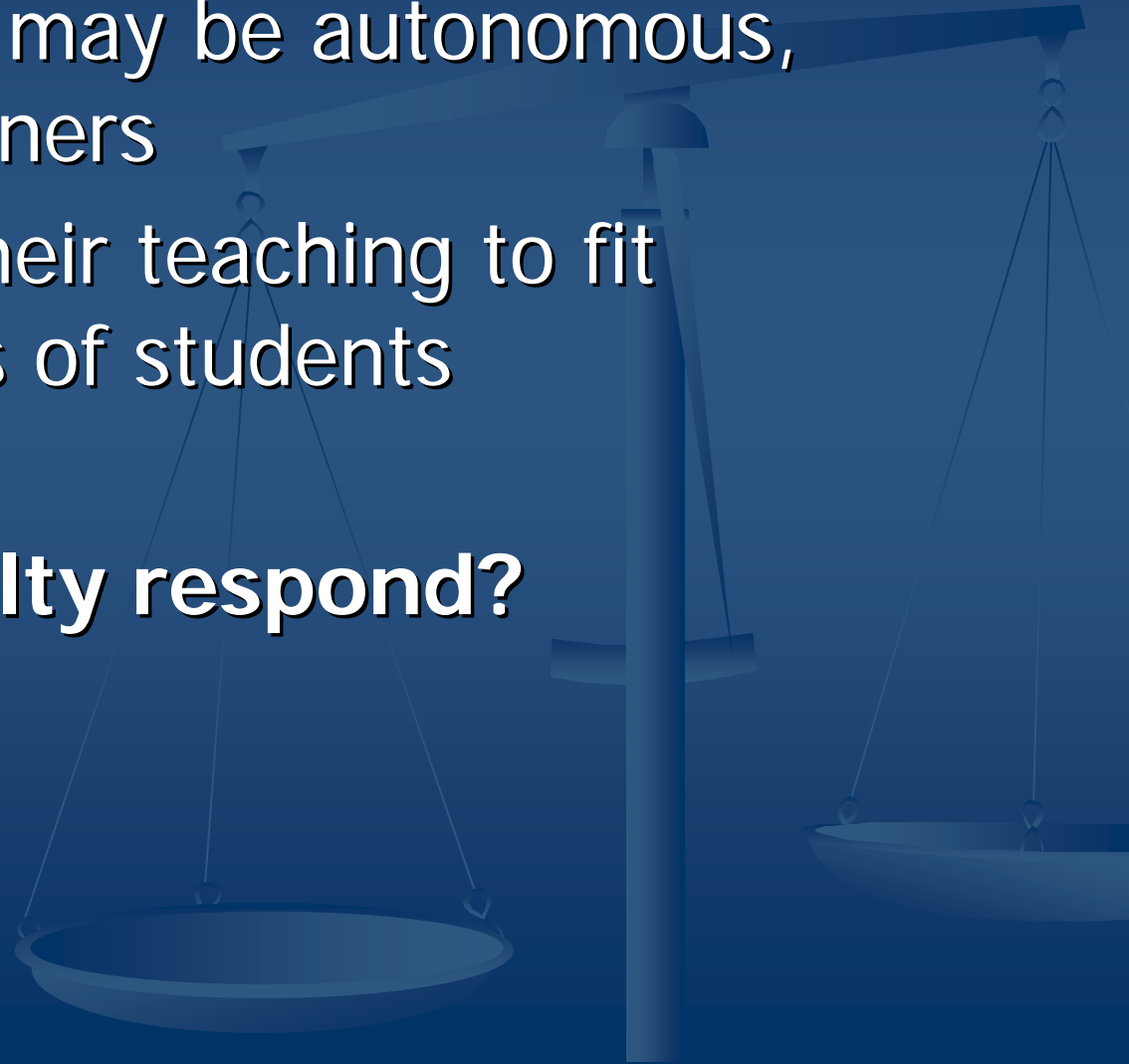
# What are the consequences in terms of student and faculty behaviors of these facts?

