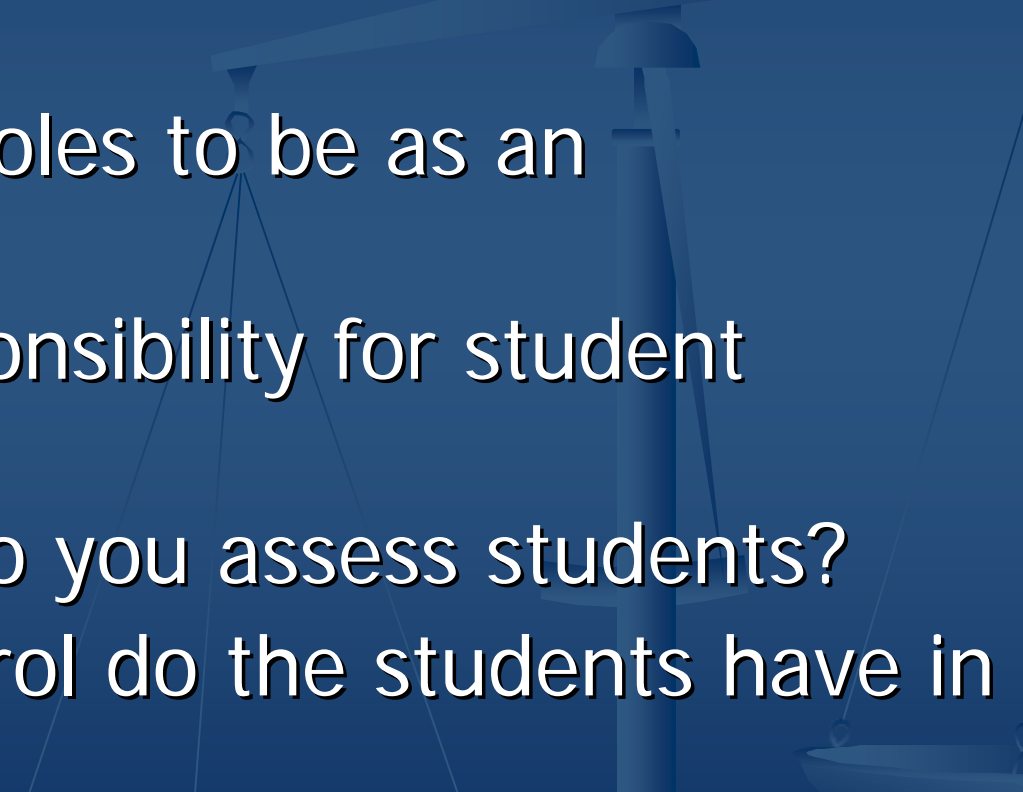


Warm-up activity:

Think about how you teach

- How and why do you cover the material of the course?
 - What are your roles to be as an instructor?
 - Who takes responsibility for student learning?
 - How and why do you assess students?
 - How much control do the students have in the course?
- 

How do you teach your courses?

Assessing your teaching on an instructor-centered to learning-centered continuum

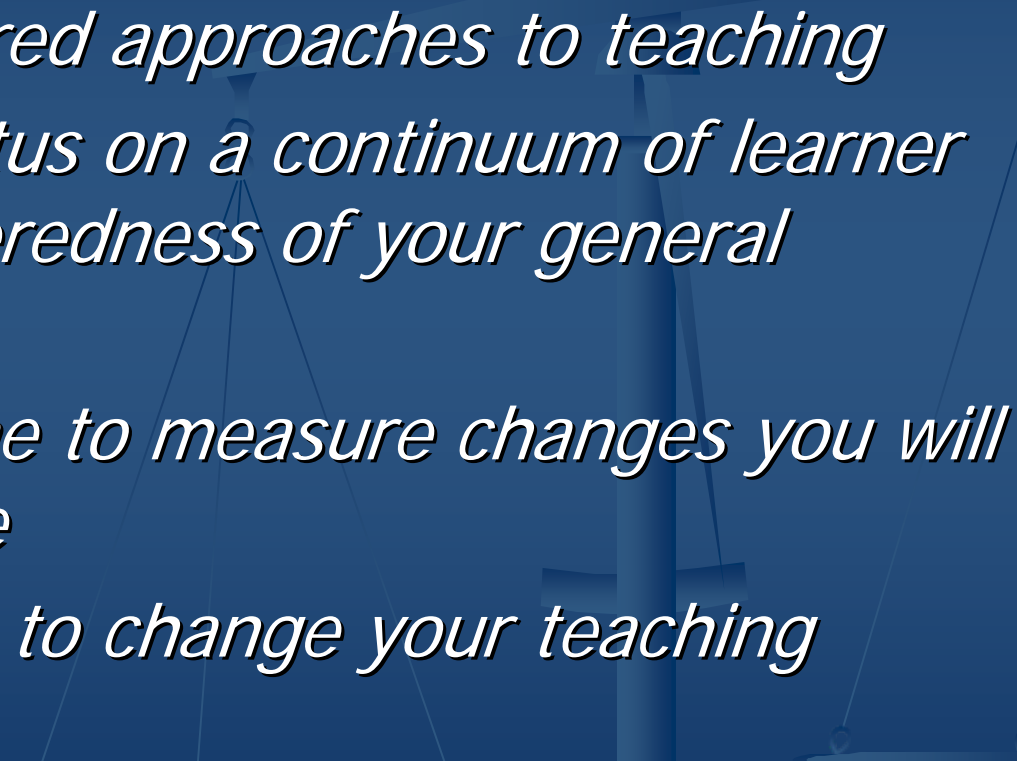
Delgado Community College

Facilitator: Phyllis Blumberg, Ph.D.

p.blumbe@usip.edu

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Objectives of this workshop

- *discuss contrasts between instructor-centered and learner-centered approaches to teaching*
 - *determine the status on a continuum of learner to instructor centeredness of your general education courses*
 - *establish a baseline to measure changes you will make in the future*
 - *begin to see ways to change your teaching incrementally*
- 

Challenges of general education courses lead us to a dilemma in how to teach our courses

Instructors of general education courses:

- are continuously challenged to present content in an environment that motivates students to learn,
- are expected to develop students' abilities to take responsibility for their own learning,
- and need to facilitate students' abilities to apply their acquired knowledge and skills in other courses.

Many instructors use the following traditional approaches

Characteristics of these approaches include:

- Instructional method is often lecture
- Students are required to read texts
- Students need to learn large amounts of material largely through memorization
- Multiple choice testing to assess student recall of information

These are called teacher-centered approaches

Contrasting instructor-centered with learning centered teaching

Characteristics of learner-centered teaching:

- It is an approach to teaching that focuses on student learning
 - rather than on what the teacher is doing
- Changes the focus from what the teacher does to student learning
- Learning centered teaching is not one specific teaching method
- Many different instructional methods can use a learning centered approach

Comments about the language I use

I interchange words:

centered= directed

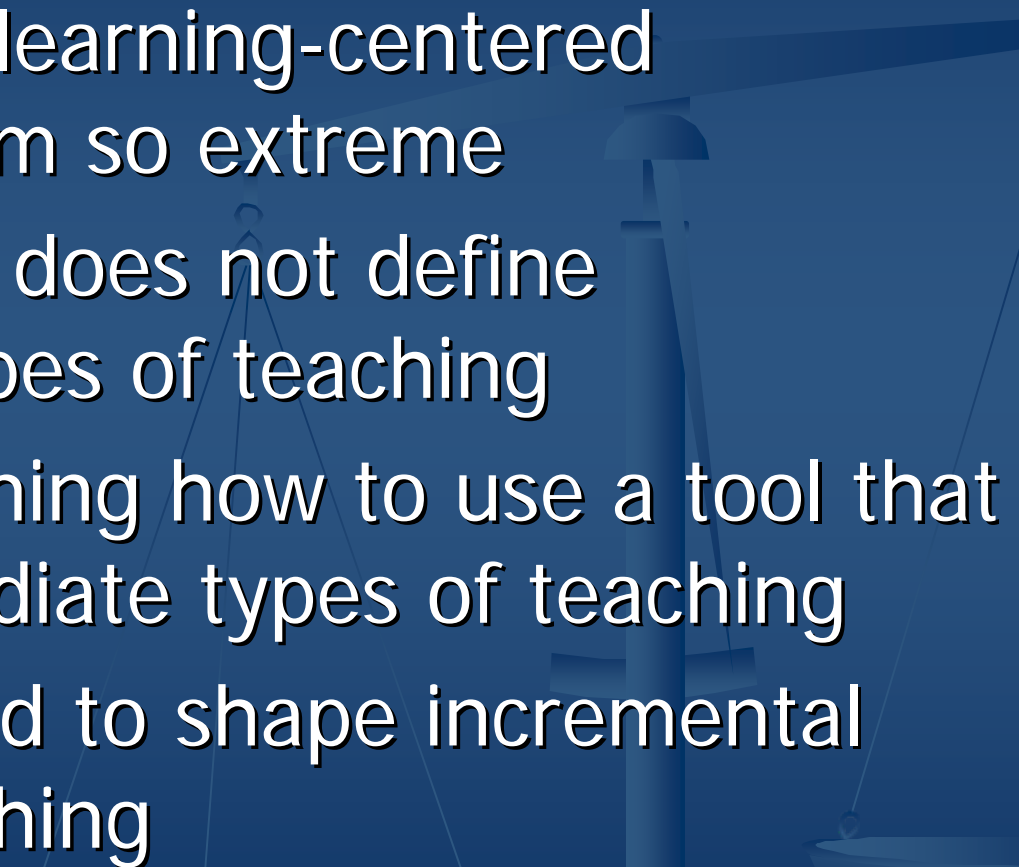
instructor= faculty = teacher

learning-centered = learner-centered

You use what you are comfortable with

Student-centered is also a phrase used for a type of teaching similar to learning-centered, but I have found faculty do not like it as much

Most teaching is not really either/or contrast, but somewhere in between

- Traditional and learning-centered approaches seem so extreme
 - Literature often does not define intermediate types of teaching
 - You will be learning how to use a tool that defines intermediate types of teaching
 - Tool can be used to shape incremental changes in teaching
- 

Five relevant practice areas to consider

- The functions of content
- The role of the instructor
- The responsibility for learning
- The processes and purposes of assessment
- The balance of power

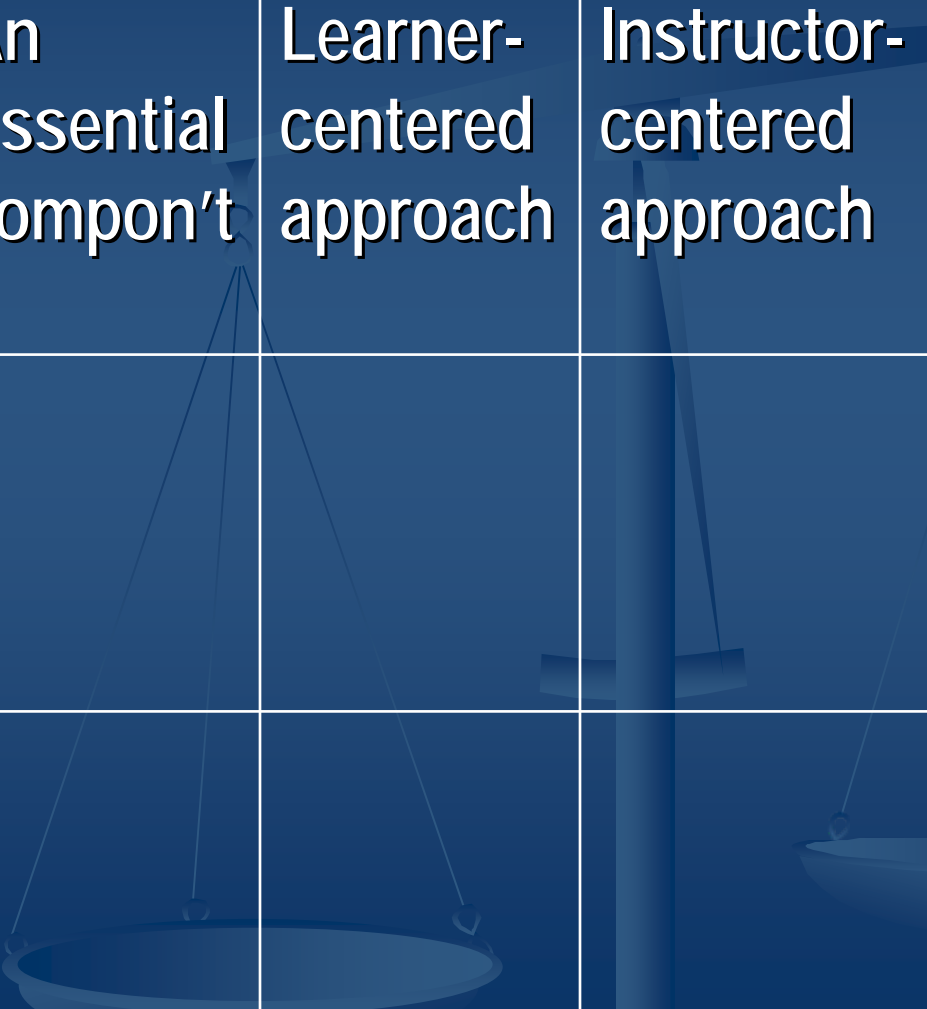
Weimer, M. (2002). *Learner-centered teaching*. San Francisco: Jossey-Bass.

