

Learner-centered Teaching

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Five Key Changes to Practice:

1. The Balance of **Power**
2. The Function of **Content**
3. The Role of the **Teacher**
4. The **Responsibility** of Learning
5. **Evaluation** Purpose and Processes

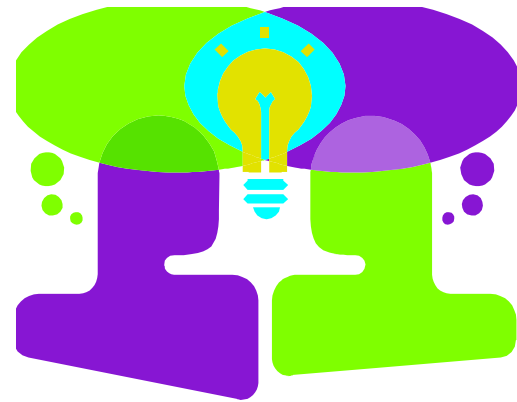


The Balance of Power

The influence of power on:

- 1. motivation to learn
- 2. learning outcomes

- Sharing power with students?
- Why/why not?

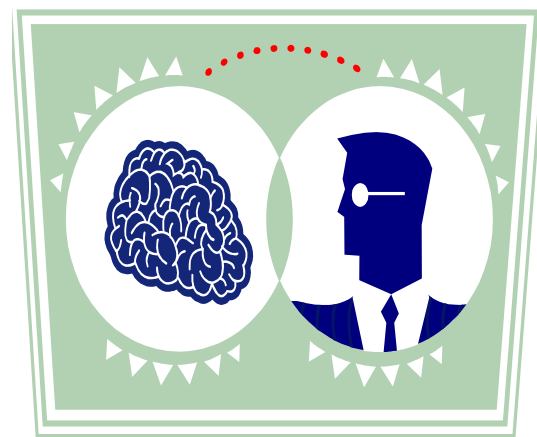


The Function of Content

What we hear and what we think:
“More is better” & “Cover content.”

Exponential growth of knowledge:
Impossible to teach students all they
need to know. Learning skills are
extremely important.

- Basic learning skills, self awareness
of learning (meta), active attitude
- Function of content:
 1. knowledge base
 2. a means to develop learning skills



The Role of the Teacher

- Change to guide/coach/maestro/midwife

*The learner centered teacher is there every step of the way, but the **action** is performed by students*



Responsibility for Learning

Classroom climate:

- **Who** is responsible for **what** in the learning process?
- Logical consequences
- Consistency in word and deed

The Purpose and Process of Evaluation

- “grade grabbing mentality”
- Evaluation activities: maximize the encounters with content
- These encounters are more important than points
- Evaluation is part of learning process
- “In LC teaching, faculty still evaluate and grade student work, but evaluation activities that involve students are included in the process.”
- Students learn to accurately evaluate their work, identify their strengths and weaknesses, determine what needs to be improved and how, include outside feedback



Resistance: Students



Students:

- LC approaches:
more work
- LC approaches:
more threatening
- LC approaches:
sense of loss
- LC approaches:
beyond intellectual maturity?
- The importance of communication. Emphasize the goal: strengthening learning skills.
- Time for venting. Open for feed-back. Positive reinforcement.

Resistance: Colleagues

- Politics of institution
- Autonomy of classroom
- Don't convert
- Document impact
- Find like-minded colleagues



A Developmental Approach

- Student growth
- Teacher growth

*Good teaching is a journey rather
than a destination*

(Weimer, p.201)



Information



Reference:

- **Learner-centered Teaching:**
Five Key changes to Practice
Maryellen Weimer, 2002

Montgomery College, ELITE

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