

Planning For Transformation Exercise

Use this form to begin to transform a course to be more learner-centered. Complete the Planning for Transformation Exercise for each component you plan to change. If you are completing the rubrics for the purposes of a formal assessment of an educational program or of teaching, you can skip this form.

A. Status of your course now Date:

1. Dimension of learner-centered teaching:

2. Component:

3. Current level:

higher level of transitioning, lower level of transitioning, instructor-centered

4. Briefly describe your current implementation (for the purposes of documenting your baseline prior to transformation).

B. Desired changes

1. Describe the desired change(s) you wish to make for this component in the near future.

2. What is the level you want to achieve with this/ these change(s)?

learner- centered higher level transitioning lower level transitioning

C. Tactical planning questions

1. What do you need to do, decide or learn about prior to making changes?

2. What obstacles or challenges do you need to overcome to implement successfully this change? (Resistance may come from your philosophy of teaching, your chair, your peers, your students, or the culture of your institution.)

3. Identify specific strategies (such as learning about successful implementations, trying a small pilot implementation, explaining to your students and other

Blumberg, P. (2008) *Developing Learner-Centered Teaching*. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@usp.edu. This material may be copied, but this reference must be cited.

instructors why you are making these changes) for overcoming each obstacle or challenge.

4. What resources (such as time, money, student assistants, or computer software) would help you implement your change?

5. What do you need to do to get your students to accept this change? (Possibilities include repeated explanations for why you are doing what you are doing or having the activity count in the final grade.)

D. Outcomes of the change

1. In what ways will implementing this change influence other aspects of your course to be more learner-centered? [For example, when you incorporate various teaching/ learning methods that are consistent with your student learning goals, (the third component of The Role Of The Instructor dimension), most likely the students will more actively engage in the content (the second component in The Function Of Content dimension).]

2. In what ways (such as increased learning), will your students benefit from this change? How will the students behave differently (such as increased participation in class or greater engagement with the content)?

3. In what ways will you benefit from this change? (For example, - enjoy teaching more, satisfied that your students are learning more, anticipate fewer student complaints)

E. **Possible future changes**

1. What is the optimal level for this component for this course?

Learner-centered higher level of transitioning lower level of transitioning

2. In the long term, what additional changes, if any, might you make to transform further this component to reach this optimal level of learner-centered approach?

Blumberg, P. (2008) *Developing Learner-Centered Teaching*. San Francisco: Jossey-Bass. For more information please contact Phyllis Blumberg at p.blumbe@usp.edu. This material may be copied, but this reference must be cited.