Table 1 on handout contrasts between learner-centered approaches and instructor-centered approaches

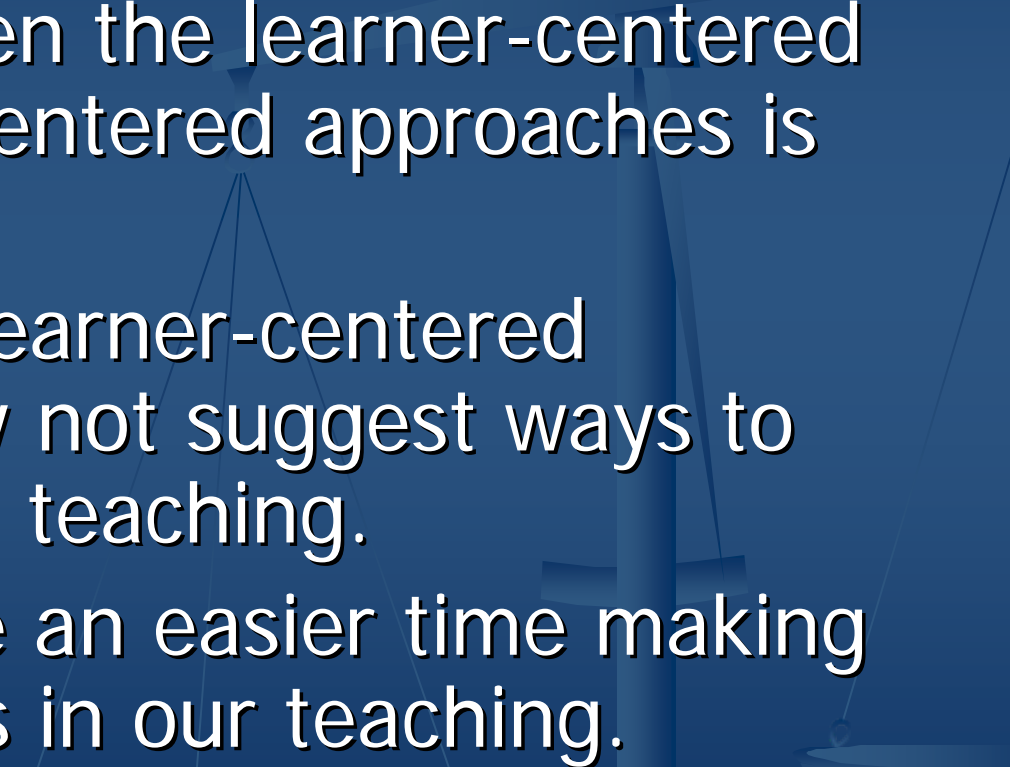
- further explain each of these practices
- illustrate differences in what instructors do
- These different behaviors lead to differences in what instructors expect their students to do.
- Table 1 on handout contrasts learner-centered approaches with instructor-centered approaches on one essential component of each of these five practice areas. (partly shown on the next slide)

Contrasts between learner-centered and instructor-centered approaches

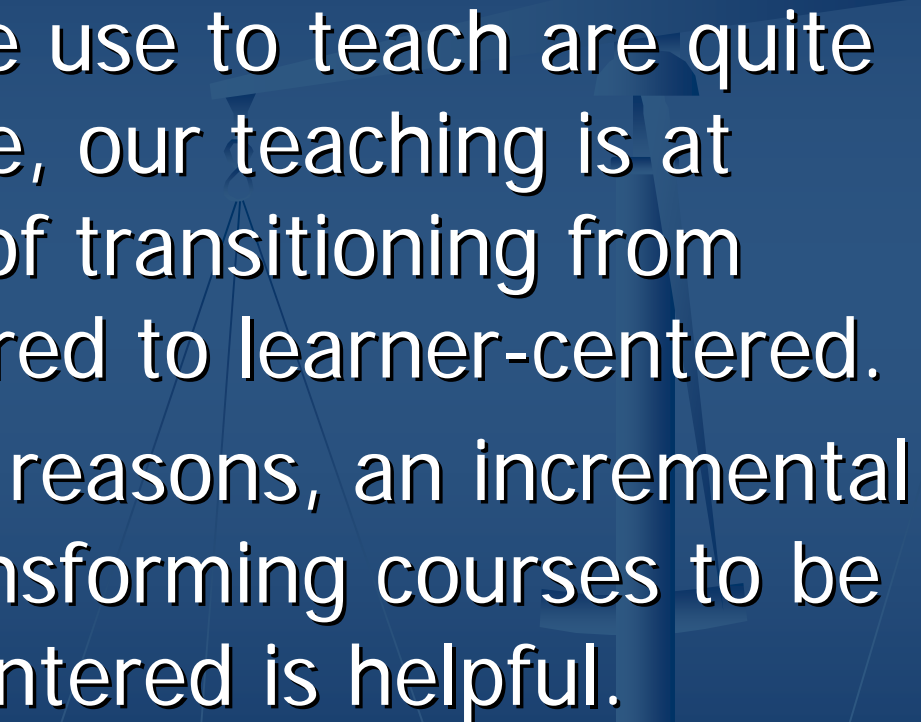
Practice Area	Definition of practice area	An Essential compon't	Learner-centered approach	Instructor-centered approach
The function of content				



Need for incremental steps between learner-centered and instructor-centered approaches

- As Table 1 shows, the contrast in teaching methods between the learner-centered and instructor-centered approaches is quite large.
 - Just listing the learner-centered approaches may not suggest ways to change our own teaching.
 - Instructors have an easier time making gradual changes in our teaching.
- 

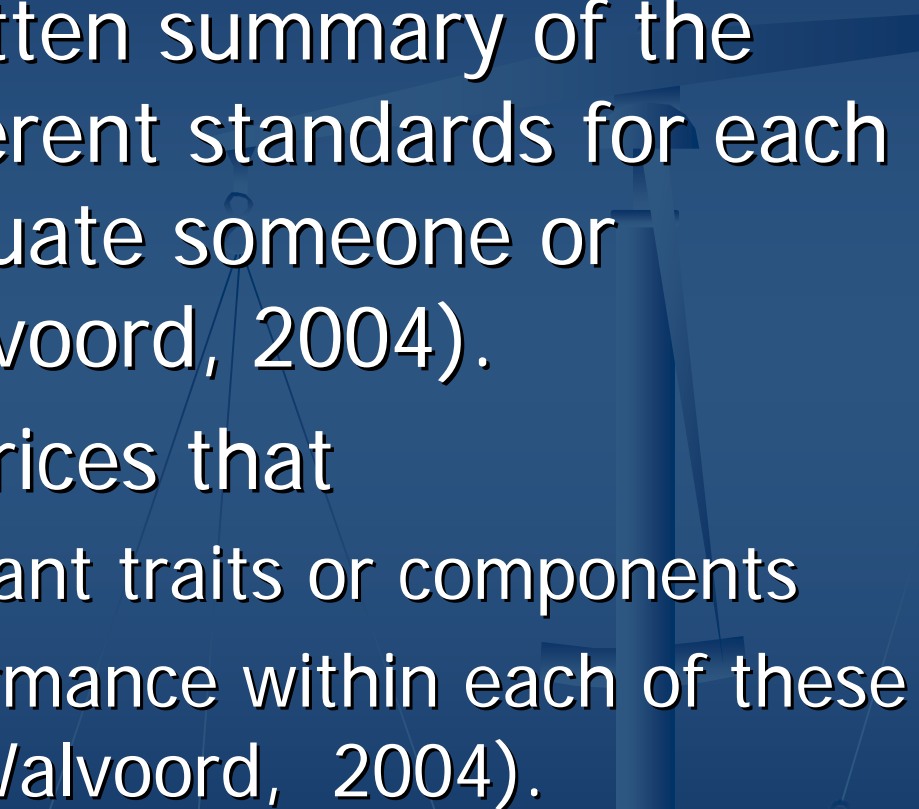
Further need for incremental steps between learner-centered and instructor- centered approaches

- The methods we use to teach are quite varied; therefore, our teaching is at different levels of transitioning from instructor-centered to learner-centered.
 - For all of these reasons, an incremental approach to transforming courses to be more learner-centered is helpful.
- 

Incremental steps

- Incremental steps allow you to make changes gradually over time, as you make a transition from instructor-centered to learner-centered teaching.
- Assessment you will be using describes two incremental levels of transitioning for each component of each of the five practices. This incremental approach makes the transformation process more manageable.

Assessment will be based on rubrics

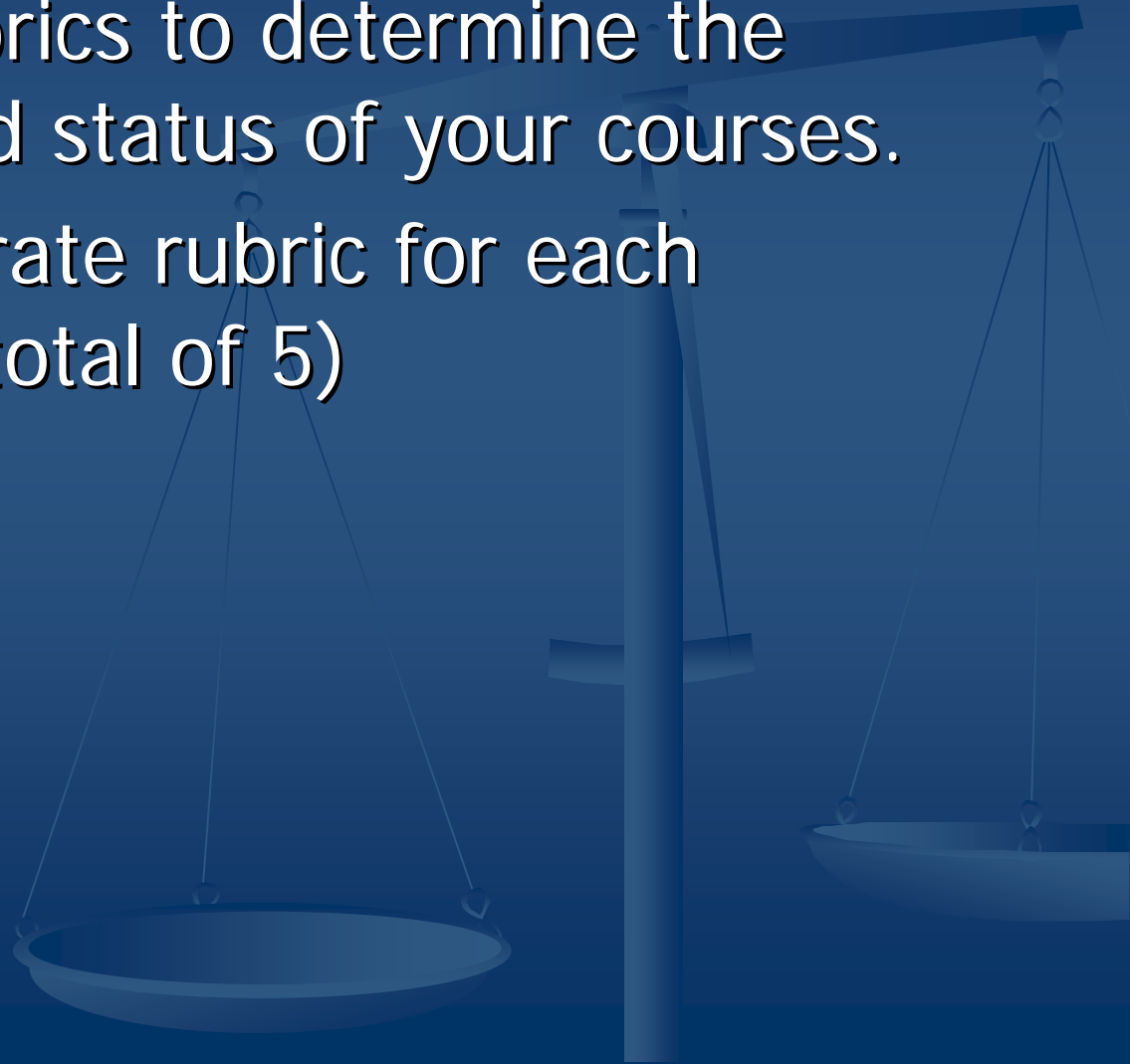
- A rubric is a written summary of the criteria and different standards for each criterion to evaluate someone or something (Walvoord, 2004).
 - Rubrics are matrices that
 - 1) identify important traits or components
 - 2) levels of performance within each of these components (Walvoord, 2004).
- 