- College students are more diverse than they were previously
    - Many college students are unprepared in terms of background and study skills
    - Many college students are non-traditional, older or part-time
  - Many college students hold additional responsibilities such as 20-40 hours of employment or dependent care
  - Many college students have less motivation to work hard
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# Consequences

- Fewer students may be autonomous, responsible learners
- Faculty adapt their teaching to fit requests/ needs of students

**What do faculty respond?**



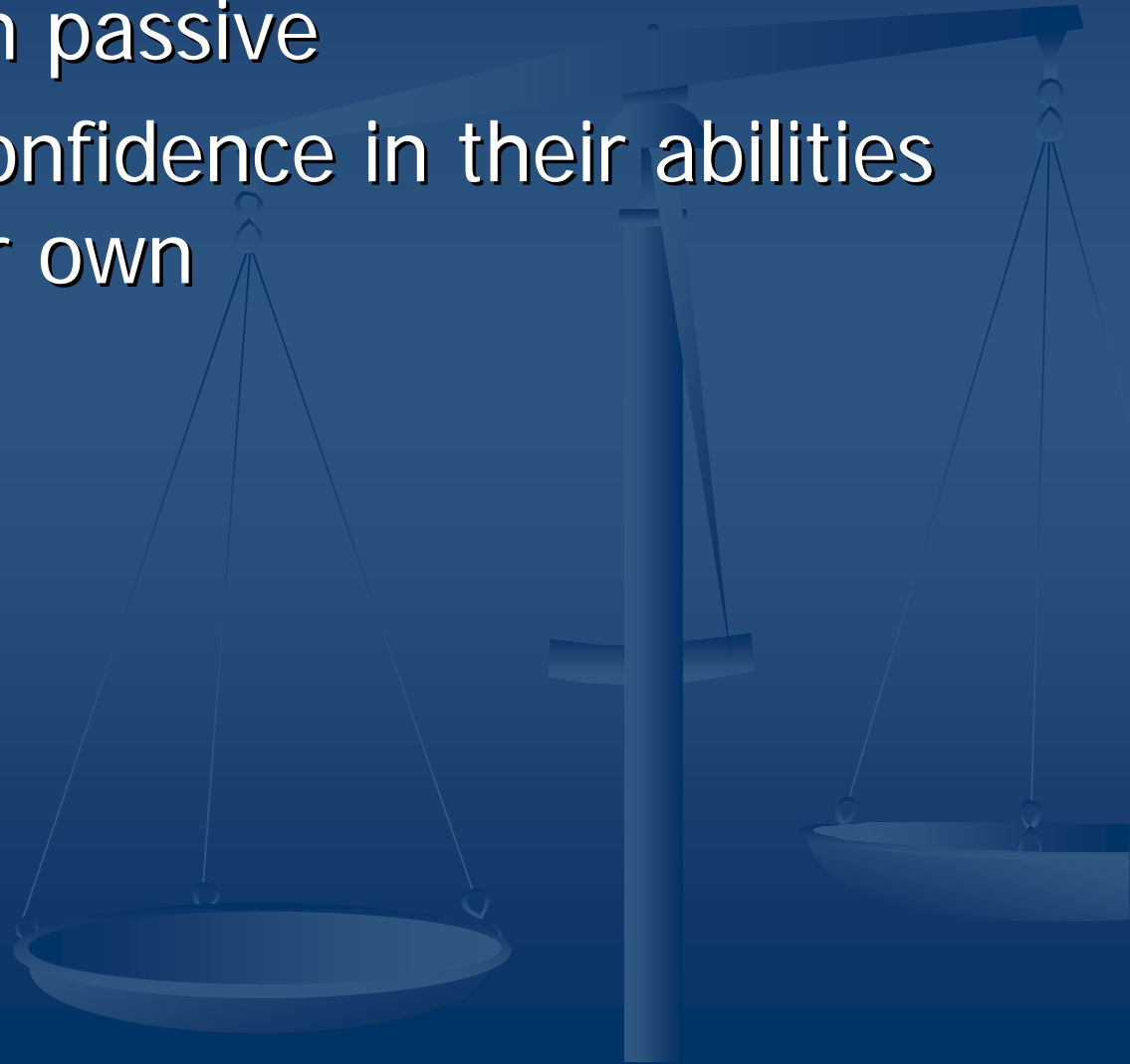
# When faculty assume more responsibility for the students' learning

- They direct how students learn
- They determine how well students have learned
- These actions are characteristics of instructor-centered teaching
  - Yet faculty developers are trying to encourage learning-centered teaching, which contrasts with instructor-centered teaching <sup>1</sup>

Sorcinelli, et.al. (2006) Creating the Future of Faculty Development. Anker

# When faculty assume more responsibility for the students' learning

- Students remain passive
- Students lack confidence in their abilities to learn on their own



# Learning-centered teaching

- An essential characteristic of learning-centered teaching is that students take responsibility for their own learning <sup>2</sup>
- Most instructors do not know strategies to help our students take responsibility for their own learning
- Yet this approach to teaching is a priority for faculty developers

