

# Student-Centered Instruction Across The Disciplines

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# Introduction

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- ✦ About me?
- ✦ Why I love to teach?
- ✦ My passion...helping others be their best!
- ✦ How do we do this?
  - ◆ Hampton University Academic Excellence
  - ◆ How do “you” help your students be their best?

# Activity

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- ✦ Activity using popcorn (not the food; pick the next person to speak)
  - ✦ Who was your favorite teacher(s) and why?



# Academic Excellence & Student Success

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## ✦ Paradigm Shift in Teaching

### ◆ Teacher-Centered Instruction vs. Student-Centered Instruction

- Assessment and Bloom's Taxonomy
- Faculty and Student Learning Styles
- Make the Classroom Enjoyable Again!

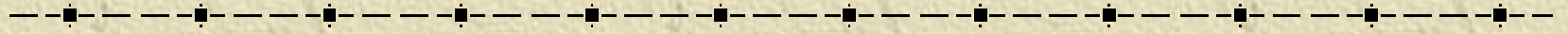
# Teacher-Centered Instruction

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## ✦ Teacher-Centered Instruction

- ✦ Teacher is the expert
- ✦ Teacher plays an active role while student plays a receptive, passive role
- ✦ Typically lecture class
- ✦ I teach-you learn-I assess-you pass or fail-the end!

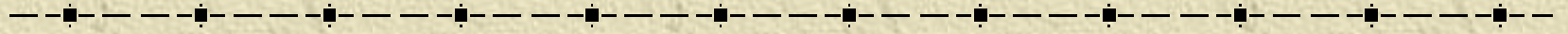
# Activity



✦ What are the pros and cons of the Teacher-Centered Instruction model?



# Activity: Teacher-Centered model



**Pros**

**Cons**

# Student-Centered Instruction

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## ✦ Student-Centered Instruction

- ◆ Student is an expert too
- ◆ Student's voice is very important
- ◆ Focus on student needs, abilities, interests, and learning styles
- ◆ Students are active, responsive participates in their own learning
- ◆ Teacher is the facilitator of learning



# Student-Centered Instruction

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- ✦ Defined simply as “an approach to education focusing on the needs of the students....”
  
- ✦ Beginning in the 19<sup>th</sup> century, there was a paradigm shift in education by educators and psychologists.
  - ◆ Why is it necessary?
    - Some students are unprepared for college work...AND?
    - Many students are not graduating...WHY?
      - ◆ Smartphone Research...how many?
    - Most are struggling balancing life and school...ARE YOU A PART OF THE VILLAGE?

# Student-Centered Teaching

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✦ "...allows students to actively participate in discovery learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned without being passive, but rather proactive. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centered classroom. With the use of valuable learning skills, students are capable of achieving life-long learning goals, which can further enhance student motivation in the classroom."



# Student-Centered Instruction

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- ✦ This approach has many implications for the design of curriculum, course content, and interactivity of students.
- ✦ How do we become more student-centered?
  - ◆ Bloom's Taxonomy
  - ◆ Learning Styles
  - ◆ Active Learning



# Assessment

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- ✦ **RIGOR:** Sometimes, less is more. A shorter test that has a carefully selected, well constructed variety of questions can be more rigorous than a randomly selected 100 question multiple choice test.
- ✦ **COURSE OUTCOMES:** Indicate “This test/project addresses the following course outcomes” and list the number and description accordingly or you may indicate the course outcome number after each question.
  - ◆ Be sure there is a clear tie to course outcomes at all levels of Blooms Taxonomy.
- ✦ **BLOOM’S TAXONOMY:** Assessments that include all levels are ideal but if you design earlier assessment to assess lower level skills and later assessment to address higher level skills, that progression is acceptable.

# Bloom's Taxonomy

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- ✦ **Knowledge/Recall** – questions in this section allow students to demonstrate that they can recall or recognize information, ideas or principles in the approximate form in which they were learned.
  - ◆ Sample verbs include: write, list, label, name, state, define.
  - ◆ **Example: The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.**
  
- ✦ **Comprehension** - questions in this section allow students to demonstrate that they can select, transfer and/or use data and principles to complete a problem or task with minimal direction.
  - ◆ Sample verbs include: explain, summarize, paraphrase, describe, illustrate
  - ◆ **The student will explain the purpose of Bloom's taxonomy of the cognitive domain.**