Sample rubric to grade an essay

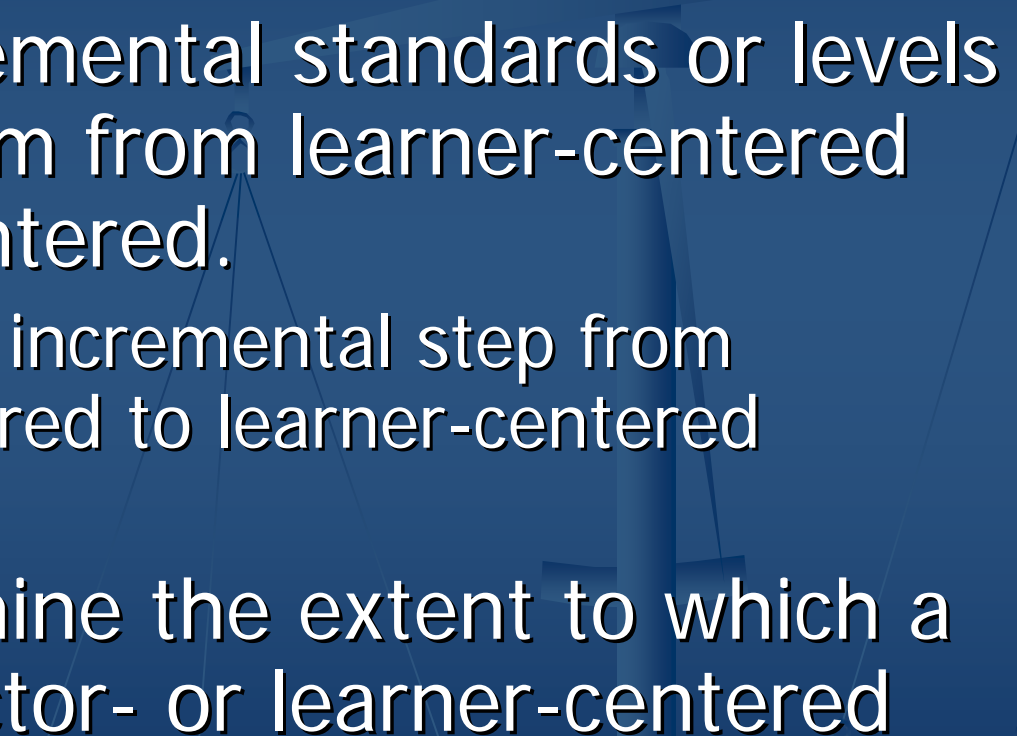
criteria↓ levels→	Excellent	Good	Fair	Poor
Accuracy of facts	All facts are reported accurately	Most facts are reported accurately	Some facts are reported accurately	Few facts are reported or not accurately reported
Citations	All sources are credible, accurately cited	Most sources are credible, accurately cited	Some sources are credible, accurately cited	Sources are not credible, not accurately cited
Etc.				

Assessment you will be doing

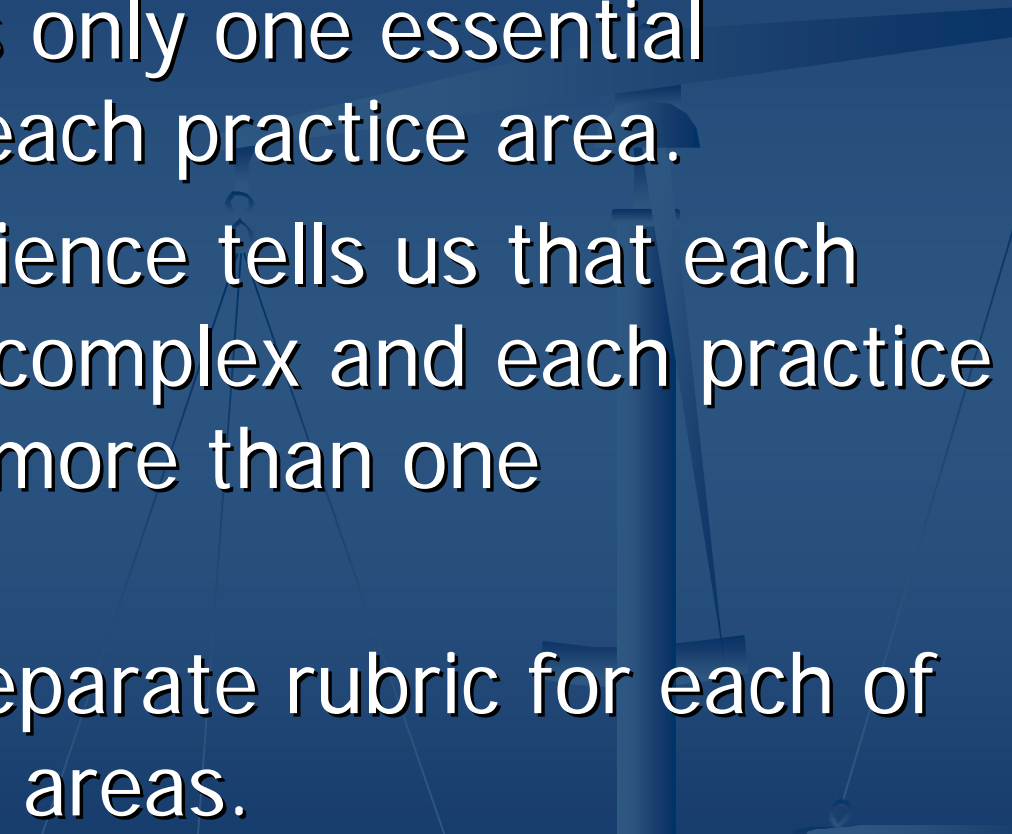
- You will use rubrics to determine the learner-centered status of your courses.
- There is a separate rubric for each practice area (total of 5)



Rubrics you will be using:

- state the components of the practice area
 - state the 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.
 - help you determine the extent to which a course is instructor- or learner-centered
- 

Each practice is complex

- Table 2 includes only one essential component for each practice area.
 - In reality, experience tells us that each practice area is complex and each practice is composed of more than one component.
 - I developed a separate rubric for each of the five practice areas.
- 

Further explanations of each practice area

- I identified contrasts between learning-centered and teacher-centered approaches
- I identified 4-7 components of each practice area
- Blumberg, P. (2008) A Guide to Learner-Centered Teaching. Jossey-Bass

What these rubrics show

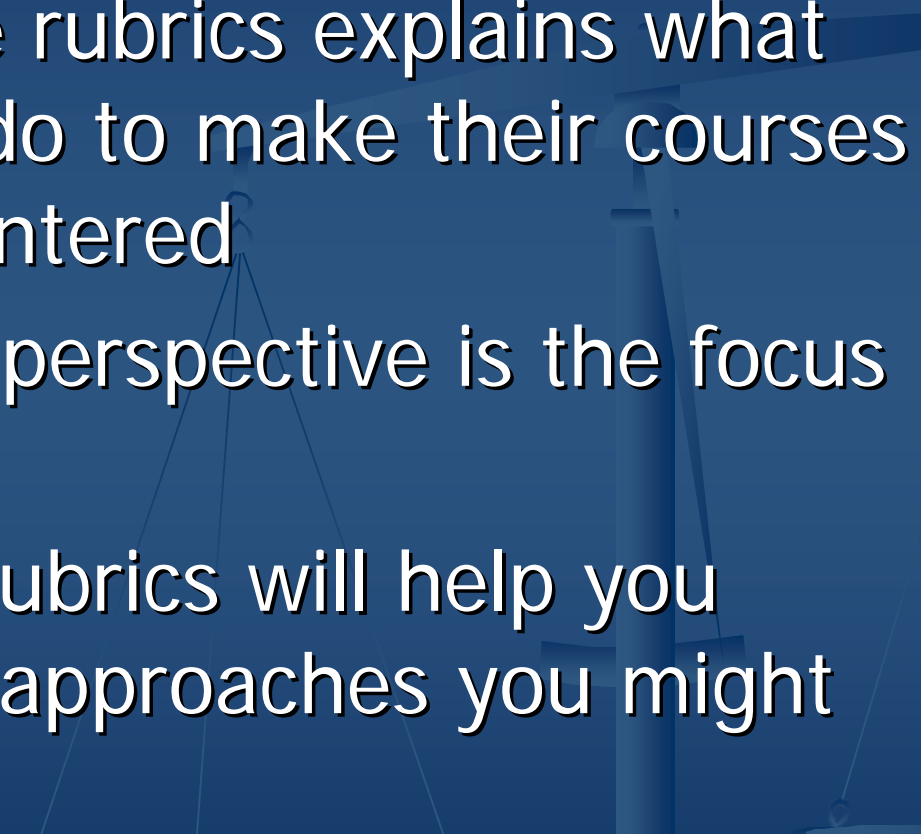
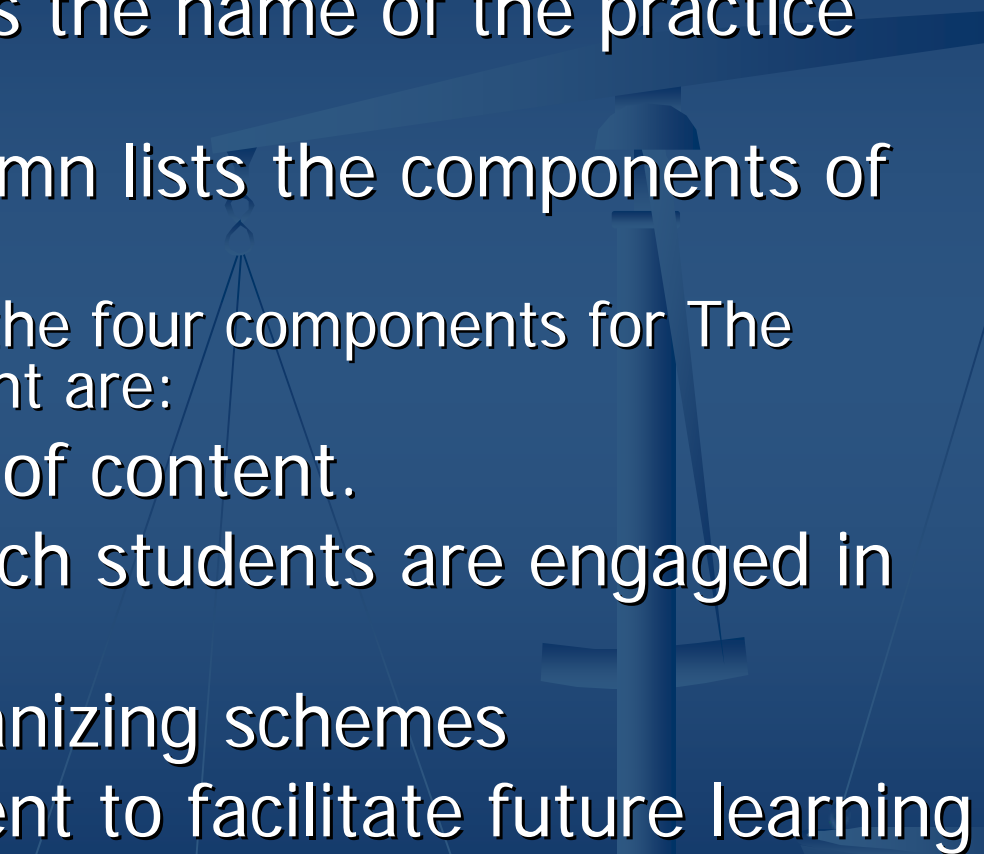
- Each step of the rubrics explains what instructors can do to make their courses more learner-centered
 - The instructor's perspective is the focus throughout.
 - The use of the rubrics will help you identify specific approaches you might want to change.
- 