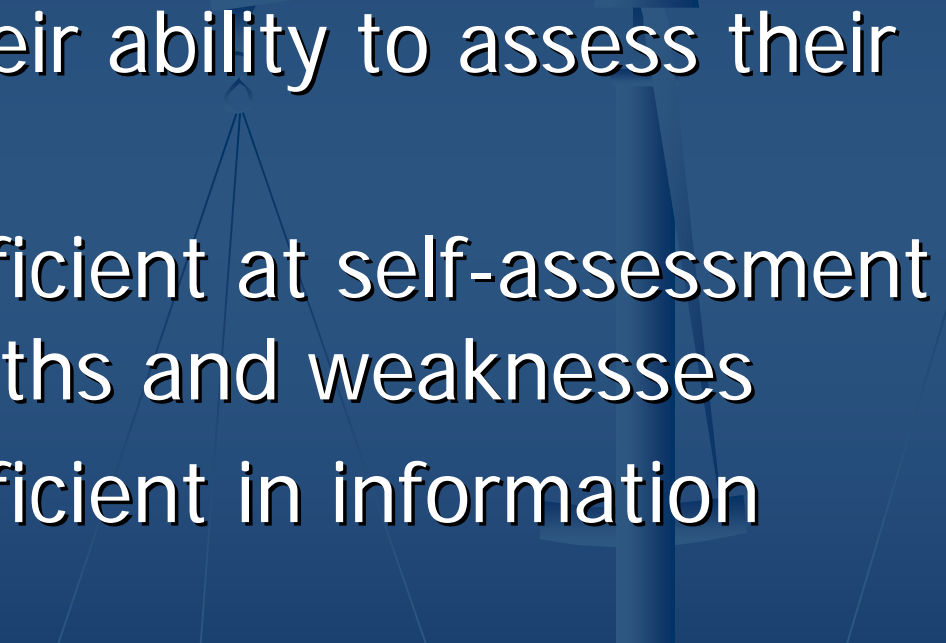
## What should faculty do?

Weimer (2002) *Learner-centered teaching*. Jossey-Bass

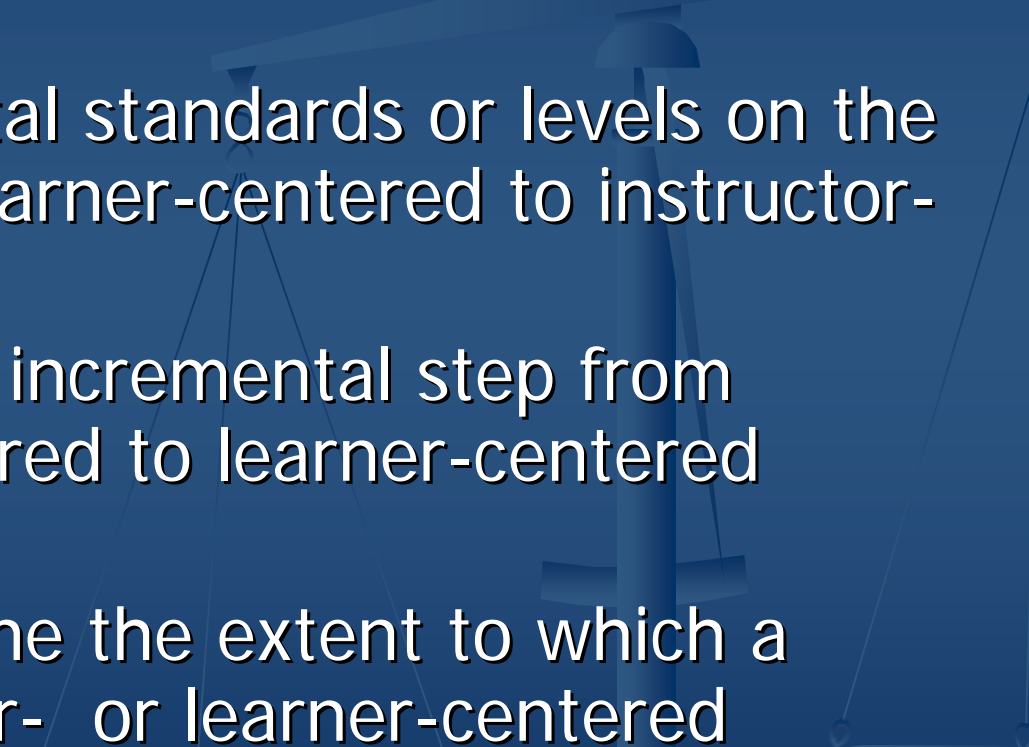
# We will discuss 6 ways faculty can increase students taking responsibility for learning