# Bloom's Taxonomy

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- ✦ **Application** – questions in this section allow students to demonstrate that they can translate, comprehend or interpret information based on prior learning.
  - ◆ Sample verbs include: use, compute, solve, demonstrate, apply, construct
  - ◆ **Example: The student will construct an instructional objective for each level of Bloom's taxonomy.**
  
- ✦ **Analysis** - questions in this section allow students to demonstrate that they can distinguish, classify and relate the assumptions, hypothesis, evidence or structure of a statement or question.
  - ◆ Sample verbs include: analyze, categorize, compare, contrast, separate
  - ◆ **Example: The student will compare and contrast the cognitive and affective domains.**



# Bloom's Taxonomy

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- ✦ **Synthesis** - questions in this section allow students to demonstrate that they can originate, integrate and combine ideas into a new product or plan or proposal that is new to him or her.
  - ◆ Sample verbs include: create, design, hypothesize, invent, develop.
  - ◆ **Example: The student will design a classification scheme for writing educational objectives that combines the cognitive, affective, and psychomotor domains.**
  
- ✦ **Evaluation** - questions in this section allow students to demonstrate that they can appraise, assess, or critique on a basis of specific standards and criteria.
  - ◆ Sample verbs include judge, recommend, critique, justify.
  - ◆ **Example: The student will judge the effectiveness of written objectives using Bloom's taxonomy.**

# Activity

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- ✦ As a group, use a real chapter and utilize Bloom's Taxonomy to come up with a way to reach students at all levels while teaching that chapter for today.



# Rubrics: Importance of Feedback

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✦ Providing rubrics to students allow them to clearly understand the expectations.

✦ Below is a useful link for rubrics:

◆ <http://www.rcampus.com/rubricshellc.cfm?mode=gallery&sms=publicrub>

◆ Rubrics by Grade Level, Subject, and Type



# Learning Styles

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- ✦ We all, including our students, process information in different ways, described as *learning styles*.
- ✦ Two components of how students learn include their preferred “intake” mode and their preferred method for synthesizing information.
- ✦ Since our students take in and synthesize information in different ways, we must plan lessons that reflect these differences and incorporate a range of types of activities.

# Learning Styles

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## ✦ 3 Main Learning Intake Modes: Audio, Visual, and Kinesthetic



- ✦ **Audio:** Relies on hearing. Learns best from lectures, tapes, music, tone, and verbal messages.



- ✦ **Visual:** Prefers to see and read information. Learns most effectively with pictures, graphs, illustrations, diagrams, photos and any other visual material.



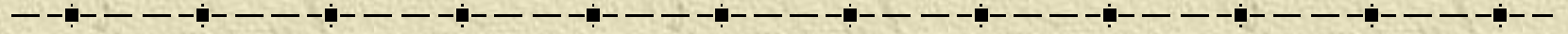
- ✦ **Kinesthetic:** Learns by doing. Likes to feel, touch, work with materials, and relate to others. Workshops, teamwork, performing, collecting samples, and role-playing help this learner.



# Activity: What is your style?

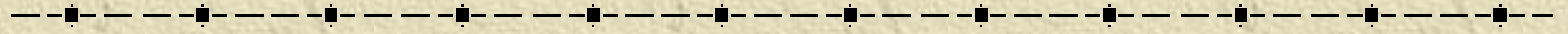
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- ✦ 1. When learning something new, you
  - ◆ A. like to have the aid of diagrams, posters, or a demonstration.
  - ◆ B. like to have verbal instructions.
  - ◆ C. just go for it and try it out!
  
- ✦ 2. When you are reading, do you
  - ◆ A. visualize in your mind the descriptive passages?
  - ◆ B. Enjoy the characters' dialogue?
  - ◆ C. Sometimes read action stories, but would prefer not to read?



- ✦ 3. When you are spelling, do you
  - ◆ A. try to “see” the word?
  - ◆ B. sound the word out before or as you spell it?
  - ◆ C. write the word down to find out if it looks or “feels” right?
  
- ✦ 4. When concentrating on something, you
  - ◆ A. are distracted by movement and untidiness around you.
  - ◆ B. are distracted by noises in the area you’re working in.
  - ◆ C. have difficulty sitting still for even short periods of time.

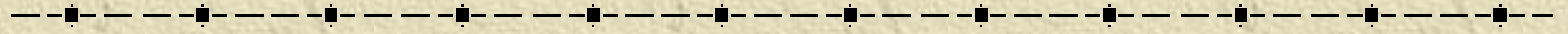




- ✦ 5. If you need help with a particular computer application, would you
  - ◆ A. look for pictures or diagrams to explain the solution?
  - ◆ B. ask someone for help or call a help desk?
  - ◆ C. Persevere and try to figure it out yourself?
  
