

## **Appendix B.**

For your convenience, I show each of the rubrics for the five dimensions of learner-centered teaching, the Planning for Transformation Exercise and The Documentation To Support The Selected Status Form in this appendix.

**Using the Rubrics as a Tool to Begin the Transformation Process.** If you are doing a self-assessment to begin to transform your course, complete the rubrics for all five dimensions of learner-centered teaching and the Planning for Transformation Exercise for the components you want to change. You will complete the Planning for Transformation Exercise for each component you plan to change.

### **Using the Rubrics to Assess an Educational Program or to Place within a Teaching Dossier.**

If you are determining the status of your course or documenting how you teach as a part of an assessment of an educational program or of how you teach, complete the rubrics for all five dimensions and the Documentation To Support The Selected Status Form.

You may copy these forms as many times as you need them provided the following reference appears on each page: Blumberg, P. (2008) Developing Learner-Centered Teaching: A Practical Guide For Faculty. San Francisco: Jossey-Bass

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<b>The Function Of Content (continued)</b>				
<b>COMPONENT</b>	<b>Employs <u>instructor-centered</u> approaches</b> →	<b>→ Transitioning to learner-centered approaches →</b>		<b>Employs <u>learner-centered</u> Approaches</b>
		<b>Lower level of transitioning</b>	<b>Higher level of transitioning</b>	
<b>2. Level to which students engage in content</b>	Instructor allows students to memorize content	Instructor provides content so students can learn material as given to them without transforming or reflecting on it	Instructor assists students to transform and reflect on <u>some</u> of content to make their own meaning out of <u>some</u> of it	Instructor encourages students to transform and reflect on <u>most</u> of the content to make their own meaning out of it
<b>3. Use of organizing schemes</b>	Students learn content without a clearly defined organizing scheme provided by instructor	Instructor provides <u>limited</u> organizing assistance	Instructor provides <u>some</u> organizing schemes to help students learn content	Instructor provides and uses organizing schemes to help students learn content
<b>4. Use of content to facilitate future learning</b>	Instructor provides content so students can learn it in isolation, without providing opportunities for them to apply knowledge to new content	Instructor provides students with limited opportunities to apply knowledge to new content	Instructor frames content so students can see how it can be applied in the future	Instructor frames and organizes content so students can learn additional content that is not taught

The Rubric for the Role of the Instructor Dimension of Learner-Centered Teaching

<b>The Role Of The Instructor</b>				
COMPONENT	<b>Employs <u>instructor-centered</u> approaches</b> →	→ <b>Transitioning to learner-centered</b> →		<b>Employs <u>learner-centered</u> approaches</b>
		<b>Lower level of transitioning</b>	<b>Higher level of transitioning</b>	
<b>1. Creation of an environment for learning</b> ▪ <b>through organization and use of material</b> ▪ <b>that accommodates different learning styles</b>	Instructor uses the same approach(es) throughout the course even if the students are not learning	Instructor does not focus on creating a learning environment, but students do learn	Instructor creates a learning environment through use of 1 out of the 2 sub-criteria	Instructor creates a learning environment by using both sub-criteria: ▪ through organization and use of material ▪ that accommodates different learning styles
<b>2. Alignment of the course components:</b> ▪ <b>objectives,</b> ▪ <b>teaching/ learning methods and</b> ▪ <b>assessment methods for consistency</b>	Instructor does <u>not</u> align objectives, teaching/learning methods and assessment	Instructor <u>minimally</u> aligns objectives, teaching/ learning methods and assessment <b>- OR -</b> Aligns 2 out of the 3 course components	Instructor <u>somewhat</u> aligns objectives, teaching/ learning methods and assessment	Instructor explicitly, coherently, and consistently aligns objectives, teaching/ learning methods and assessment
<b>3. Teaching/ learning methods appropriate for student learning goals</b>	Instructor: ▪ does <u>not</u> have specified learning goals <b>AND/OR-</b> ▪ does not use active learning activities	Instructor uses teaching/learning methods: ▪ <u>without regard</u> for student learning goals <b>-AND/OR-</b> ▪ that are in conflict with the learning goals	Instructor uses <u>some</u> teaching/learning methods that are appropriate for student learning goals	Instructor intentionally uses <u>various</u> teaching/learning methods that are appropriate for student learning goals