1. Providing increasing opportunities for students to assume responsibility for their learning, creating situations that motivate students to assume this responsibility
2. Developing skills for further learning (i.e. time management, self-monitoring, goal setting)
3. Becoming self-directed, lifelong learners, more aware of their own abilities to learn

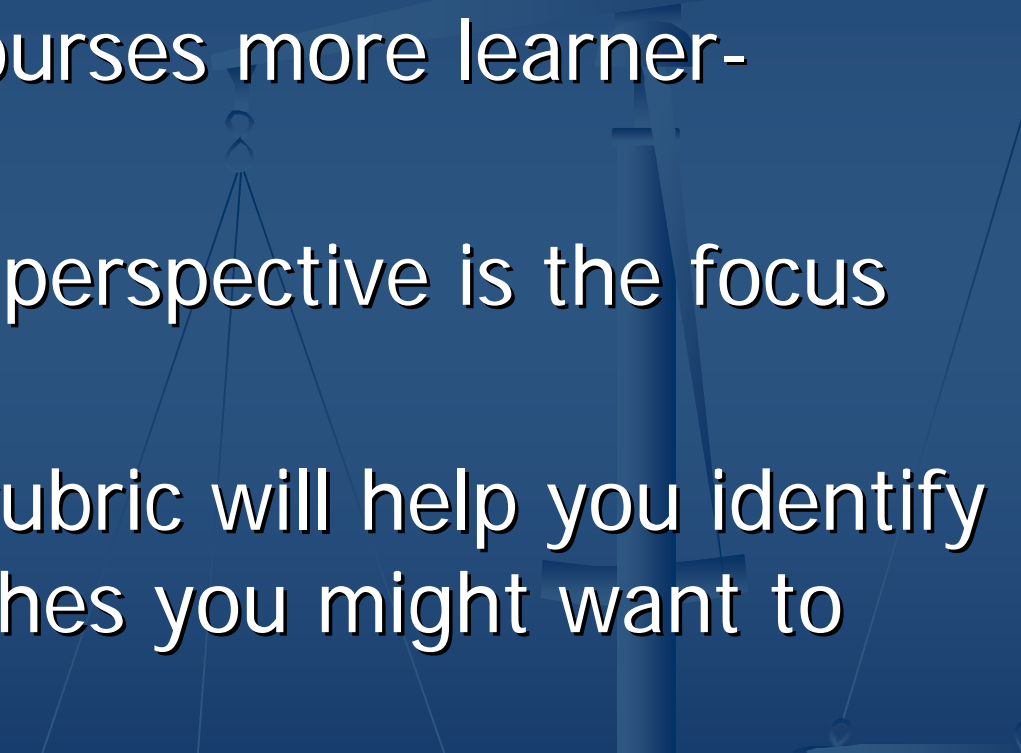
# 6 ways faculty can increase student taking responsibility for learning (continued)

4. Developing their ability to assess their own learning
  5. Becoming proficient at self-assessment of their strengths and weaknesses
  6. Becoming proficient in information literacy skills
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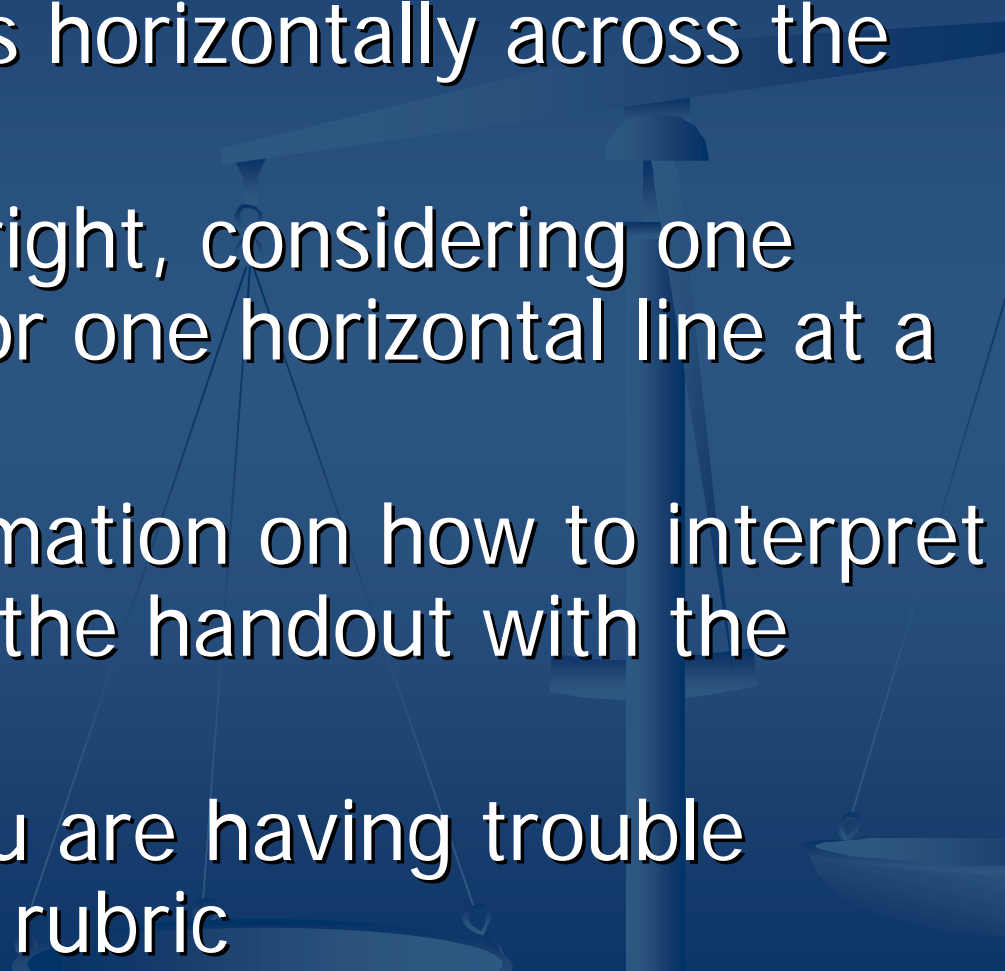
# Each of these components are further explained on a rubric that