- ✦ 6. When problem solving, you
  - ◆ A. write the problem down and draw diagrams to visualize it.
  - ◆ B. talk to someone (or yourself😊) about it.
  - ◆ C. try to use concrete objects to find a solution.

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- ✦ 7. If you are putting something together, you
    - ◆ A. follow the instructions and look at the pictures.
    - ◆ B. wish there was a video or tape explaining what to do.
    - ◆ C. Ignore the instructions and figure it out as you go!
  
  - ✦ 8. When trying to recall names, do you remember
    - ◆ A. the person's face but not their name?
    - ◆ B. the person's name but not their face?
    - ◆ C. clearly the situation in which you met them.





- ✦ 9. When giving directions to someone, you
  - ◆ A. Visualize the route first or draw a map.
  - ◆ B. give clear, concise instructions.
  - ◆ C. move your body and gesture as you give them.
  
- ✦ 10. You can remember a list of items best if you
  - ◆ A. write them down.
  - ◆ B. recite the list to yourself.
  - ◆ C. use your fingers to count the items off.

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## ✦ Scoring

- ✦ Add the total number of responses for each letter (A, B, C) and record each total
- ✦ A\_\_\_\_\_ B\_\_\_\_\_ C\_\_\_\_\_
  - A – Visual Learner
  - B – Auditory Learner
  - C – Kinesthetic or Tactile Learner
- ✦ Yes, you can be more than one type 😊