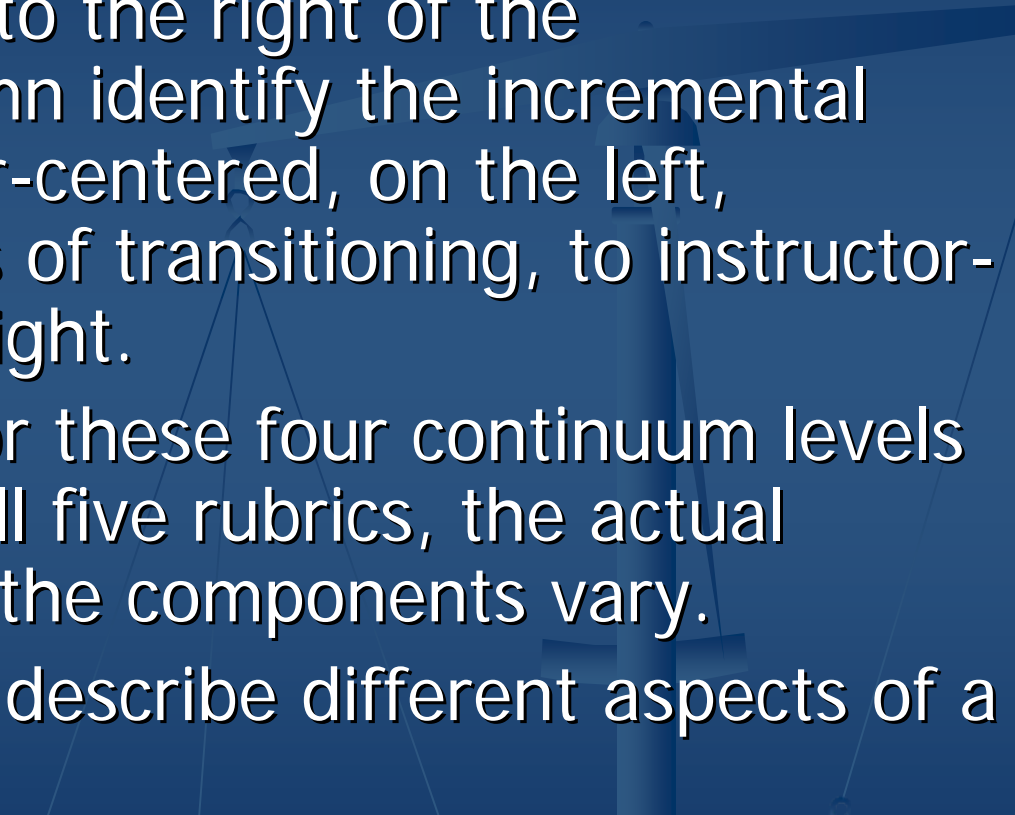
Table 3 is the rubric for the Function of Content

- I will go over how to read the rubrics
 - All 5 rubrics follow the same pattern
- Then I will spend more time explaining the components and what they mean
- Finally we will discuss how you will complete each one for your courses

Explanation of the rubric format

- The top row shows the name of the practice area
 - The left-hand column lists the components of the practice.
 - As you can see, the four components for The Function Of Content are:
 1. Varied uses of content.
 2. Level to which students are engaged in content
 3. Uses of organizing schemes
 4. Use of content to facilitate future learning
- 

Explanation of the rubric format (continued)

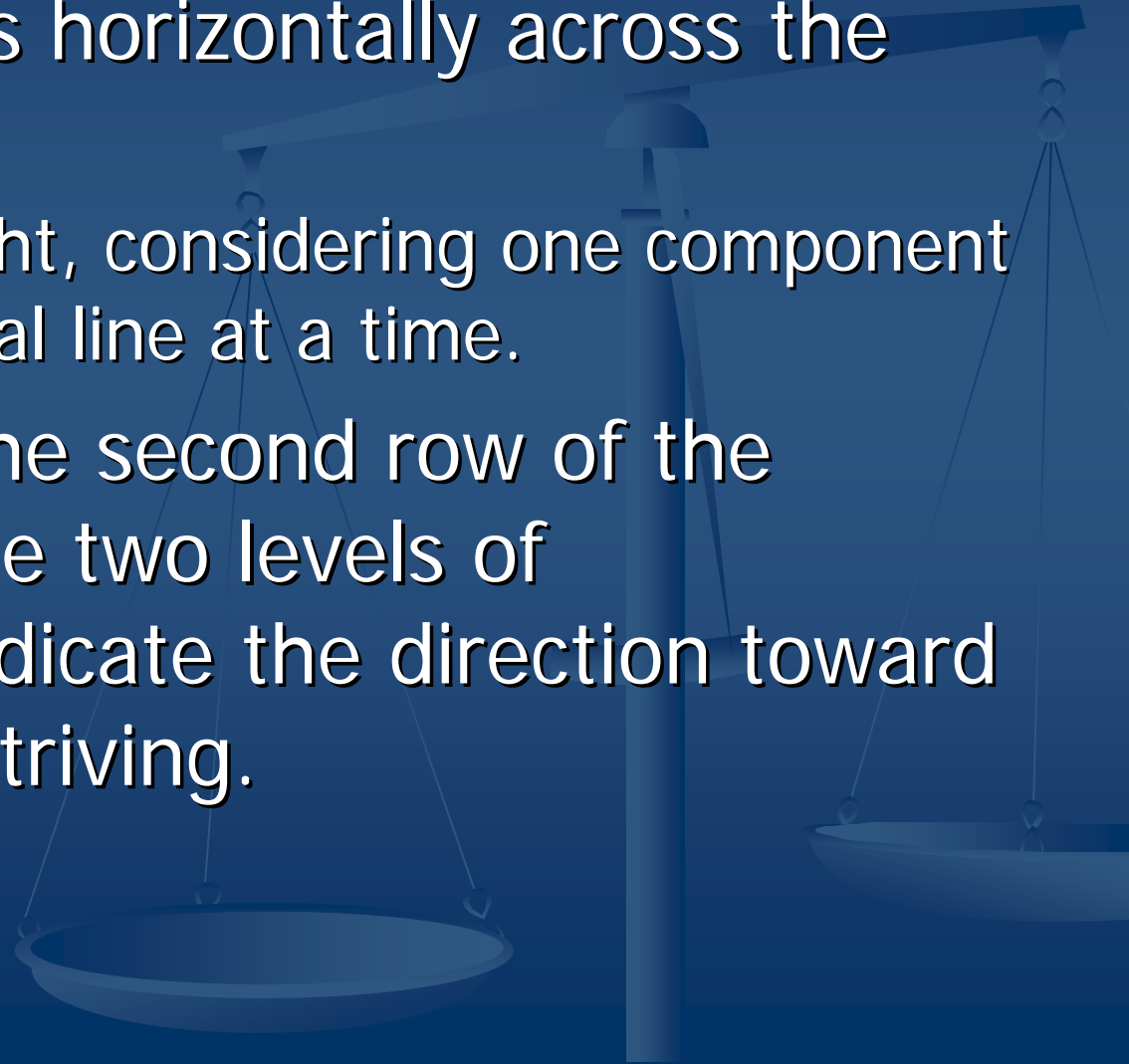
- The four columns to the right of the Components column identify the incremental levels from learner-centered, on the left, through two levels of transitioning, to instructor-centered, on the right.
 - While the labels for these four continuum levels are the same on all five rubrics, the actual descriptors within the components vary.
 - Items with bullets describe different aspects of a component.
- 

Reading the rubrics - last 4 columns of Table 3

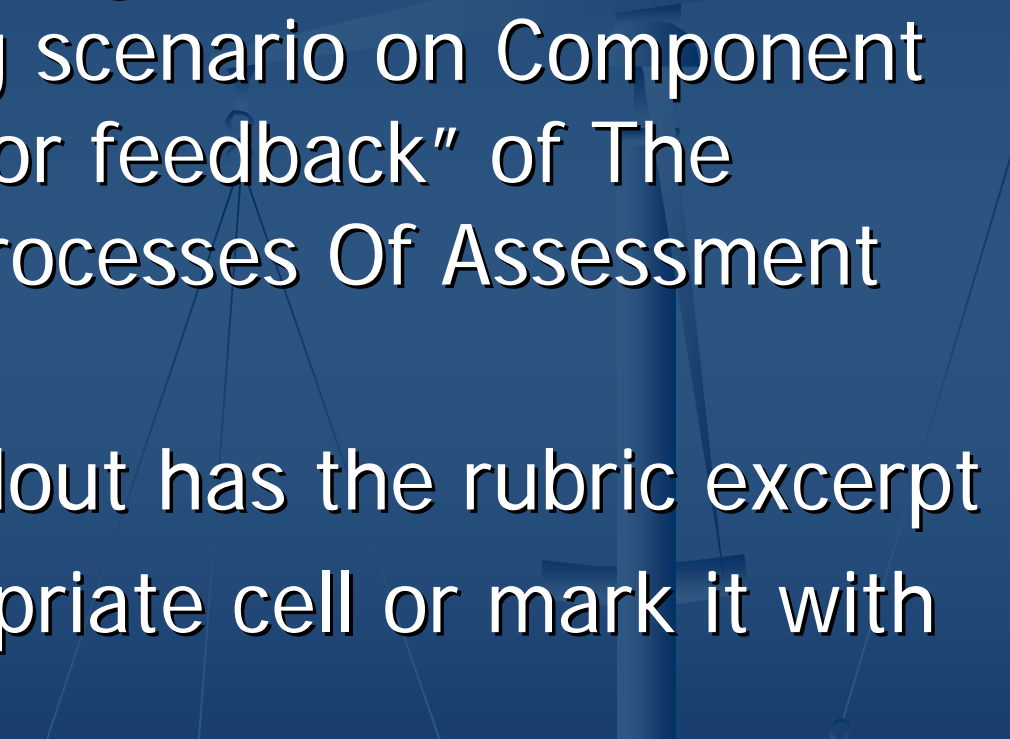
Learner-centered approach	2 incremental levels of transition		← Instructor-centered approach
	Higher level of transition	Lower level of transition	

Explanation of the rubric format (continued)

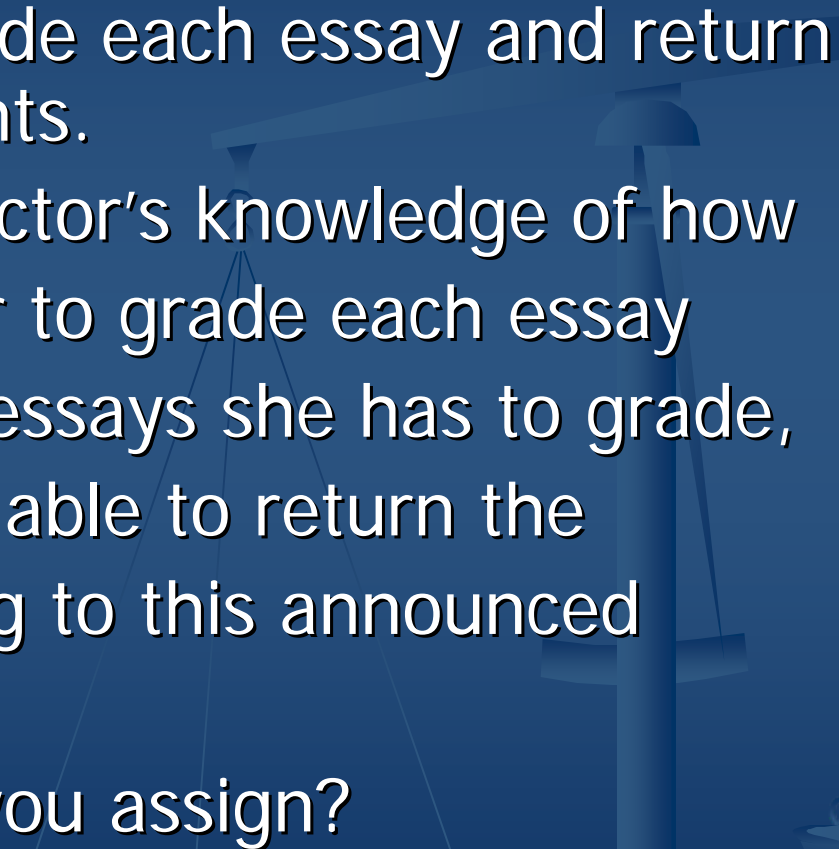
- Read the rubrics horizontally across the page
 - from left to right, considering one component or one horizontal line at a time.
- The arrows in the second row of the rubric, above the two levels of transitioning, indicate the direction toward which you are striving.



