

Carol: easy A

Student centered learning is not easy, actually it is met with a lot of resistance from faculty and students. Placed a tremendous amount of responsibility on both.

Faculty have to create ways to encourage students to participate in collaborative and cooperative learning, tailor each class to the individual students, give up control, and invite discussions, debates, and critical thinking.

Students have to accept responsibility for their learning. They have to work hard in class to demonstrate that they have learned but also outside of class to ensure that they are prepared for class.

Knowing this, why do we want student centered learning? Why is it the most effective form of learning?

Focusing on the student in learning emphasizes the concept of active learning, which moves students from passive learners to active learners. As active learners they are expected to do more than just listen, also develop skills, engage in more critical thinking, participate in group projects, and develop, acknowledge, and explore their own attitudes and feelings (Kathleen McKinney, Illinois State) It also helps keep the faculty members current in their fields of study, their students issues, and the needs of the community which they teach in (Lauren Richlin and Milton Cox, editors of College Teaching).

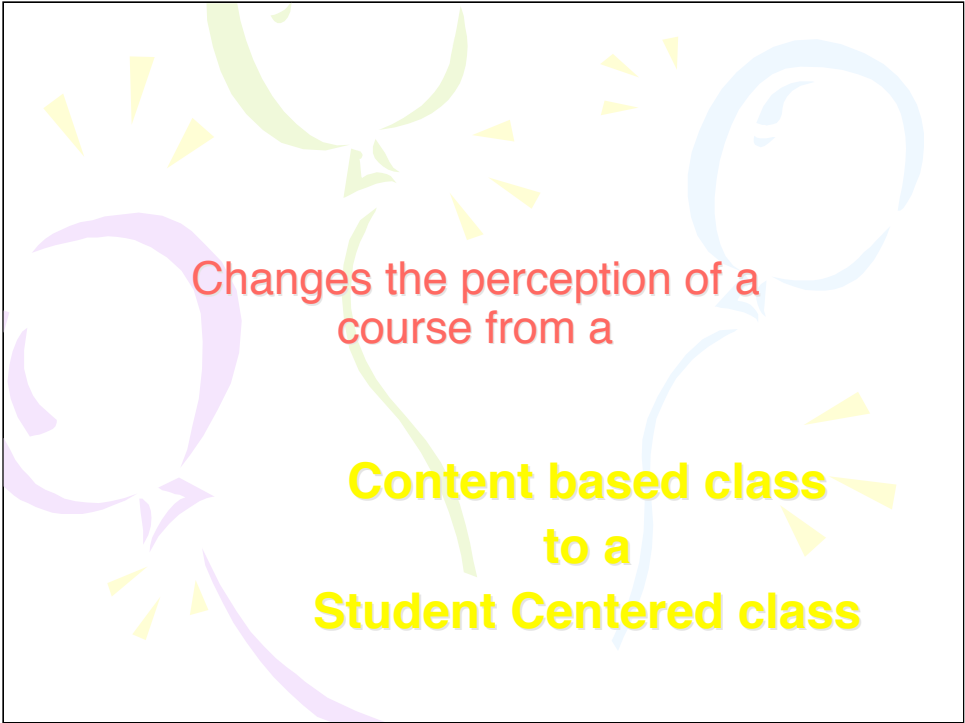
2 parts to making a student-centered class: planning and then the actual teaching.



## Planning a Student-Centered class


Involves developing a student centered syllabus and assessing that learning has occurred

Your syllabus should be looked at like a mission statement. Now I know that most look at a mission statement as a largely business term or even an administrative tool not as a classroom management technique but let's examine that.



Changes the perception of a course from a

**Content based class**  
to a  
**Student Centered class**



## Student-based learning

- Students are responsible for their own learning.

You mean I have to teach myself?