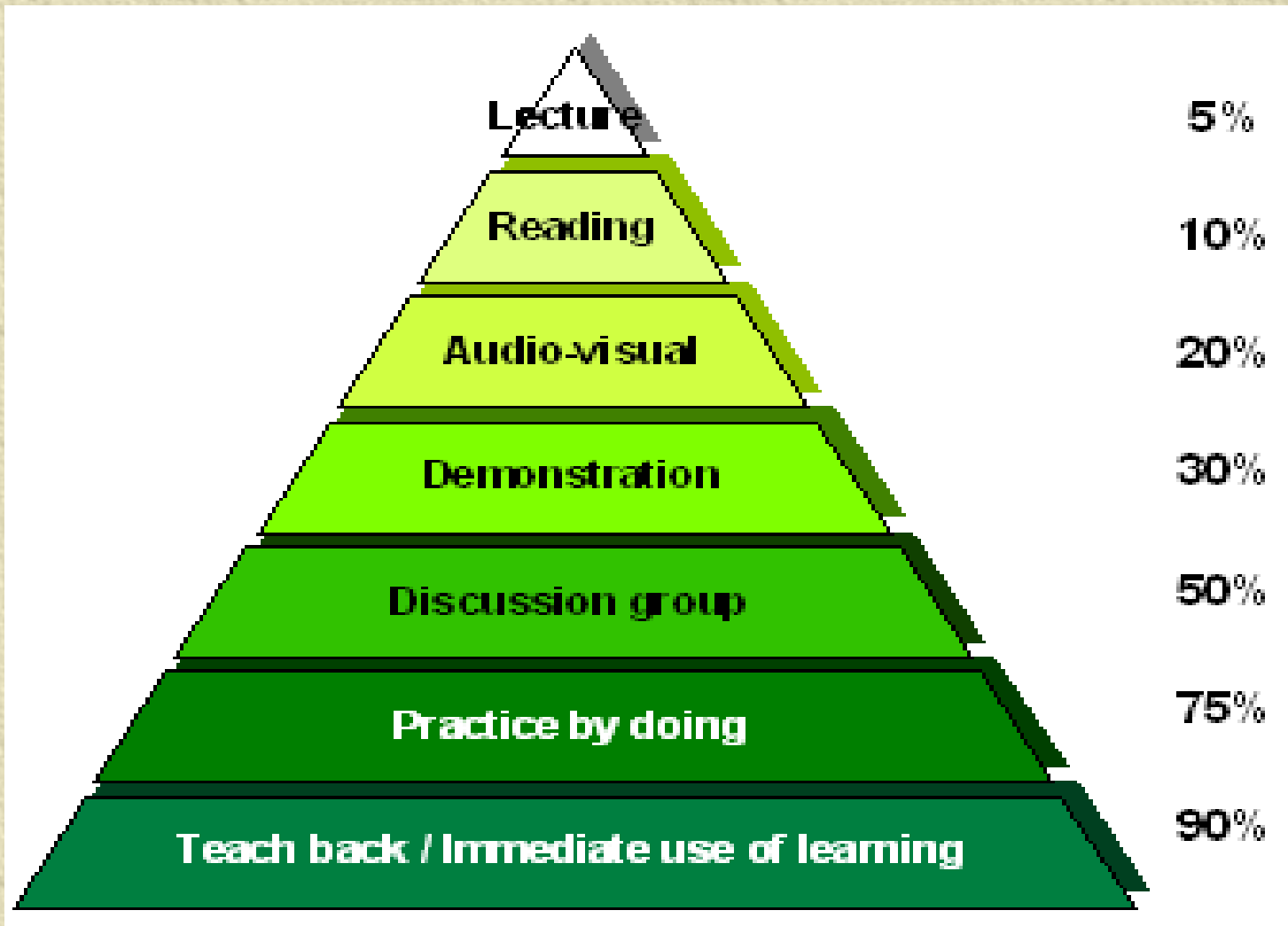
# Learning Styles

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✦ *When planning your lesson, remember that how much information is retained by the student depends on the teaching methods you use. See the Learning Pyramid on the next slide.*

# Best Practice: What works best?

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# Active Learning

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- ✦ Is not cooperative learning. In fact, cooperative learning is a subset of active learning.
- ✦ Is not collaborative learning where professor and student are placed on equal standing in the classroom. The professor is still the expert mentor of the class and material, but the student is the expert on him/herself and his/her learning style.
- ✦ Does not replace lecture and is not just another option. In fact, lecture is important and still used.

# Active Learning

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- ✦ Is anything a student can do actively to facilitate learning...other than passively listening to lecture.
- ✦ Techniques of active learning are those activities which a professor incorporates into the classroom to foster active learning.



# Active Learning Techniques

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- ✦ One-Minute Paper
- ✦ Muddiest Point ( or one thing you learned)
- ✦ ~~Quiz~~/5-10 end of chapter review questions
- ✦ Class discussion, reactions, thoughts (i.e what do you think?)
- ✦ Class experiments (ex. Milgram's Obedience Study...Cyberbullying)
- ✦ Demonstration (i.e. demonstrate your talent...personality quizzes)
- ✦ Student Presentations of fun articles, research articles, or anything
- ✦ Videos, Music, Technology (use of laptops, iPads, smartphones)
- ✦ Real life connections...make it personal (i.e. Alzheimer's disease)
- ✦ **What activities do you or can you use with your students?**
- ✦ **What activities did I use with you today?**

# Self-Care in the Classroom

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- ✦ Instead of holding your students with an iron grip, allow them to be themselves until (and unless) their behavior distracts you or others in the class.
- ✦ When you notice unproductive behavior, nip it in the bud. Otherwise, you send a clear message to the students that it's OK for them to talk while you are talking, etc.
- ✦ Use classroom management techniques before you become irritated, impatient or upset. We are much more powerful when we are centered, when we like our students, and when we view our students with fondness rather than impatience.
- ✦ Allow students to save face. When we put students down in front of others, the entire class of students will turn against us.
- ✦ If, by chance, you feel that you have spoken sharply in an attempt to manager your students, own up to it. "Wow, that sounded harsh. Forgive me!"



# Self-Care at Work

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- ✦ Remind yourself: "If teaching were easy, everyone would be doing it." Teaching in front of a classroom full of students can be challenging, but on the other hand, very rewarding!
- ✦ Do all you can to feel good about yourself and others on a daily basis. Your attitude will come across to your students, so it is important to be in good mental shape.
- ✦ What do you do on your worst day to turn it into a better day?

# Self-Care Suggestions

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✦ Dr. Perry's suggestions:

- ✦ Smile and laugh
- ✦ Positive welcome statement in syllabus
- ✦ Be both a professor and a mentor
- ✦ Do check-in every so often...how are you all?
- ✦ Praise all the time
- ✦ Use zeros and missed assignments as teaching moments and to make a special connection
- ✦ Believe in them and then, tell them so



# The Best Gift You Can Give: A Student-Centered Education!

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- ✦ Strengthens student's self-motivation
- ✦ Promotes peer communication
- ✦ Reduces disruptive behavior
- ✦ Builds student-teacher relationships
- ✦ Promotes enhanced/active learning
- ✦ Responsibility for one's own learning
- ✦ Promotes Academic Excellence