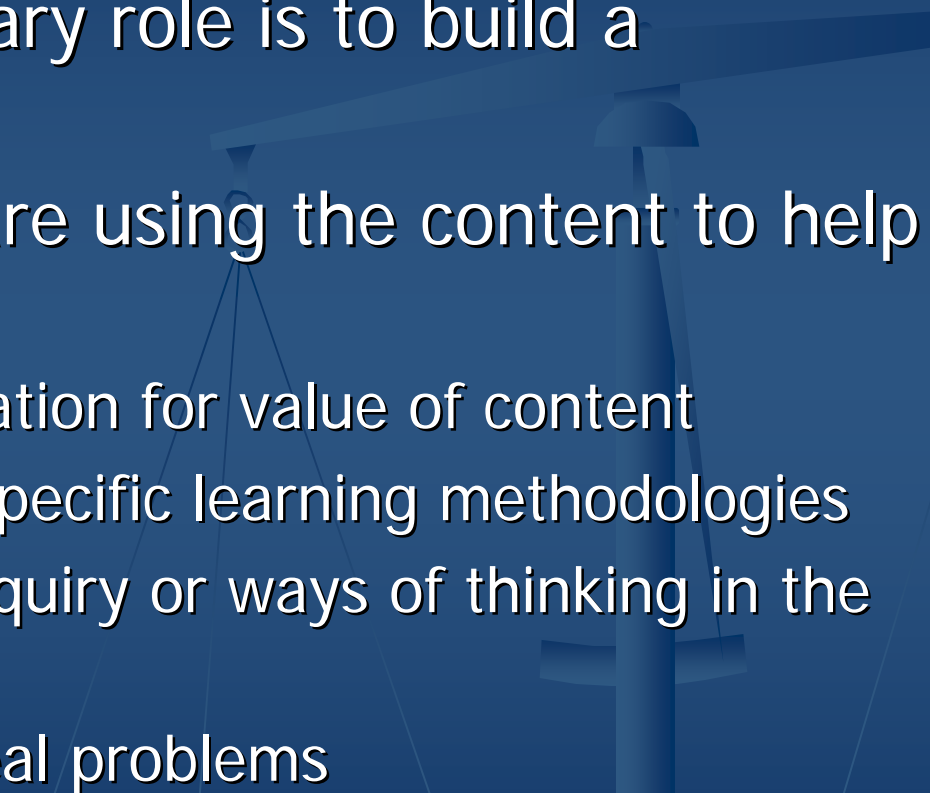
Comprehension check

- See if you can assign the appropriate level for the following scenario on Component 6, "Timeframe for feedback" of The Purposes And Processes Of Assessment practice area.
 - Table 4 on handout has the rubric excerpt
 - Circle the appropriate cell or mark it with an X.
- 

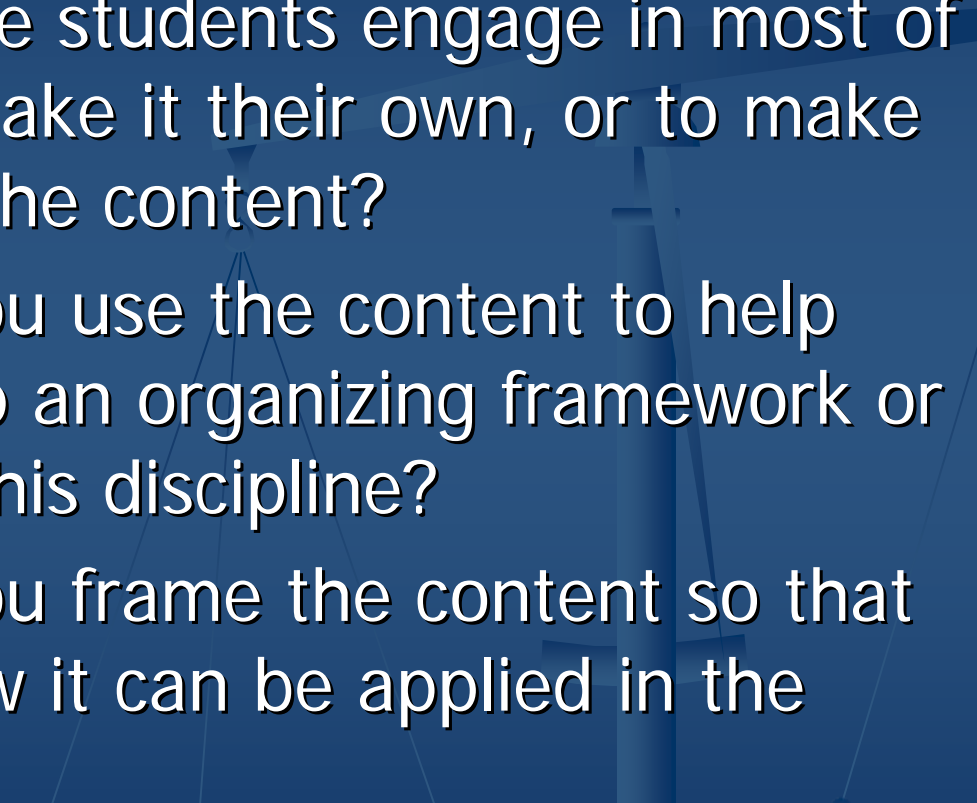
Scenario

- An instructor of a writing intensive course tells her students how long it will take her to grade each essay and return them with comments.
 - Given this instructor's knowledge of how long it takes her to grade each essay and how many essays she has to grade, generally she is able to return the essays according to this announced schedule.
 - What level would you assign?
- 

The Function of Content

1. Usually the primary role is to build a knowledge base
 - Consider if you are using the content to help students to:
 - Build an appreciation for value of content
 - Build discipline-specific learning methodologies
 - Practice using inquiry or ways of thinking in the discipline
 - Learn to solve real problems
- 

The Function of Content (continued)

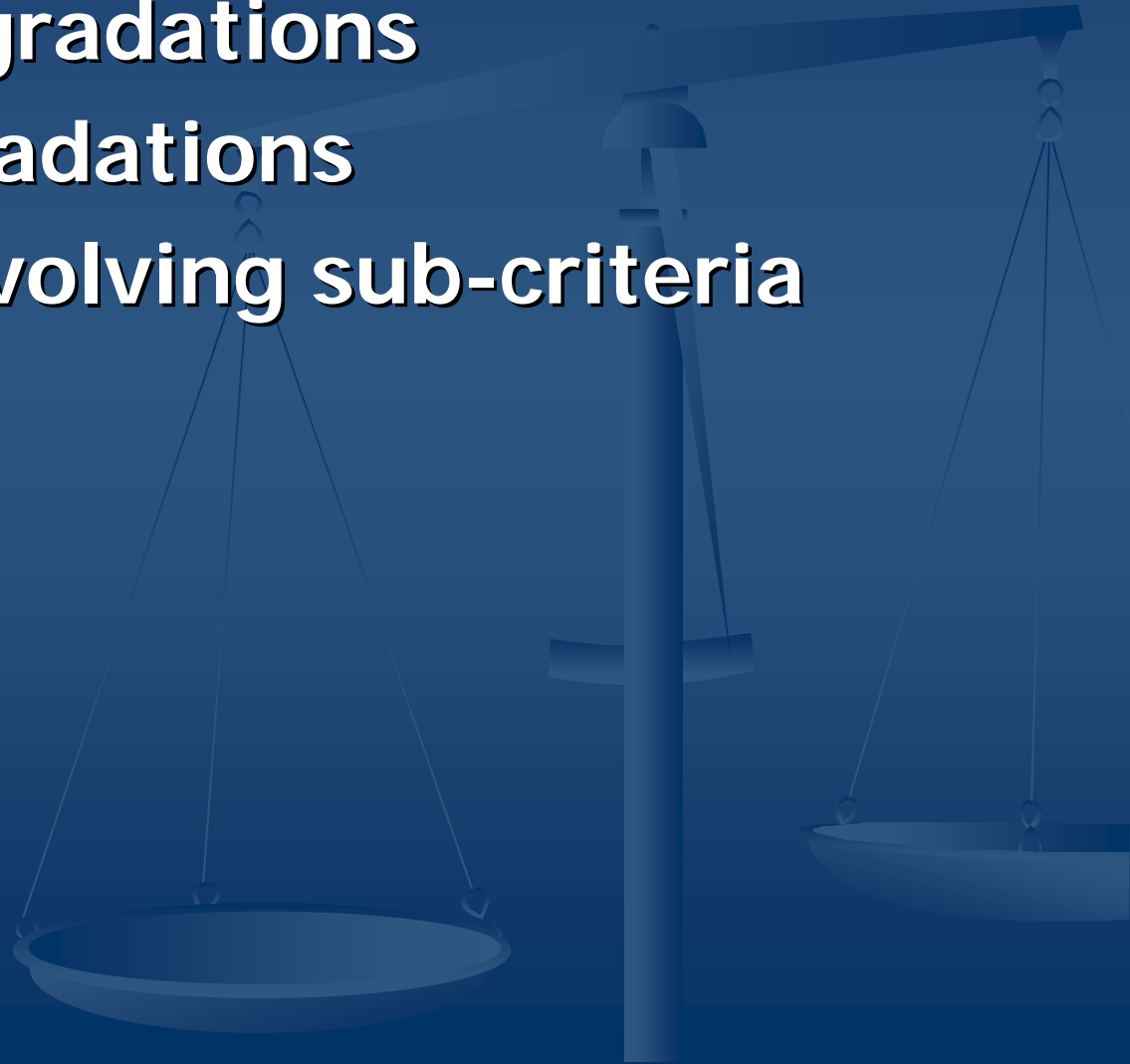
2. How much do the students engage in most of the content to make it their own, or to make meaning out of the content?
 3. How much do you use the content to help students develop an organizing framework or way to learn in this discipline?
 4. How much do you frame the content so that students see how it can be applied in the future?
- 

2nd component row: level of engagement

Learner-centered approach	2 incremental levels of transition		Instructor-centered approach
	Higher level of transition	Lower level of transition	
Instructor encourages students to transform and reflect on <u>most</u> of the content to make their own meaning out of it	Instructor assists students to transform, reflect on <u>some</u> of content to make their own meaning out of <u>some</u> of it	Instructor provides content so students can actively learn material as it is given to them without transforming or reflecting on it	Instructor allows students to memorize content

Interpreting The Rubric Levels

- Quantitative gradations
- Qualitative gradations
- Gradations involving sub-criteria



