

**List of the Twenty five Learner-Centered Components Grouped According to Weimer's Dimensions**

**A. The function of content**

1. Varied uses of content: In addition to building a knowledge base, instructor uses content to help students know why they need to learn content, acquire discipline-specific learning methodologies, use inquiry or ways of thinking in the discipline, and learn to solve real world problems
2. Level to which students are actively engaged in content
3. Use of organizing schemes
4. Use of content to facilitate future learning

**B. The role of the instructor**

1. Creation of a environment for learning through organization and use of material that accommodates different learning styles
2. Alignment of the course components- objectives, teaching or learning methods, and assessment methods - for consistency
3. Teaching or learning methods appropriate for student learning goals
4. Activities involving student, instructor, content interactions
5. Motivation of students to learn (intrinsic drive to learn versus extrinsic reasons to earn grades)

**C. The responsibility for learning**

1. Responsibility for learning- philosophical overview
2. Learning to learn skills for the present and the future including, for example time management, goal setting, and how to do independent reading and research
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 developing an awareness of student's learning abilities
4. Students' self-assessment of their learning
5. Students' self-assessment of their strengths and weaknesses
6. Information literacy skills ([www.acrl.org](http://www.acrl.org))

**D. The Processes and Purposes of Assessment**

1. Assessment within the learning process
2. Formative assessment (giving feedback to foster improvement)
3. Peer and self assessment
4. Demonstration of mastery and ability to learn from mistakes
5. Authentic assessment (what practitioners/professionals do)

**E. The Balance of Power (control issues)**

1. Determination of course content
2. Determination of how students earn grades
3. Use of open-ended assignments
4. Flexibility of course policies, assessment methods, learning methods, and deadlines
5. Opportunities to learn

**Guide to assigning scores for information literacy**

Use various types of evidence to support a rating on the information literacy component.

Look for evidence in the course material that the instructor was helping students acquire information literacy skills.

- If there were no assignments where the students had to gather information on their own and if the students did not have to do any writing assignments, then rate the course at the instructor centered level (1) since this was not an aspect of the course.
- If the course schedule had a class devoted to searching appropriate data bases, then you knew that at least a few of the information literacy skills were taught.
- If there were writing assignments, look for statements about plagiarism in the syllabus or a practice exercise on paraphrasing as evidence that the instructor was helping the students gain the information literacy skill of using information ethically and legally.

**Assess this course on information literacy using the following rubric:** Selected information from BS 220 Plant Diversity and Morphology

Course Objectives: At the completion of this course students will be able to:

- A) .....
- B) develop critical thinking skills through the discussion of secondary literature and by conducting lab experiments and formal reports,
- C) write 1-2 formal scientific reports.

Students will accomplish the course objectives through classroom discussions of secondary literature and formal poster presentations.

Skills: This course will allow you to improve your lab writing report and poster presentation skills (including data synthesis and graphing).

Evaluations: including a poster presentation summarizing literature and a lab 25 points, literature summaries 15 points (points equal more than 100)

Class Schedule: Week 1 among other topics students be assigned a 3-4 paper on why care about botany papers. For three weeks the students read articles prior to class and discuss the articles in class.

The syllabus contains a statement about a code of ethical conduct including the statement that plagiarism on assignments will not be tolerated.

Likert scale scoring index	Employs instructor-centered approaches 1	Transitioning to learner-centered approaches		Employs learner-centered approaches 4
		Lower level of transitioning 2	Higher level of transitioning 3	
<u>Component 6.</u> Information literacy skills as defined by the Association of College and Research Libraries	Instructor does not help students acquire any information literacy skills	Instructor helps students acquire a few information literacy skills	Instructor helps students acquire some information literacy skills	Instructor facilitates students to become proficient in all five information literacy skills as defined by the Association of College and Research Libraries (2004)