- states the 6 components of the Responsibility for Learning
  - states 4 incremental standards or levels on the continuum from learner-centered to instructor-centered.
    - Each level is an incremental step from instructor-centered to learner-centered approaches.
  - helps you determine the extent to which a course is instructor- or learner-centered
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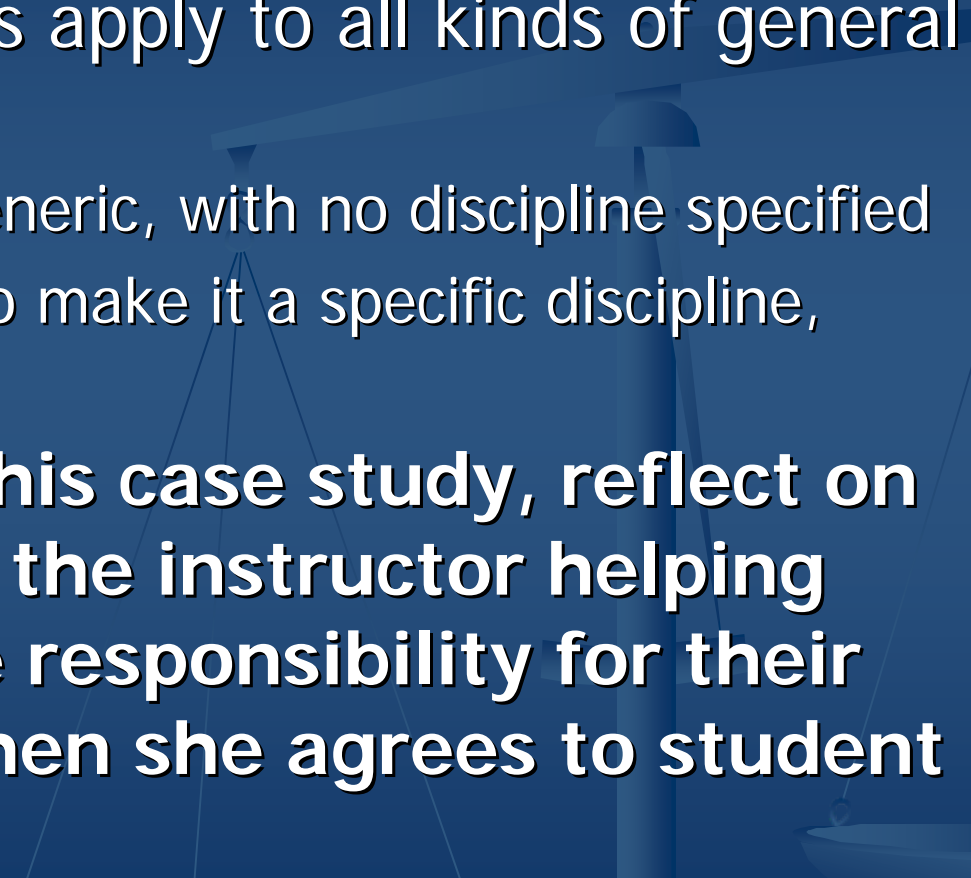
# The Responsibility for Learning Rubric