The Role Of The Instructor (continued)				
COMPONENT	Employs <u>instructor-centered</u> approaches →	→ Transitioning to learner-centered approaches →		Employs <u>learner-centered</u> approaches
		Lower level of transitioning	Higher level of transitioning	
<b>4. Activities involving student, instructor, content interactions</b>	Instructor uses no activities in which students actively interact with: <ul style="list-style-type: none"> <li>▪ material, <b>or</b></li> <li>▪ instructor, <b>or</b></li> <li>▪ each other</li> </ul>	Instructor uses a <u>few</u> activities in which students actively interact with: <ul style="list-style-type: none"> <li>▪ material, <b>or</b></li> <li>▪ instructor, <b>or</b></li> <li>▪ each other</li> </ul>	Instructor uses <u>some</u> activities in which students actively interact with: <ul style="list-style-type: none"> <li>▪ material, <b>or</b></li> <li>▪ instructor, <b>or</b></li> <li>▪ each other - <b>OR-</b> some 3- way interactions</li> </ul>	Instructor <u>routinely</u> uses activities in which students actively interact with: <ul style="list-style-type: none"> <li>▪ material, and</li> <li>▪ instructor, and</li> <li>▪ each other</li> </ul>
<b>5. Articulation of SMART objectives [SMART= 1) <u>S</u>pecific, 2) <u>M</u>easurable, 3) <u>A</u>ttainable, 4) <u>R</u>elevant, 5) <u>T</u>ime oriented]</b>	Instructor: <ul style="list-style-type: none"> <li>▪ articulates vague course objectives, --<b>AND/OR-</b></li> <li>▪ does not articulate objectives in syllabus</li> </ul>	Instructor articulates in syllabus course objectives that do not have all 5 attributes of SMART objectives	Instructor articulates SMART objectives in syllabus but does not refer to them throughout the course	Instructor articulates SMART objectives in syllabus and refers regularly to them throughout the course
<b>6. Motivation of students to learn (intrinsic drive to learn versus extrinsic reasons to earn grades)</b>	Instructor extensively uses extrinsic motivators to get students to earn grades	Instructor: <ul style="list-style-type: none"> <li>▪ provides <u>limited</u> opportunities for students to become intrinsically motivated to learn –<b>AND-</b></li> <li>▪ uses extrinsic motivators to get students to earn grades</li> </ul>	Instructor provides <u>some</u> opportunities for students to become intrinsically motivated to learn	Instructor inspires and encourages students to become intrinsically motivated to learn

The Rubric for The Responsibility For Learning Dimension of Learner-Centered Teaching

<b>The Responsibility For Learning</b>				
<b>COMPONENT</b>	<b>Employs <u>instructor-centered</u> approaches</b> →	→ <b>Transitioning to learner-centered approaches</b> →		<b>Employs <u>learner-centered</u> approaches</b>
		<b>Lower level of transitioning</b>	<b>Higher level of transitioning</b>	
<b>1. Responsibility for learning</b>	Instructor assumes <u>all</u> responsibility for student learning (provides content to memorize; does not require students to create their own meaning of content; tells students exactly what will be on examinations)	Instructor assumes <u>most</u> responsibility for student learning (provides detailed notes of content to be learned and reviews content to be examined while helping students learn the material and meet objectives)	Instructor provides <u>some</u> opportunities for students to assume responsibility for their own learning	Instructor provides <u>increasing</u> opportunities for students to assume responsibility for their own learning, leading to achievement of stated learning objectives
<b>2. Learning to learn skills for the present and the future (including, for example, time management, self-monitoring, goal setting, how to do independent reading, and how to conduct original research)</b>	Instructor allows students to meet course objectives without developing further learning skills	Instructor directs students to develop a <u>few</u> skills for further learning	Instructor directs students to develop <u>some</u> skills for further learning	Instructor facilitates students to develop <u>various and appropriate</u> skills for further learning

