

Warm-up reflection: Think about how were you taught?

- ✦ How did you learn best?
- ✦ What hindered your ability to learn some subjects?

✦ We will discuss answers in a few minutes



Introduction to teaching so students will learn more

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How were you taught?

- ✦ How did you learn best?
- ✦ What hindered your ability to learn some subjects?



Many instructors use following traditional approaches

- ◆ Instructional method is often lecture and students are required to read texts
 - Students need to memorize large amounts of material
 - Multiple choice testing to assess student recall of information
 - These are called teacher-centered approaches
- ◆ Faculty members think these methods are fine
 - But are they really acceptable?



What is wrong with traditional ways
of teaching?

Think- pair - share



Why teaching centered approaches are not fine

- ✦ Students fail to become engaged with the material
- ✦ Memorize materials often without meaning or understanding
- ✦ Do not remember material they learned earlier
- ✦ Cannot apply concepts to solve problems
- ✦ With technology people have huge amounts of information available

What should we do about this situation?

- ◆ Why are faculty resistant to use instructional methods that foster greater learning?

Faculty are resistant to change their instructional methods

- ✦ Many disciplines are content-rich
Perception that content coverage is very important
- ✦ Courses, content are prerequisites for more advanced courses
- ✦ Pressures for professional program accreditation lead to traditional teaching methods

Faculty need to know and accept the advantages of learning centered approaches before they will change their teaching



Learning 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

Why learning centered approaches should be implemented?



Students/graduates of learning centered programs

- ✦ Know why they need to learn and how to learn
- ✦ Have self awareness of their learning abilities and their process of gaining it
- ✦ Are responsible and are prepared to become informed citizens
- ✦ Can retrieve & evaluate information
- ✦ Use knowledge to solve problems
- ✦ Can communicate their knowledge in real settings

Blumberg (2004) Beginning journey toward a culture of learning centered teaching. J of Student Centered Learning. 2(1), 68-80.

Why implement learning centered teaching?

- ✦ Research shows that learning centered teaching leads to
 - Increased student engagement with the content
 - Increased student learning and long term retention
- ✦ Educators are under increasing pressure to use learning centered teaching

Support for why educators need to implement learning centered teaching

Comes from numerous sources:

- ✦ Learning theories
- ✦ Research on student learning and student engagement
- ✦ Accreditation requirements for professional programs and college accreditation agencies

Classic Learning theories support learning centered teaching

✦ Stresses importance of active engagement and social interaction in the students' own construction of knowledge

– Piaget, J. (1963). *Origins of intelligence in children*. NY: Norton.

– Bruner, J. (1966). *Toward a theory of instruction*. Cambridge, MA: Harvard University Press.

– Vygotsky, L. S. (1978). *Mind in society: The development of higher mental process*. Cambridge, MA: Harvard University Press.

Research literature supports learning centered approaches

- ✦ With learning centered approaches:
 - Students have increased motivation for learning
 - Greater satisfaction with school
- ✦ These outcomes lead to greater achievement


Johnson, W. D. (1991). Student-student interaction: The neglected variable in education. *Educational Research*, 10(1), 5-10.

Maxwell, W. E. (1998). Supplemental instruction, learning communities and students studying together. *Community College Review* (Fall)

Slavin, R. E. (1990). *Cooperative learning theory, research and practice*. Needham Heights, MA: Allyn and Bacon.

Research literature supports learning centered approaches (continued)

- ◆ Compared to traditional educational programs, learning centered teaching leads to better:
 - retention rates
 - prepared graduates



Matlin (2002). Cognitive psychology and college-level pedagogy. In Halpern, & Hakel (Eds.), *Applying the science of learning to university teaching and beyond*. Jossey-Bass.

Sternberg & Grigorenko (2002). The theory of successful intelligence as a basis for instruction and assessment in higher education. In Halpern & Hakel. *Applying the science of learning*

Regional accreditation standards are focusing on learning outcomes

- ◆ Accreditation agencies expect institutions to assess student learning outcomes
 - Assessment of student learning outcomes are fundamental to the accreditation process
- ◆ Focus on assessment of student learning is congruent with learning centered teaching

<http://www.msche.org/publications/characteristics>,

Middle States Commission on Higher Education. (2003) Student Learning Assessment

Outcome indicators that should occur with learning centered approaches

- ✦ Students take responsibility for their own learning
- ✦ Assessment is part of the learning process
- ✦ Critical thinking, integration, values, knowledge are assessed
- ✦ Students are active users of knowledge to solve problems, develop further learning in the discipline
- ✦ Students become self-directed, lifelong learners

Blumberg (2004) J of Student Centered Learning

What will help you implement learning centered teaching?