- Each step explains what instructors can do to make their courses more learner-centered
  - The instructor's perspective is the focus throughout.
  - The use of the rubric will help you identify specific approaches you might want to change.
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# Understanding the rubrics

- Read the rubrics horizontally across the page  
from left to right, considering one component or one horizontal line at a time.
  - Additional information on how to interpret the rubric is on the handout with the rubric
  - Please ask if you are having trouble interpreting the rubric
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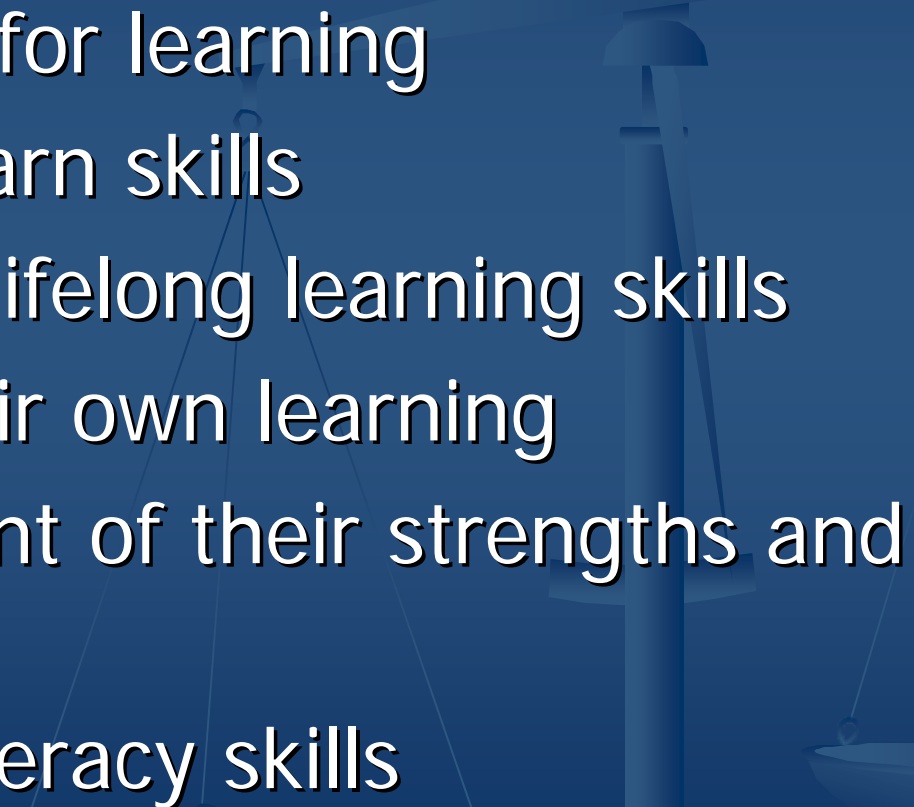
# Case study of a general education course

- I tried to make this apply to all kinds of general education courses
    - You can keep it generic, with no discipline specified
    - You may choose to make it a specific discipline, perhaps your own
  - **As you discuss this case study, reflect on this question: is the instructor helping students to take responsibility for their own learning when she agrees to student requests?**
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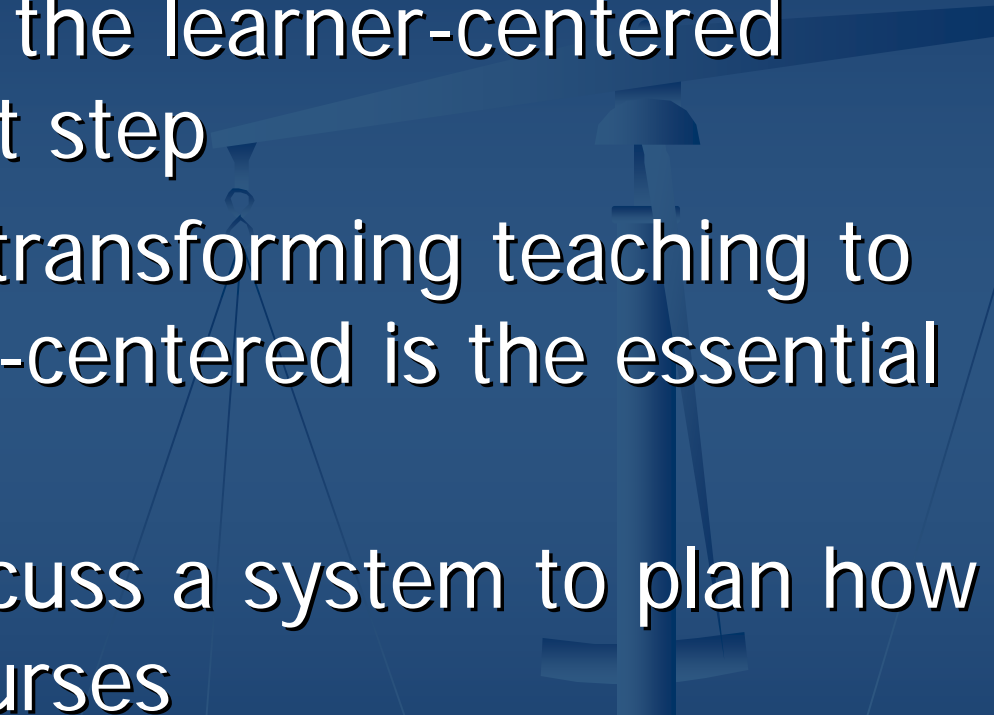
# Small group activity for 20 minutes