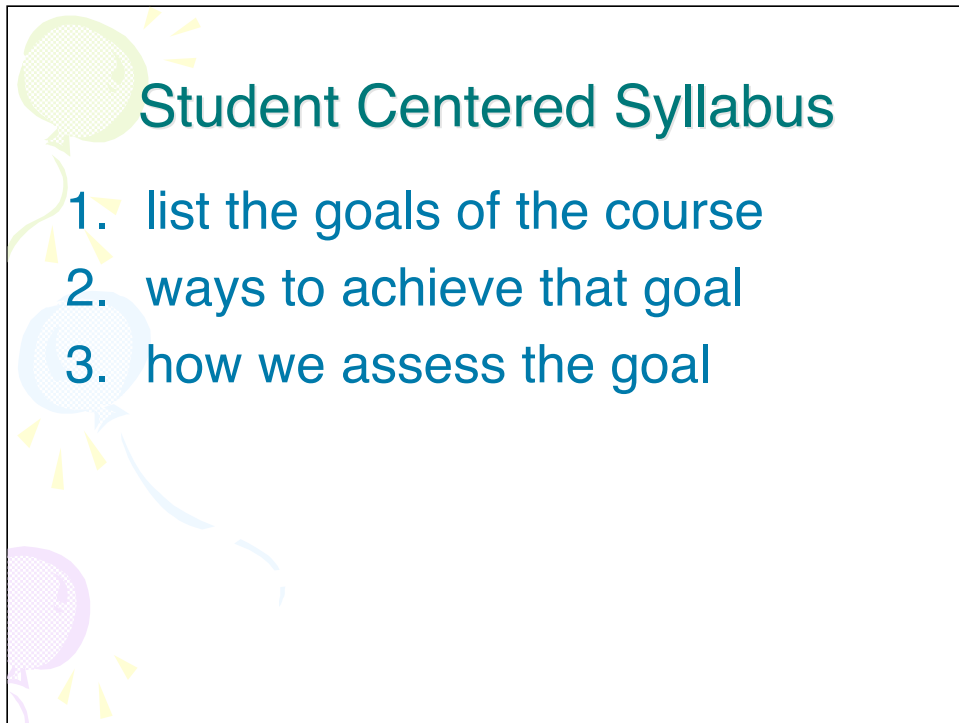
## Students need tangible goals

They need to know:

Why you are teaching?

What is the purpose?

What should the students get out of the class?



The mission statement should be written in several parts:

### **list the goals of the course**

As a faculty member you learn a lot about yourself when you are asked to develop a mission statement for your class (Ellen Clay Deborah Vanderbilt). To begin with you need to really examine why you are teaching this course. What is the purpose? What do you want your students to get out of this class? We all have a list of concepts we are supposed to teach in the class (found on our integrated course outlines and in all of our textbooks, but put it simple, in one or two sentence. What is it you want your students to learn when they are finished with your course? How will the information that you are teaching going to benefit them in their lives? Once you can finish answering these

### **ways to achieve that goal**

Next you need to tell yourself and eventually the students how you are going to help them achieve this goal. Be specific in your assignments, lay out all of the details, provide clear guidelines and demonstrate how to complete projects. Answer the questions: what will we do to help achieve this? How will this assignment help students develop the skills stated above? Stop thinking about all that you have to cover and let your goal dictate what you cover and let the class in general determine how you will cover it. Often we think if we turn to this type of teaching we won't cover as much, it takes time to rely on student learning. But I ask you? Are students really learning if you are lecturing? (Rebecca Brent) much of what happens in lecture classes is a waste of time.



## Goals of the Course

My Course Learning Outcome is:

With the successful completion of this course you will be able to deliver a speech in a real life situation which is directed towards the audience and delivered in a way that will increase understanding of the topic. The speech will also be delivered in a way that will help the audience remember the topic discussed.



## To achieve that goal

Skills you will master in this class:

**Speaking in a group setting**

**Outlining a speech**

**Analyzing the speaking situation & the audience**

Concepts we will study:

- Delivery
- Audience analysis
- Outlining
- Language
- Persuasion



## Assessing that goal

You will be assessed and graded in the following ways:

**45 % of your grade stems from *Performance***

**(ability to integrate content into all types of speeches)**

**45% of your grade revolves around *Content***

**(ability to complete all written assignments to standards set forth in class)**

**10 % of your grade is your level of *Responsibility* in this class**

**(ability to interact as a member of the classroom)**



## Assessment

Measuring students understanding of what was discussed in class

- **How do I know that students really learn in my class?**
- **Is it course-bound knowledge or are they really learning it?**
- **Is the assessment based on the teaching techniques?**

Assessment is another term for grading or evaluating students. I know now a days we hear assessment used in many different ways but for the sake of this let's use the term assessment as most of us are familiar with it, grading.

According to Peggi Maki, Director of Assessment AAHE, faculty members need to think about assessing from the students perception.

Course bound knowledge: learning the information to regurgitate it on a test and forget it once the semester is over

Do I use active learning in class but deliver multiple choice, scan-tron tests



## Assessment

- Pair sharing
- Collaborative Learning
- Written analysis
- Student Debates
- Portfolios
- Journals



## Assessment

Students need to understand the expectations of the level of learning and also how they are assessed.

**Show RUBRIC and persuasive grading sheet**