<b>The Responsibility For Learning (continued)</b>				
<b>COMPONENT</b>	<b>Employs <u>instructor-centered</u> approaches</b> →	<b>→ Transitioning to learner-centered approaches →</b>		<b>Employs <u>learner-centered</u> approaches</b>
		<b>Lower level of transitioning</b>	<b>Higher level of transitioning</b>	
<b>3. Self-directed, lifelong learning skills (including, for example, determining a personal need to know more, knowing who to ask or where to seek information, determining when need is met) –AND- development of self-awareness of students’ own learning abilities</b>	Instructor does <u>not</u> consider: <ul style="list-style-type: none"> <li>▪ self-directed learning skills relevant</li> <li>-OR-</li> <li>▪ self-awareness of students’ learning abilities relevant</li> </ul>	The instructor does <u>not</u> assist students to become: <ul style="list-style-type: none"> <li>▪ self-directed, lifelong learners,</li> <li style="text-align: center;">-OR-</li> <li>▪ aware of their own learning and abilities to learn</li> </ul>	Instructor assists students to become: <ul style="list-style-type: none"> <li>▪ self-directed, lifelong learners in a few areas, –AND-</li> <li>▪ somewhat aware of their own learning, and abilities to learn</li> </ul>	Instructor facilitates students to become: <ul style="list-style-type: none"> <li>▪ proficient, self-directed, lifelong learners –AND-</li> <li>▪ fully aware of their own learning and abilities to learn</li> </ul>
<b>4. Students’ self-assessment of their learning</b>	Instructor <ul style="list-style-type: none"> <li>▪ believes that instructors alone assess student learning -OR-</li> <li>▪ does not consider self-assessment of learning relevant</li> </ul>	Instructor does not direct students to assess their own learning	Instructor sometimes provides direction to help students assess their own learning	Instructor motivates students to routinely and appropriately assess their own learning
<b>5. Students’ self-assessment of their strengths and weaknesses</b>	Instructor believes that only instructors should assess students’ strengths and weaknesses	Instructor does not direct students to practice self-assessments	Instructor helps students practice some self-assessment skills	Instructor encourages students to become proficient at self-assessment

**The Responsibility For Learning (continued)**

COMPONENT	Employs <u>instructor-centered</u> approaches →	→ Transitioning to learner-centered approaches →		Employs <u>learner-centered</u> approaches
		Lower level of transitioning	Higher level of transitioning	
<b>6. Information literacy skills of: 1) framing questions, 2) accessing and 3) evaluating sources, 4) evaluating content, 5) using information legally (<a href="http://www.acrl.org">www.acrl.org</a>)</b>	Instructor does not help students acquire any information literacy skills	Instructor helps students acquire 2 of the 5 information literacy skills	Instructor helps students acquire 4 of the 5 information literacy skills	Instructor facilitates students to become proficient in all 5 information literacy skills as defined by the Association of College and Research Libraries

The Rubric for the Purposes and Processes of Assessment Dimension of Learner-Centered Teaching

<b>The Purposes and Processes of Assessment</b>				
<b>COMPONENT</b>	<b>Employs <u>instructor-centered</u> approaches</b> →	<b>→ Transitioning to learner-centered approaches →</b>		<b>Employs <u>learner-centered</u> approaches</b>
		<b>Lower level of transitioning</b>	<b>Higher level of transitioning</b>	
<b>1. Assessment within the learning process</b>	Instructor: <ul style="list-style-type: none"> <li>▪ sees assessment as less important than teaching, -AND-</li> <li>▪ does not integrate assessment within the learning process</li> </ul>	Instructor <u>minimally</u> integrates assessment within the learning process	Instructor <u>somewhat</u> integrates assessment within the learning process	Instructor <u>mostly</u> integrates assessment within the learning process
<b>2. Formative assessment (giving feedback to foster improvement)</b>	Instructor: <ul style="list-style-type: none"> <li>▪ uses only summative assessment (to make decisions to assign grades), -AND-</li> <li>▪ provides students with no constructive feedback</li> </ul>	Instructor: <ul style="list-style-type: none"> <li>▪ uses <u>a little</u> formative assessment</li> </ul> <b>AND/OR-</b> <ul style="list-style-type: none"> <li>▪ provides students with limited constructive feedback</li> </ul>	Instructor gives students <u>some</u> : <ul style="list-style-type: none"> <li>▪ formative assessment</li> </ul> -AND- <ul style="list-style-type: none"> <li>▪ constructive feedback following assessments</li> </ul>	<u>Consistently</u> throughout the learning process instructor integrates: <ul style="list-style-type: none"> <li>▪ formative assessment</li> </ul> -AND- <ul style="list-style-type: none"> <li>▪ constructive feedback</li> </ul>