- Form groups of similar disciplines together
  - e.g. sciences, humanities, health care professional programs
- Discuss the case study
  - Is the instructor helping students to take responsibility for their own learning when she agrees to student requests?
- Together assess the case study using the rubric

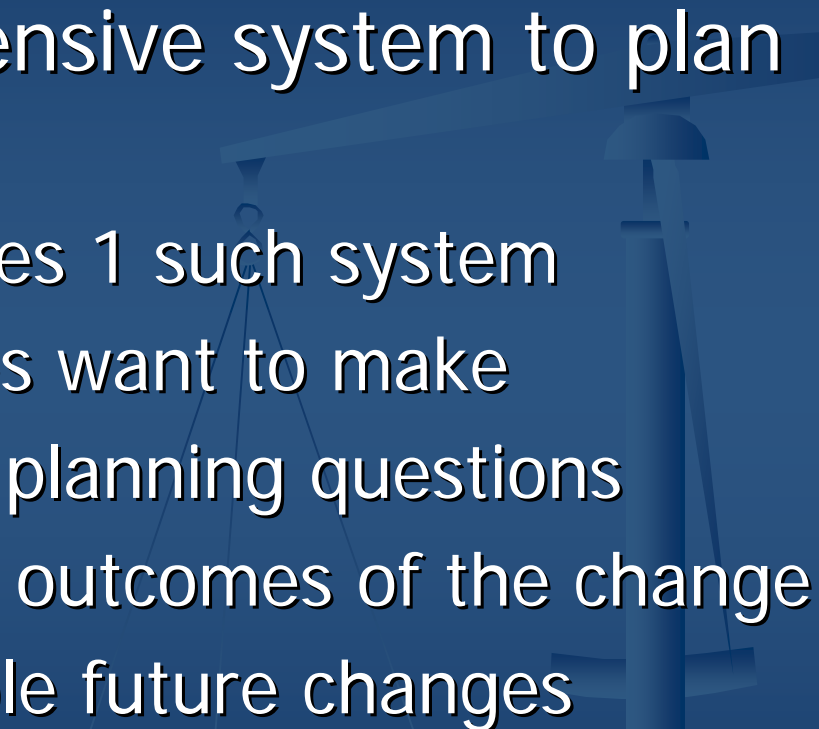
Where did your group place the case study course on each of the 6 components on the rubric?

