

# Learner-Centered Instruction

Instructional Strategies

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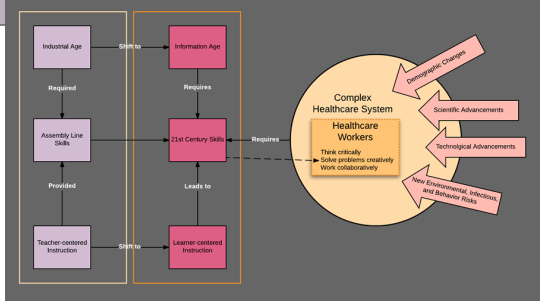
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"In a world that is constantly changing, the most important skill to acquire now is learning how to learn."  
-John Naisbitt, Self-Direction

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Learner-Centered Paradigm

Focus on individual learner

- Heredity
- Experiences
- Perspectives
- Backgrounds
- Talents
- Interests
- Capacities
- Needs

Focus on learning

- Best available knowledge about learning and how it occurs
- Teaching practices that are most effective
  - Motivation
  - Learning
  - Achievement

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Focus on Learning

- Learner-centered teaching focuses attention squarely on learning:
  - **What** the student is learning
  - **How** the student is learning
  - **The conditions** under which the student is learning
  - Whether the student is **applying** the learning
  - How **current learning** positions the student for **future learning**

Content is USED, not covered.

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Principles of Learner-Centered Instruction

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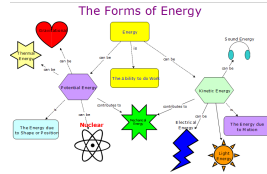
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Principle 1: Teachers Do Learning Tasks Less

- Learners do more of
  - Organizing the content
  - Generating the examples
  - Asking the questions
  - Answering the questions
  - Summarizing the discussion
  - Solving the problems
  - Constructing diagrams



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Principle 2: Teachers Do Less Teaching

- Students do more discovering
  - "Messier" "Louder"
  - May take longer for students to understand concepts
  - Teacher learns new teaching methods
  - Students progressively take more responsibility for their learning through discovering and "uncovering" what they need to know



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Principle 3: Teachers Do More Design Work

- Design effective activities and learning experiences to designed to help students
  - Increase learning skills
  - Motivate student involvement and participation
  - Discover work that is related to the discipline/real world
  - Develop content knowledge, learning skills, and awareness



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**Principle 4: Teachers Do More Modeling**

- Demonstrate for students how an expert approaches a learning task, and how you problem solve



**THINK ALOUD**

The **think-aloud strategy** asks students to **"talk out loud"** when **reading, solving math problems, or formulating an answer.**

**READ QUESTION OR TEXT →**  
**MODEL THINKING OUT LOUD →**  
**PROVIDE AN ANSWER BASED ON REASONING**

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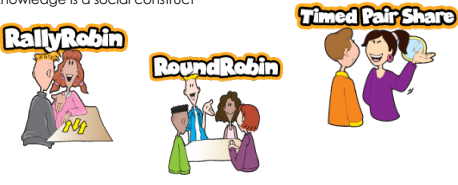
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**Principle 5: Teachers Foster Students Learning From and With Each Other**

- Use collaborative activities and cooperative groups for learning
- Knowledge is a social construct



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**Principle 6: Teachers Work to Create Climates Conducive for Learning**

- Create safe learning environments conducive to students taking responsibility for their own learning
- Incorporate "freedom to fail" into learning designs
  - Effective dynamic for increasing learning engagement
  - Effort and experimentation are encouraged

Fail Fast → Learn Fast → Improve Fast

**Fail-friendly environment**

Failure Recovery > Failure Avoidance



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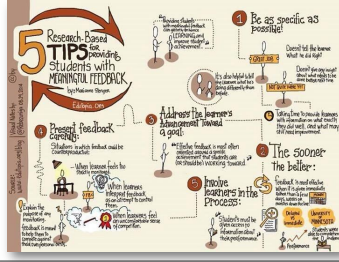
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## Principle 7: Teachers Do More with Feedback

- ...it's not just about the grades



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Natasha #00

Wednesday, 10/13/2010 10:00 AM

Feedback from the 2010 National Video Conference

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### Teacher-Centered Classroom