**The Purposes and Processes of Assessment (continued)**

COMPONENT	Employs <u>instructor-centered</u> approaches →	→ Transitioning to learner-centered approaches →		Employs <u>learner-centered</u> approaches
		Lower level of transitioning	Higher level of transitioning	
<b>3. Peer and self assessment</b>	Instructor does not: <ul style="list-style-type: none"> <li>▪ consider peer and self assessments relevant</li> <li>-AND/OR-</li> <li>▪ factor these assessments into final grade</li> </ul>	Instructor <u>rarely</u> requires students to use peer and self assessments	Instructor requires students to use <u>some</u> peer and self assessments	Instructor encourages students to use peer and self assessments <u>routinely</u>
<b>4. Demonstration of mastery and ability to learn from mistakes</b>	Instructors does <u>not</u> provide any opportunities for students to demonstrate that they have learned from mistakes and, then show mastery	Instructors provides a <u>few</u> opportunities for students to demonstrate that they have learned from mistakes	Instructor provides <u>some</u> opportunities for students to demonstrate mastery after making mistakes	Instructor offers students <u>many</u> opportunities to learn from their mistakes and then demonstrate mastery
<b>5. Justification of the accuracy of answers</b>	Instructor: <ul style="list-style-type: none"> <li>▪ determines accuracy of answers, -AND-</li> <li>▪ does not allow students to ask why they got answers wrong</li> </ul>	Instructor allows students to ask why they got answers wrong	Instructor allows students to justify their answers when they do not agree with those of instructor	Instructor encourages students to justify their answers when they do not agree with those of instructor

**The Purposes and Processes of Assessment (continued)**

COMPONENT	Employs <u>instructor-centered</u> approaches →	→ Transitioning to learner-centered approaches →		Employs <u>learner-centered</u> approaches
		Lower level of transitioning	Higher level of transitioning	
<b>6. Timeframe for feedback</b>	Instructor does not provide a timeframe for feedback	Instructor: <ul style="list-style-type: none"> <li>▪ provides a timeframe for feedback, without seeking students' input</li> <li align="center">-AND-</li> <li>▪ usually follows timeframe</li> </ul>	Instructor: <ul style="list-style-type: none"> <li>▪ provides timeframe for feedback, with students' input</li> <li align="center">-AND-</li> <li>▪ usually follows timeframe</li> </ul>	Instructor and students: <ul style="list-style-type: none"> <li>▪ mutually agree on timeframe for feedback</li> <li align="center">-AND-</li> <li>▪ always follows timeframe</li> </ul>
<b>7. Authentic assessment (what practitioners/professionals do)</b>	Instructor <u>rarely</u> or <u>never</u> uses authentic assessment	Instructor uses a <u>few</u> authentic assessments during the course	Instructor uses some authentic assessments or assessments that have authentic elements	Instructor uses authentic assessment throughout the course

The Rubric for The Balance Of Power Dimension of Learner-Centered Teaching

<b>The Balance of Power</b>				
<b>COMPONENT</b>	<b>Employs <u>instructor-centered</u> approaches →</b>	<b>→ Transitioning to learner-centered approaches →</b>		<b>Employs <u>learner-centered</u> approaches</b>
		<b>Lower level of transitioning</b>	<b>Higher level of transitioning</b>	
<b>1. Determination of course content</b>	Instructor: <ul style="list-style-type: none"> <li>▪ entirely determines course content</li> <li style="text-align: center;"><b>-AND-</b></li> <li>▪ does not seek feedback on the content</li> </ul>	Instructor: <ul style="list-style-type: none"> <li>▪ determines course content</li> <li style="text-align: center;"><b>-AND-</b></li> <li>▪ allows students to offer insights/ feedback on content after course is over</li> </ul>	Instructor: <ul style="list-style-type: none"> <li>▪ determines course content</li> <li style="text-align: center;"><b>-AND-</b></li> <li>▪ allows students to choose some assignment topics (with permission)</li> </ul>	Instructor: <ul style="list-style-type: none"> <li>▪ largely determines course content</li> <li style="text-align: center;"><b>-AND-</b></li> <li>▪ encourages students to explore additional content independently or through projects</li> </ul>
<b>2. Expression of alternative perspectives</b>	Instructor expresses all of the perspectives	Instructor infrequently allows students to express alternative perspectives, even when appropriate	Instructor allows students to express alternative perspectives when appropriate	Instructor encourages students to express alternative perspectives when appropriate
<b>3. Determination of how students earn grades</b>	All performance and assignments count toward students' grades	Instructor allows students to drop one assessment but provides no alternative opportunities for them to demonstrate mastery	Instructor allows students to drop some assessments and demonstrate mastery through another means	Instructor uses: <ul style="list-style-type: none"> <li>▪ mastery (may retake exam until reaches acceptable performance standard)</li> <li style="text-align: center;"><b>-OR-</b></li> <li>▪ contract grading (students contract for their grade based upon how much acceptable work they do) to determine what grade students will earn</li> </ul>

