

LEARNER-CENTERED TEACHING



CHARACTERISTIC	DESCRIPTOR
Active	<p>Learners address real world problems.</p> <p>Cases require higher order thinking.</p> <p>Learners debate, research, inquiry, solve problems.</p> <p>Discussions are learner focused.</p> <p>Learners generate products.</p> <p>Peers critique each other.</p>
Social	<p>Learners engage in mentoring and collaborative learning.</p> <p>Automated responses to learner queries.</p> <p>Instructor participates in discussions and chats.</p> <p>Instructor feedback is more than a grade.</p> <p>Instructor and learner have one-on one interactions.</p>
Learner Context	<p>Learner makes choices about course context.</p> <p>Models, examples, or schemas are provided.</p> <p>Readings, video, news media, artifacts, and guest speakers come from real world.</p> <p>Quizzes, concept mapping, and debates apply factual knowledge.</p> <p>Prerequisite knowledge or skills are identified.</p>
Engaged Learner	<p>Learners are given choices about how they complete assignments.</p> <p>Explicit goals, objectives, and standards (syllabus).</p> <p>Auditory, visual, graphic, and text are used to convey information.</p> <p>Learners are given choices about what they study.</p>
Student Ownership	<p>Learners keep reading logs and content summaries, and discuss course content.</p> <p>Student work is placed in public places for review.</p> <p>Course calendar specifies timelines and deadlines for assignments.</p> <p>Learners are given choices about what and how they study.</p> <p>Learners journal and do self-critiques.</p> <p>Learners identify topics, problems, and cases and make informed judgments.</p>
Learning Activities	<p>Opportunities for peer coaching and mentoring are provided.</p> <p>Learners work on group projects.</p> <p>Learners collaborate and cooperate.</p> <p>Learners engage in simulation, virtual field trips, and role-playing.</p>
Teaching Practices	<p>Discussions are instructor-supported and objective driven.</p> <p>Group work accomplishes an objective and is assessed.</p> <p>Learners make decisions about issues, investigate, and solve problems.</p> <p>Students are given some choices about what to study, how projects are completed, and what a product might look like.</p> <p>Simulations (virtual or role-play) apply real world issues.</p> <p>Timelines, deadlines, and calendar support learning.</p> <p>Discussions engage and extend dialogue.</p> <p>Independent or guided WebQuests support learner knowledge acquisition.</p>