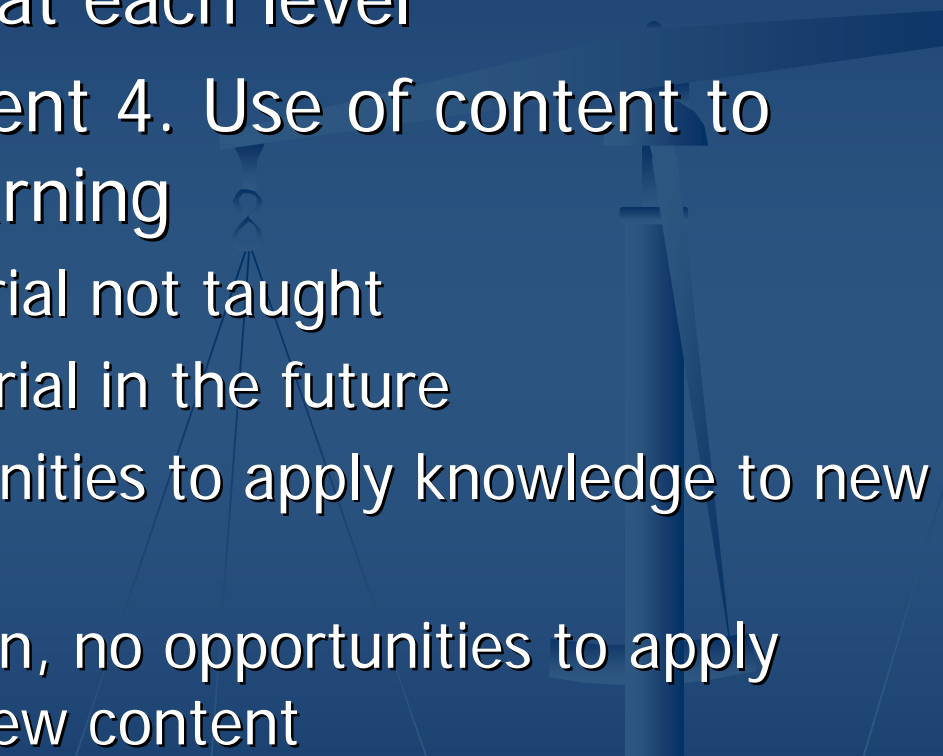
Quantitative gradations

- Example
 - Component 2 – level of engagement
 - Component 3 – use of organizing schemes
- Where you would place your ratings along the continuum is a subjective judgment, depending on the specifics of the course.
 - Relative usage
 - How often activity occurs in relation to how often it can occur

Quantitative gradations

	Learner-centered approach	Higher level of transition	Lower level of transition	Instructor-centered approach
terms	Routinely/ consistently / throughout/ most	Some (somewhat, sometimes) / Partially	Few/ minimally/ limited	Rarely/ infrequently / none or not at all
Frequency of this type of activity throughout course	Used >80% of the time	Used 45- 79% of the time	Used 10 - 44% of the time	Used <10% of the time

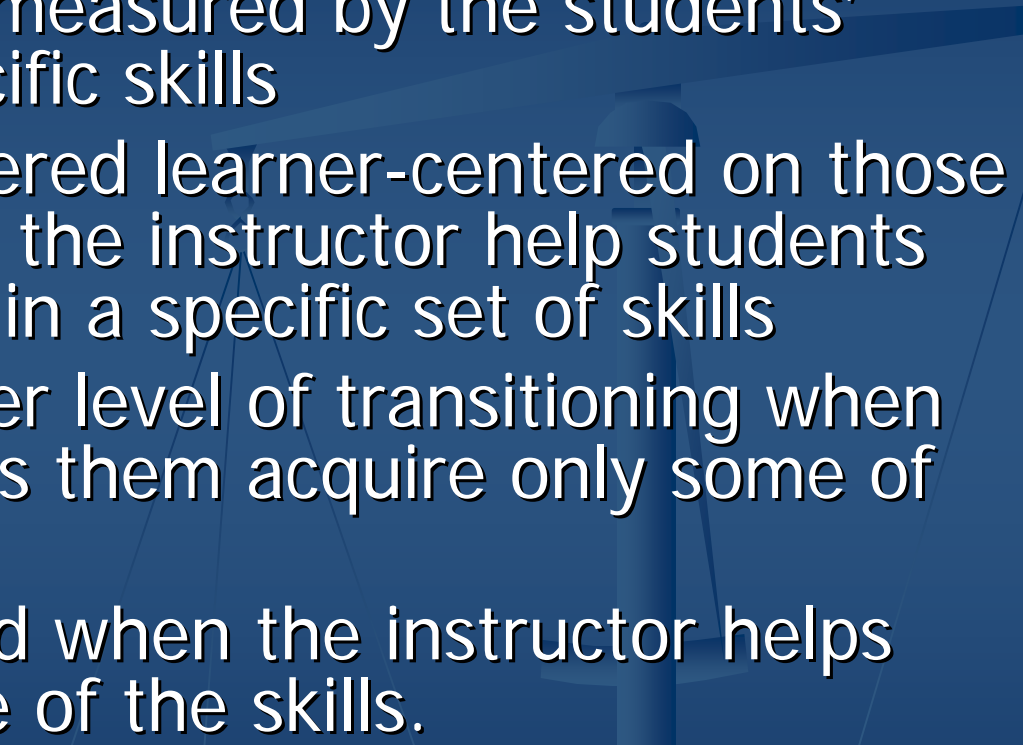
Qualitative gradations

- The focus is on different types of instructor or student behaviors at each level
 - Example: Component 4. Use of content to facilitate future learning
 - Can learn material not taught
 - Can apply material in the future
 - Limited opportunities to apply knowledge to new content
 - Learn in isolation, no opportunities to apply knowledge to new content
- 

A qualitative gradation

Learner-centered approach	Higher level of transition	Lower level of transition	Instructor centered
Can learn material not taught	Can apply material in the future	Limited opportunity to apply knowledge to new content	Learn in isolation, not apply knowledge to new content

Gradations involving sub-criteria

- Gradation level is measured by the students' attainment of specific skills
 - A course is considered learner-centered on those components when the instructor help students become proficient in a specific set of skills
 - At a higher or lower level of transitioning when the instructor helps them acquire only some of the skills
 - Instructor-centered when the instructor helps them acquire none of the skills.
- 

Gradations involving sub-criteria

- The sub-criteria or skills are not a hierarchy
- Example
 - Component 1- Varied uses of content
 - Learner-centered approach employs all 4 uses
 - Higher level of transitioning employs any 3 out of 4 uses
 - Lower level of transitioning employs any 2 out of 4
 - Instructor-centered employs 1 use

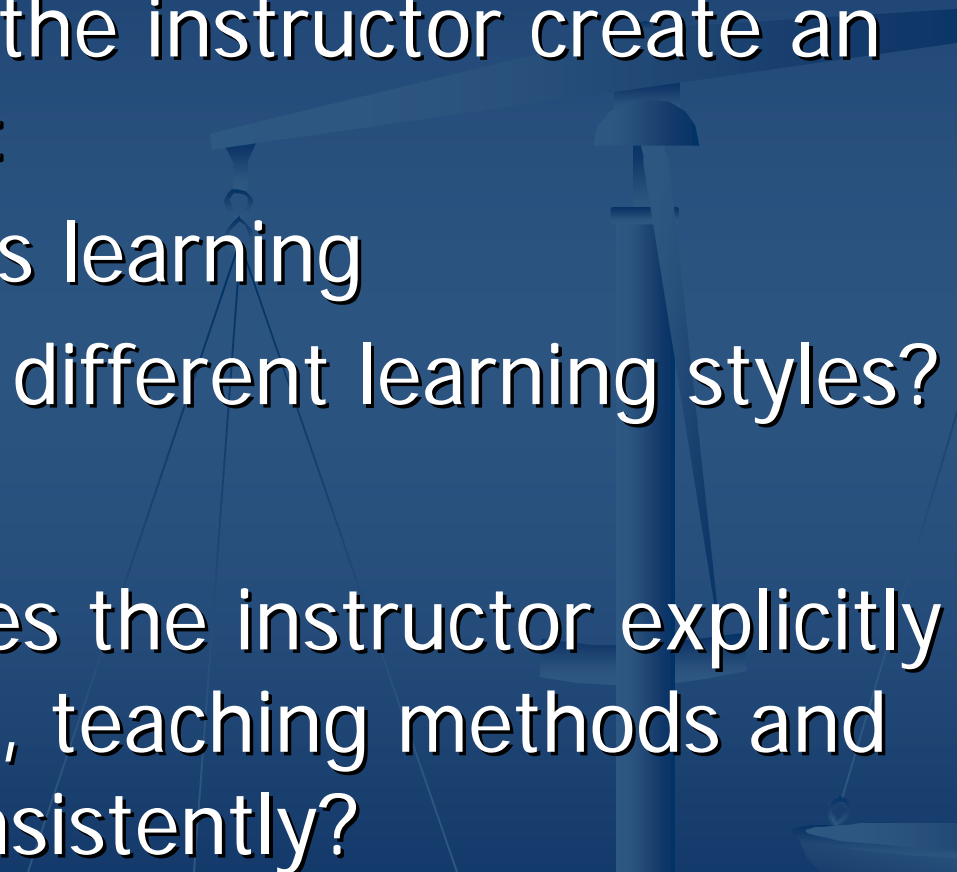
Gradations involving sub-criteria

Learner-centered approach	Higher level of transition	Lower level of transition	Instructor centered
Employs all 4 uses	Employs any $\frac{3}{4}$ uses	Employs any $\frac{2}{4}$ uses	Employs any 1 use

Completing the rubrics

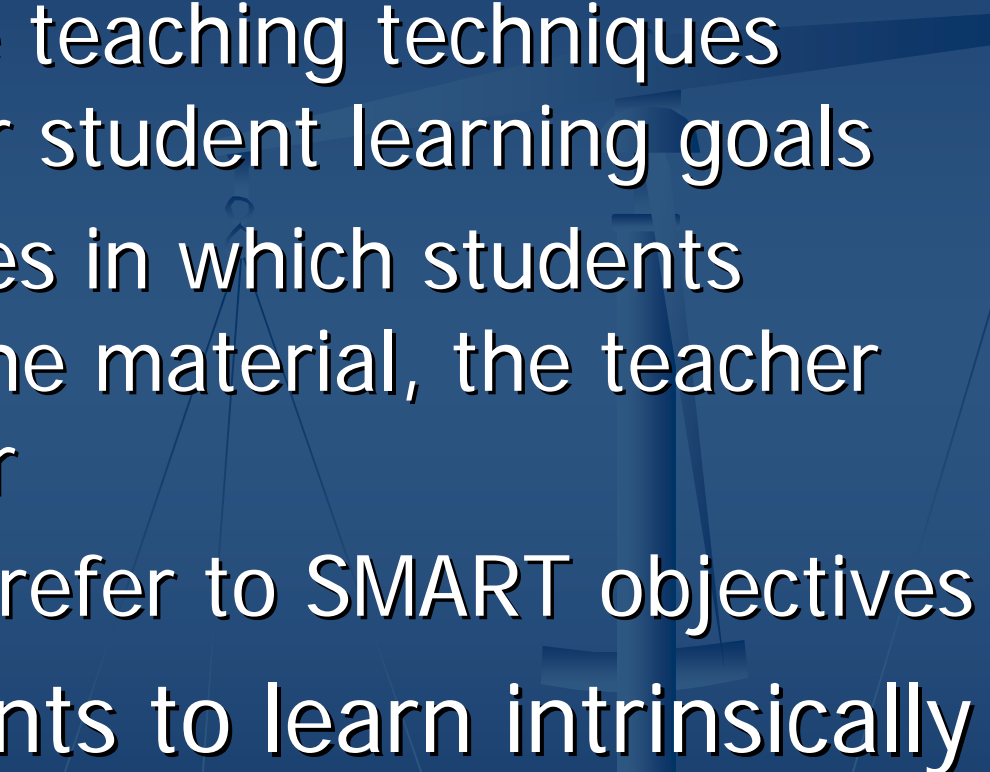
- 1st DESCRIBE THE COURSE
DEMOGRAPHICS
- Any questions on the Function of Content?
- Now complete the rubric for the Function of Content
- Once we have finished this assessment of the Function of Content, we will move to the next practice area and the next rubric

The role of the instructor

1. How much does the instructor create an environment that:
 - Fosters students learning
 - Accommodates different learning styles?
 2. How much does the instructor explicitly align objectives, teaching methods and assessment consistently?
- 