**The Balance of Power (continued)**

COMPONENT	Employs <u>instructor-centered</u> approaches →	→ Transitioning to learner-centered approaches →		Employs <u>learner-centered</u> approaches
		Lower level of transitioning	Higher level of transitioning	
<b>4. Use of open-ended assignments</b>	<p>Even when appropriate instructor does <u>not</u> use:</p> <ul style="list-style-type: none"> <li>▪ assignments that are: <ul style="list-style-type: none"> <li>○ open-ended or</li> <li>○ allow alternative paths</li> </ul> <b>-AND-</b> </li> <li>▪ test questions that allow for more than one right answer</li> </ul>	<p>When appropriate, instructor uses <u>a few</u>:</p> <ul style="list-style-type: none"> <li>▪ assignments that are: <ul style="list-style-type: none"> <li>○ open-ended or</li> <li>○ allow alternative paths</li> </ul> <b>-AND-</b> </li> <li>▪ test questions that allow for more than one right answer</li> </ul>	<p>When appropriate, instructor <u>sometimes</u> uses:</p> <ul style="list-style-type: none"> <li>▪ assignments that are: <ul style="list-style-type: none"> <li>○ open-ended or</li> <li>○ allow alternative paths</li> </ul> <b>-AND-</b> </li> <li>▪ test questions that allow for more than one right answer</li> </ul>	<p>If appropriate, instructor <u>routinely</u> uses:</p> <ul style="list-style-type: none"> <li>▪ assignments that are: <ul style="list-style-type: none"> <li>○ open-ended or</li> <li>○ allow alternative paths</li> </ul> <b>-AND-</b> </li> <li>▪ test questions that allow for more than one right answer</li> </ul>
<b>5. Flexibility of course policies, assessment methods, learning methods, and deadlines</b>	<p>Instructor mandates all policies and deadlines</p> <p style="text-align: center;"><b>-OR-</b></p> <p>Instructor does not adhere to policies</p>	<p>Instructor is flexible on <u>a few</u>:</p> <ul style="list-style-type: none"> <li>▪ course policies,</li> <li>▪ assessment methods,</li> <li>▪ learning methods, and</li> <li>▪ deadlines</li> </ul> <b>-AND-</b> <p>Instructor infrequently adheres to these flexible decisions</p>	<p>Instructor is flexible on <u>some</u>:</p> <ul style="list-style-type: none"> <li>▪ course policies,</li> <li>▪ assessment methods,</li> <li>▪ learning methods, and</li> <li>▪ deadlines</li> </ul> <b>-AND-</b> <p>Instructor adheres to what they agreed upon somewhat</p>	<p>Instructor is flexible on <u>most</u>:</p> <ul style="list-style-type: none"> <li>▪ course policies,</li> <li>▪ assessment methods,</li> <li>▪ learning methods, and</li> <li>▪ deadlines</li> </ul> <b>-AND-</b> <p>Instructor always adheres to what they agreed upon</p>

**The Balance of Power (continued)**

COMPONENT	Employs <u>instructor-centered</u> approaches →	→ Transitioning to learner-centered approaches →		Employs <u>learner-centered</u> approaches
		Lower level of transitioning	Higher level of transitioning	
<b>6. Opportunities to learn</b>	Instructor mandates that students attend all classes even when they are not expected to be active learners	Instructor provides consequences for: <ul style="list-style-type: none"> <li>▪ not attending classes -AND/OR-</li> <li>▪ not participating in active learning experiences</li> </ul>	Instructor provides: <ul style="list-style-type: none"> <li>▪ attendance options for some classes so students may miss a few classes without penalty -AND/OR-</li> <li>▪ participation options for some activities</li> </ul>	Instructor: <ul style="list-style-type: none"> <li>▪ helps students to take advantage of opportunities to learn -AND-</li> <li>▪ fosters understanding of consequences of not taking advantage of such learning opportunities like missing class</li> </ul>

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