1. Responsibility for learning
  2. Learning to learn skills
  3. Self-directed, lifelong learning skills
  4. Assessing their own learning
  5. Self-assessment of their strengths and weaknesses
  6. Information literacy skills
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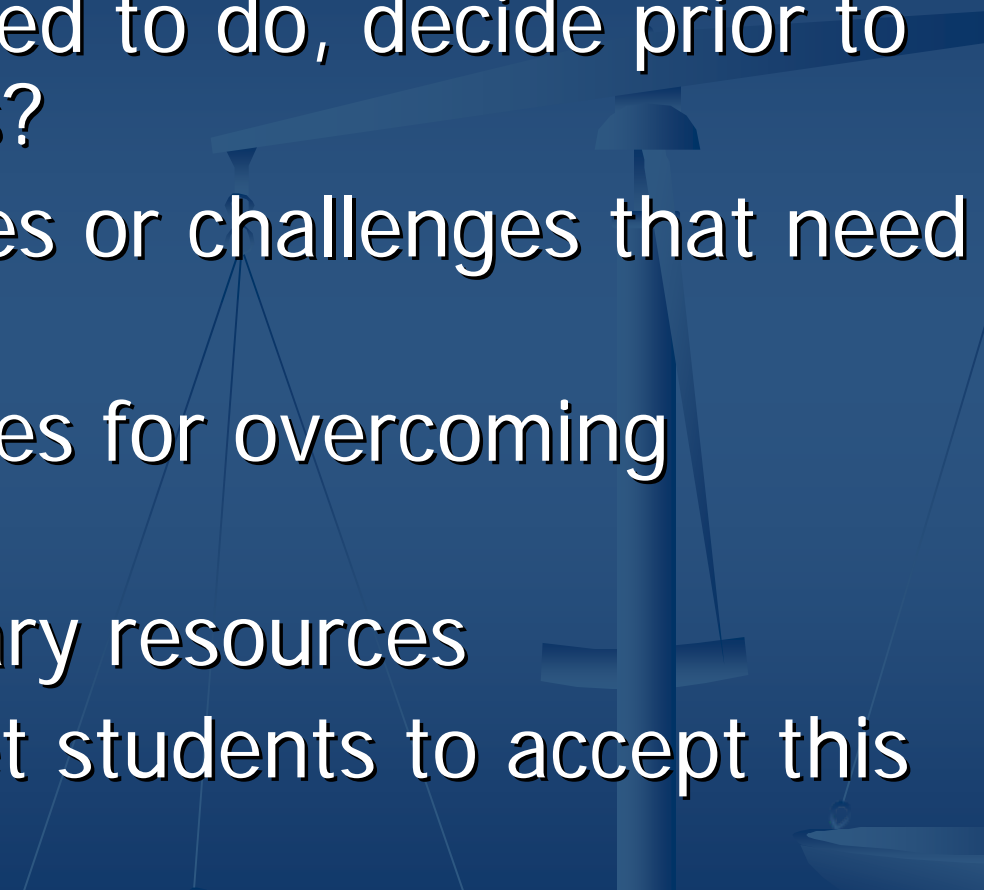
# Transforming courses to be more learner-centered

- Identification of the learner-centered status is the first step
  - Thinking about transforming teaching to be more learner-centered is the essential next step
  - Next we will discuss a system to plan how to transform courses
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# Transforming an instructor-centered course to be more learner-centered

- Use a comprehensive system to plan changes
    - Handout provides 1 such system
    - Identify changes want to make
    - Answer tactical planning questions
    - Consider future outcomes of the change
    - Consider possible future changes
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# Answer tactical planning questions

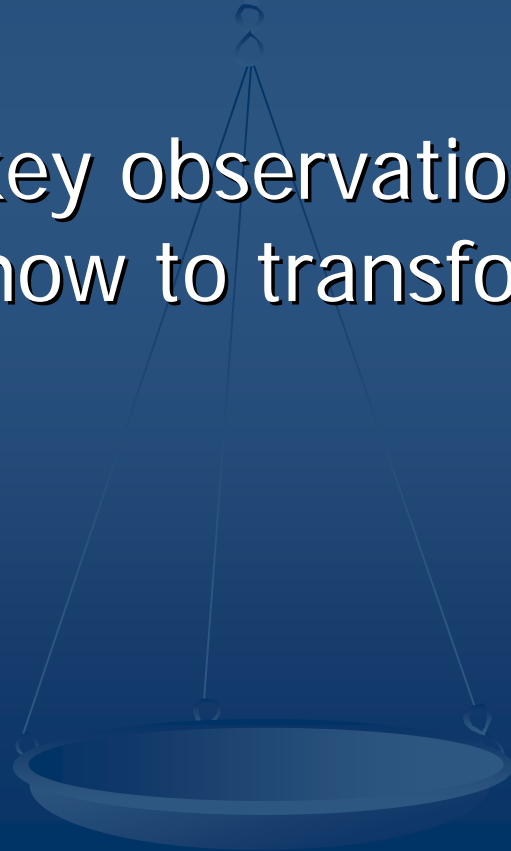
- What do you need to do, decide prior to making changes?
  - Identify obstacles or challenges that need to be overcome
  - Identify strategies for overcoming obstacles
  - Identify necessary resources
  - How can you get students to accept this change?
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# Small group activity (20 minutes)

- Stay in your same small group
  - Continue working on the case study
- Agree upon 1-2 possible changes based on how you scored the components
- Discuss the answers to the questions on the planning for transformation form for each identified possible change
- We will report back on our discussions

# Report back to larger group

- What changes do you propose and how would your group go about making these changes?
- Report on any key observations from your discussions on how to transform a course



Any questions or feedback?