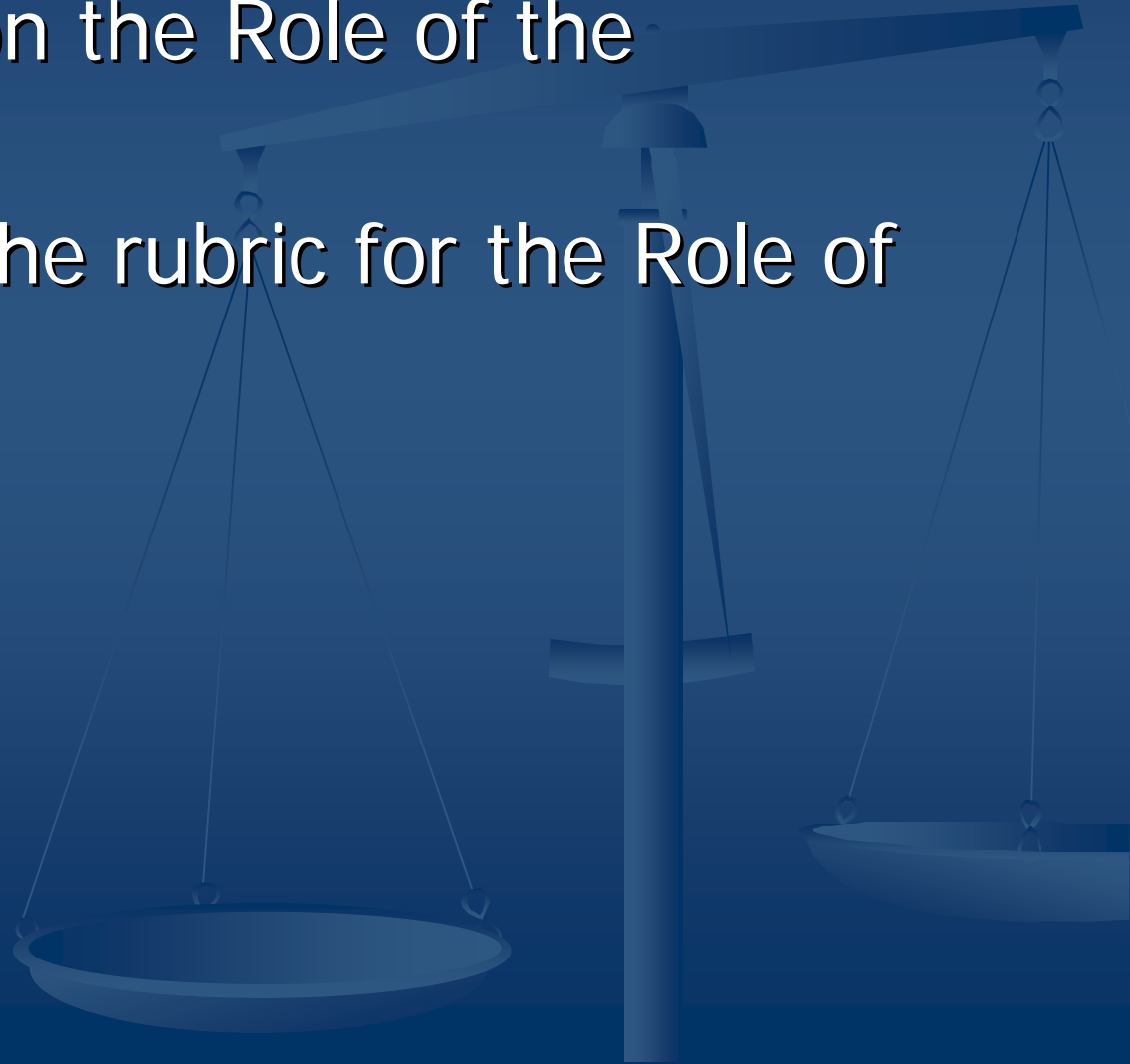
The role of the instructor (continued)

How much does the instructor:

3. Utilize multiple teaching techniques appropriate for student learning goals
 4. Design activities in which students interact with the material, the teacher and each other
 5. Articulate and refer to SMART objectives
 6. Motive students to learn intrinsically
- 

Completing the rubric

- Any questions on the Role of the Instructor?
- Now complete the rubric for the Role of the Instructor



The responsibility for learning



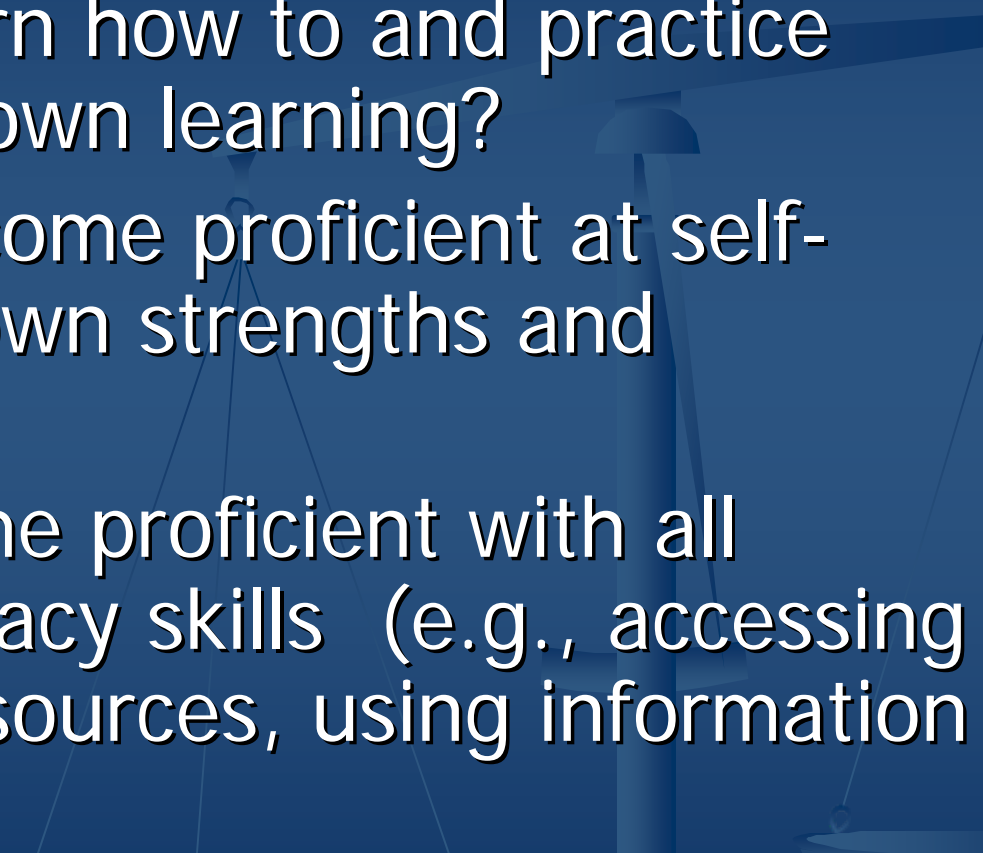
1. How much is responsibility shared between the teacher and the students?

How much does the instructor

2. help students develop learning skills for further learning?
3. Students become self-directed lifelong learners?

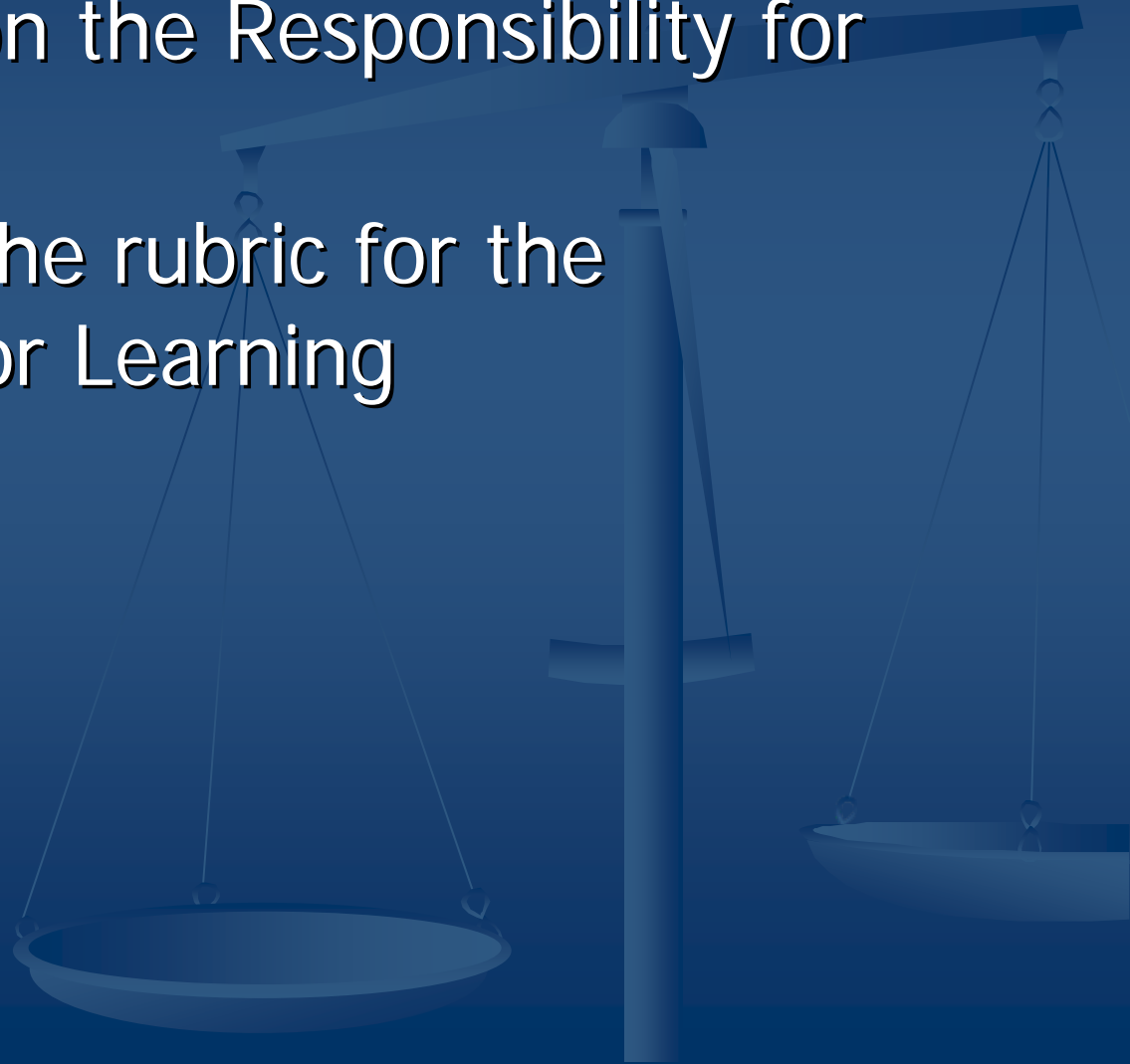
The responsibility for learning (continued)

How much does the instructor help

4. students to learn how to and practice assessing their own learning?
 5. students to become proficient at self-assessment of own strengths and weaknesses?
 6. students become proficient with all information literacy skills (e.g., accessing and evaluating sources, using information legally)?
- 

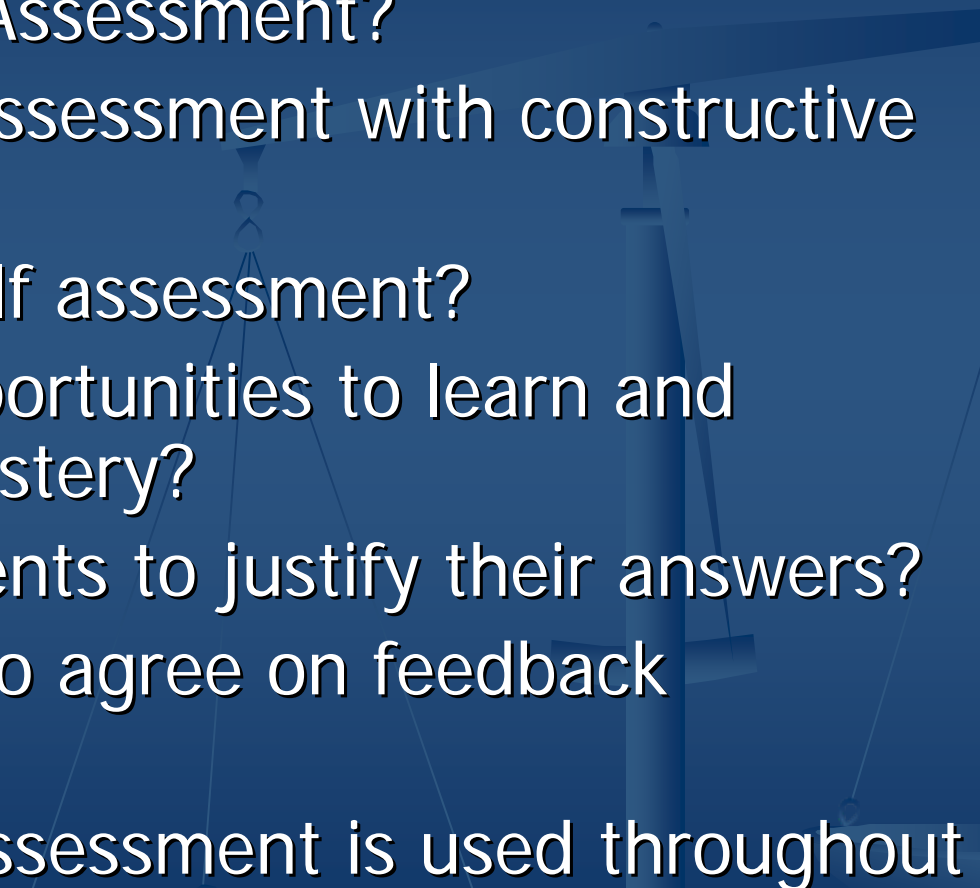
Completing the rubric

- Any questions on the Responsibility for Learning?
- Now complete the rubric for the Responsibility for Learning