- ✦ Further education about what is learning centered teaching
 - Courses can be learning centered without sacrificing content and rigor
 - There are many different ways to implement learning centered teaching
- ✦ Easier and more practical to make changes in one area at a time, or make small changes



Divide and conquer works for implementing learning-centered teaching also

- ✦ A way to understand how you can make changes is to divide learning-centered teaching into different areas
- ✦ Plan to learn about or make changes in 1 area at a time

According to Weimer (2002) there are 5 practices that need to change to achieve learning centered teaching

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

How does learning centered teaching contrast with traditional teacher directed approaches?

I interchange phrases learning-centered and learner-centered



Further explanations of each practice area to help you transform your teaching

- ✦ I identified contrasts between learning-centered and teacher-centered approaches
- ✦ I identified 4-7 components of each practice area
 - Both are on handout

– Blumberg, P. (2008) A Guide to Learner-Centered Teaching. Jossey-Bass

Contrasts between learner-centered and instructor-centered approaches

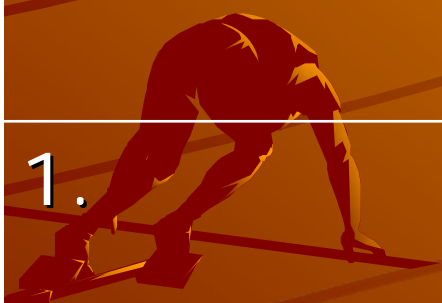
Practice Area	Definition of this practice area	An Essential compnt	Learner-centered approach	Instructor-centered approach
The function of content				

Following slides give a few key points about each practice area

- ✦ You have tables for each practice area
- ✦ These tables define many terms that I will be asking you to use in discussion in the next section
 - Refer back to these tables as you go through the activity to follow



Contrasts between learner-centered and instructor-centered instruction as they relate to

The Component	function	of	content
 1.	Explanation of this component	Employs learner-centered approach	Employs instructor-centered approach
2.			
3.			

The Function of Content

- ✦ In addition to building a knowledge base, the content facilitates 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)

- ✦ Students engage in most of the content to make it their own, students make meaning out of the content
- ✦ Content can help students develop an organizing framework or way to learn in this discipline
- ✦ Content is framed so that students see how it can be applied in the future

The role of the instructor

- ✦ The instructor creates an environment that:
 - Fosters students learning
 - Accommodates different learning styles



The role of the instructor (continued)

- ✦ Explicitly aligns objectives, teaching methods and assessment consistently
- ✦ Utilizes multiple teaching techniques appropriate for student learning goals
- ✦ Designs activities in which students interact with the material, the teacher and each other
- ✦ Articulates and refers to SMART objectives
- ✦ Motives students to learn intrinsically

The responsibility for learning

- ✦ Responsibility is shared between the teacher and the students
- ✦ Students develop learning skills for further learning
- ✦ Students become self-directed lifelong learners



The responsibility for learning (continued)

- ✦ Students can and do assess their own learning
- ✦ Students become proficient at self-assessment of own strengths and weaknesses
- ✦ Students become proficient with all information literacy skills (e.g, accessing and evaluating sources, using information legally)

The Purposes and Processes of Assessment. Instructor uses:

- ◆ Integrated Assessment
- ◆ Uses Formative assessment with constructive feedback
- ◆ Peer and self assessment
- ◆ Multiple opportunities to learn and demonstrate mastery
- ◆ Students encouraged to justify their answers
- ◆ Students and teachers agree on feedback timeframes
- ◆ Authentic assessment is used throughout

The Balance of Power (control issues)

- ◆ Students are encouraged to explore additional content
- ◆ Students are encouraged to express alternative perspectives whenever appropriate
- ◆ Use mastery or contract grading
- ◆ Assignments are open ended
- ◆ Policies, deadlines are negotiated and adhered to
- ◆ Students take advantage of opportunities to learn

Select one practice area you want to consider

- ✦ Small group activity to discuss answers to questions (on handout) on how to think about this practice
 - Each practice has different questions
 - Refer back to tables on 1st handout for definitions
- ✦ Discuss ideas about ideal world, ways to implement
- ✦ Can choose to keep current status of your teaching to yourself