- Focus is on instructor
- Instructor talks; Students listen
- Students work alone
- Instructor monitors and corrects every student utterance
- Instructor answers students' questions
- Instructor chooses topic
- Instructor evaluates student learning
- Classroom in quiet

### Learner-Centered Classroom

- Focus is on both the instructor and the student
- Instructor models; Students interact with instructor and one another
- Students work in pairs, in groups, or alone depending on the activity
- Students talk without constant instructor monitoring; Instructor provides feedback/correction when questions arise
- Students answer each others questions, using instructor as an information source
- Students have some choice of topics
- Students evaluate their own learning; Instructor also evaluates
- Classroom is often noisy and busy

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### Learner-Centered Teachers...

- Use active learning strategies (experiential learning)
- Develop students' critical thinking skills
  - Move students from "surface-level" learning to "deep learning" → lifelong learner
  - Intentionally challenge students to do more than just recall facts and figures
- Understand the importance of reflection in learning
  - Connecting, integrating, and synthesizing experiences, information, thoughts, and feelings with real-life application
  - Important for the instructor as well!
- Ask better questions
  - Open-ended questions encourage a full, meaningful answer using the student's own knowledge and/or feelings

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### Characteristics of Good Activities

- Relate to one or more learning outcomes or critical thinking skills. **(PURPOSE)**
- Be appropriate for the learning outcomes. (For example, it is very difficult for a student to practice problem solving on a multiple-choice test.)
- Motivate and engage students.
- Integrate assessment and feedback. **(ALWAYS REFLECT)**
- Facilitate transfer to real world applications.
- Require students to make decisions based on facts, information, logic, and/or reasoning (Duch, 2001)
- May require students to determine what information is needed and/or what steps or procedures need to be taken (Duch, 2001)
- May be given in stages with additional information in the second or later stages (Duch, 2001)
- Be complex enough to engage whole group directly. (Duch, 2001)
- Include the appropriate informational resources to support the learner such as lecture, textbook, research materials, and so on.

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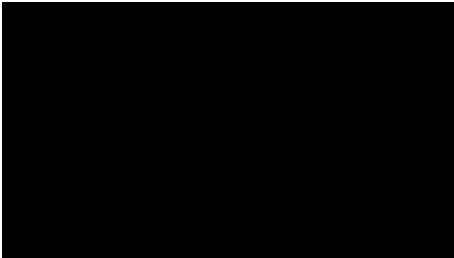
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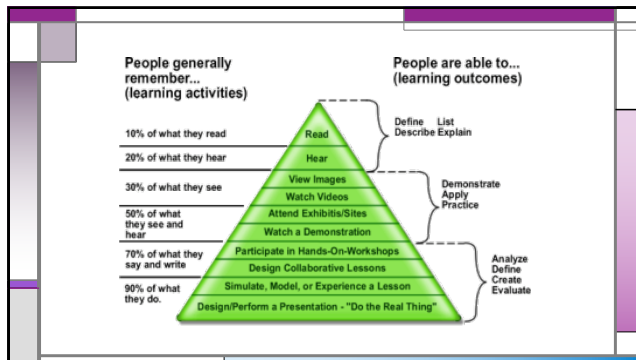
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### Instructional Strategies

- [Identify Appropriate Instructional Strategies](#)
- [Resources for Teachers: Instructional Strategies](#)
- [Glossary of Instructional Strategies](#)
- [Strategies to Incorporate Active Learning into Online Teaching](#)
- [Instructional Strategies List](#)
- [Marzano's High Yield Instructional Strategies](#)
- [More on Designing and Teaching Online Courses with Adult Students in Mind](#)

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### Making It Learner-Centered!

- Concept Maps
  - LucidChart.com
- Infographics
  - Canva
  - Piktochart
  - Ease.ly
- Collaborative writing
  - Padlet
- Portfolios
  - TaskStream
  - LiveBinder

- Sakai Tools/LUC Tools
  - VoiceThread
  - Add Comment
  - Add Question
  - Profile/Roster
  - Blogs
- Gamification/Game-based Learning
- Personalized Learning
  - Badges
- Flipped Classrooms
- Mobile Learning



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