

Overcoming myths that you cannot use learner-centered teaching with courses that are lower level, have large enrollment or have unmotivated, immature students

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Plan for the workshop

We will overcome myths as they relate to

- Student characteristics/skills
- Instructor approaches
- Your own course

Part 1. Would you agree that we want our students to have these skills and characteristics?

- See list on handout 1
 - **Feedback and Assessment skills**
 - **Learning or Academic Skills**
 - **Characteristics of successful students**

Do we assume our students have these skills and characteristics?

If we do assume students have these skills and characteristics, what evidence do we have to support this assumption?



Best way to foster the development of these skills and characteristics is to build them into our curricula

- Teach them to our students
- Provide them with opportunities to practice or acquire them
- Assess that they acquired these skills and characteristics

If we teach, allow students to practice and assess these skills and characteristics, then we are being learner-centered

- I will define these characteristics and skills as essential components of learner-centered approaches
 - Some of these characteristics and skills were identified by USP faculty at the consensus conference on Learning-Centered Teaching in 2003

What would be the implications if we explicitly planned for the mastery of these skills and characteristics in our educational programs?

➤ How can we do this?

Can we incorporate the development and assessment of these skills and characteristics with all students?

- Do we need to do something different with unmotivated or immature students?
- How do we incorporate this into lower level courses?
- Do we need to do something different in courses that have large enrollments?

Small group activity (15 minutes)

Pick 1 of the following special populations or course characteristic and answer the question of how to incorporate the learner-centered student characteristics with these students in this course:

- Immature students
- Unmotivated students
- Lower level course
- Large enrollment course

We will report back to each other

What conclusions did your group reach?

- What can you share with others that can be generalized to many courses?



Part 2 Would you agree that these are learner-centered teaching approaches?

➤ See list on handout 2

- Course planning
 - Teaching/learning activities
 - Assessment
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- Some of these characteristics and skills were identified by USP faculty at the consensus conference on Learning-Centered Teaching in 2003

What would be the implications
if we taught using these
approaches in our educational
programs?

➤ How can we do that?



Can we teach using these learner-centered approaches with all students?

- Do we need to do something different with unmotivated or immature students?
- How do we incorporate this into lower level courses?
- Do we need to do something different in courses that have large enrollments?

Small group activity (15 minutes)

Pick 1 of the following special populations or course characteristics and answer the question of how to incorporate the learner-centered teaching approaches with these students in this course

- Immature students
- Unmotivated students
- Lower level course
- Large enrollment course

We will report back to each other

What conclusions did your group reach?

What can you share with others that can be generalized to many courses?



Application to your course

- Select a course that has the special considerations and complete the table for your course.