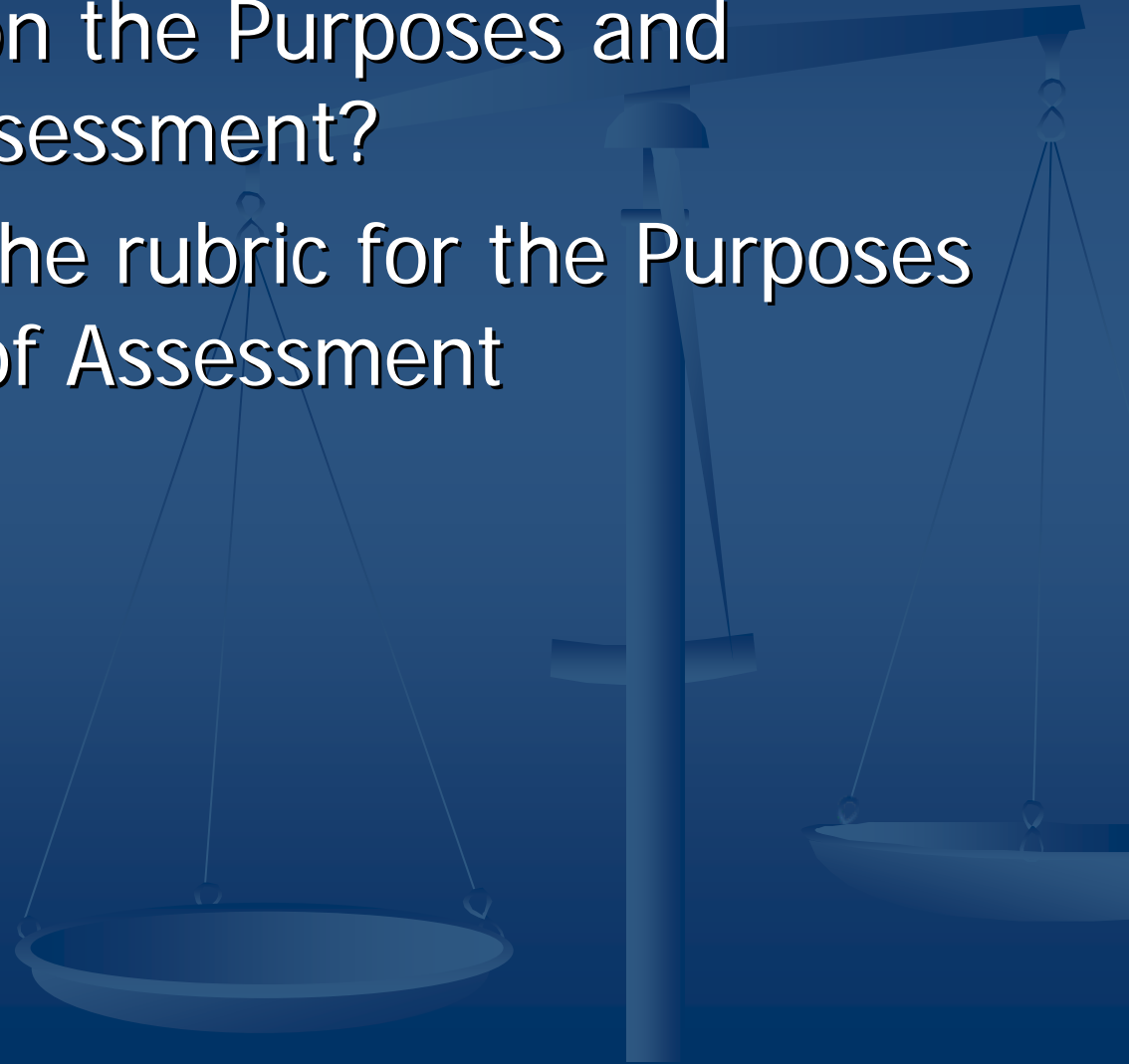
The Purposes and Processes of Assessment

How much does the instructor:

1. Use Integrated Assessment?
 2. Use Formative assessment with constructive feedback?
 3. Use Peer and self assessment?
 4. Use Multiple opportunities to learn and demonstrate mastery?
 5. Encourage students to justify their answers?
 6. Allow Students to agree on feedback timeframes
 7. Use Authentic assessment is used throughout
- 

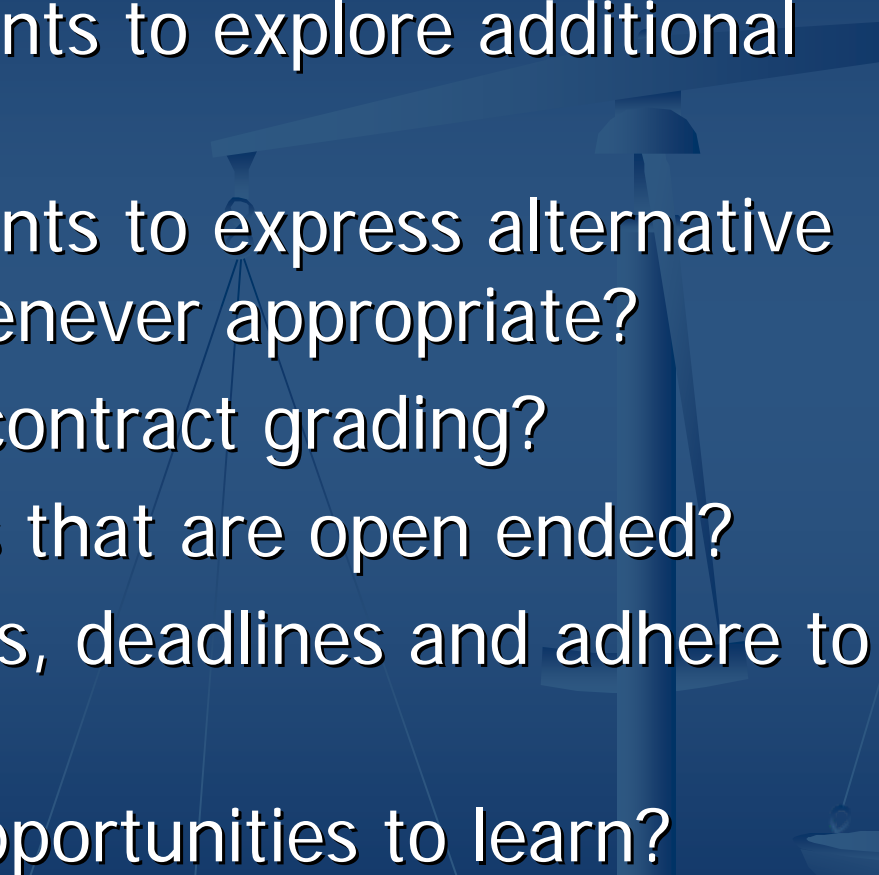
Completing the rubric

- Any questions on the Purposes and Processes of Assessment?
- Now complete the rubric for the Purposes and Processes of Assessment



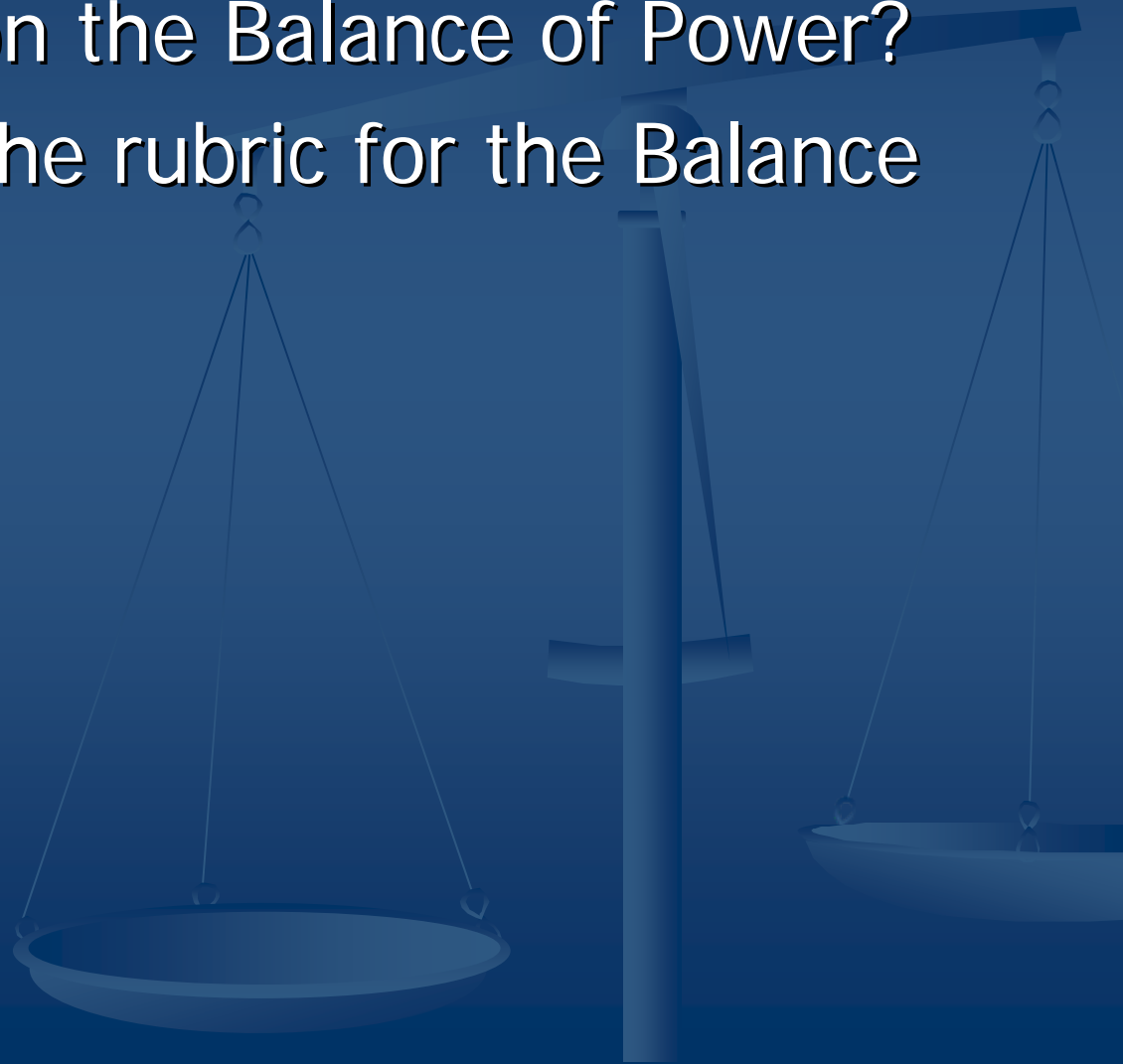
The Balance of Power (control issues)

How much does the instructor:

1. Encourage students to explore additional content?
 2. Encourage students to express alternative perspectives whenever appropriate?
 3. Use mastery or contract grading?
 4. Use assignments that are open ended?
 5. Negotiate policies, deadlines and adhere to agreements?
 6. Give Students opportunities to learn?
- 

Completing the rubric

- Any questions on the Balance of Power?
- Now complete the rubric for the Balance of Power?



- Bring wrkshop mrtrls – next steps- applctn actvy

