

Background

- Many colleges claim that they are student or learner-centered. This poster shows a way to produce and present data to support this claim.
- Weimer (2002) defined **five dimensions** that need to be implemented to achieve learner-centered teaching. These dimensions are:
 - The function of content
 - The role of the instructor
 - The responsibility for learning
 - The purposes and processes of assessment
 - The balance of power
- Blumberg (2009) further defined each of these dimensions into four to six **components** and developed four-level rubrics for each dimension. The **levels of the rubrics** are:
 - Instructor-centered
 - Lower level of transition
 - Higher level of transition
 - Learner-centered.
- Rating courses using these rubrics is an easy-to-use method for determining their learner-centered status.
- Shulman (2004) suggests using course **syllabi** as a means to understand how courses work, since they represent a form of scholarship about an individual's teaching and course design.

Methodology

Methodology addresses:

- Where do the courses stand on the instructor-centered to learner-centered continuum? (**Course analysis**)
- Are instructors adopting learner-centered approaches on some components more than others? (**Dimension and Component analyses**)

Rubrics can be seen as a series of **Likert scales** and numbers can be assigned to the levels on these scales.

The data are summarized using **indices** (from 1-4) and **histograms**; high values correspond to more learner-centered courses or components.

We present a sample review of 72 general education courses to show how the methodology works.

Sample Rubrics and Scoring Index for Two Components of Responsibility for Learning

Likert scale scoring index (1-4)	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	
Component 4. Students' self-assessment of their learning	Instructor believes that instructors alone assess student learning	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
Component 6. 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)

Results

Course Analysis:

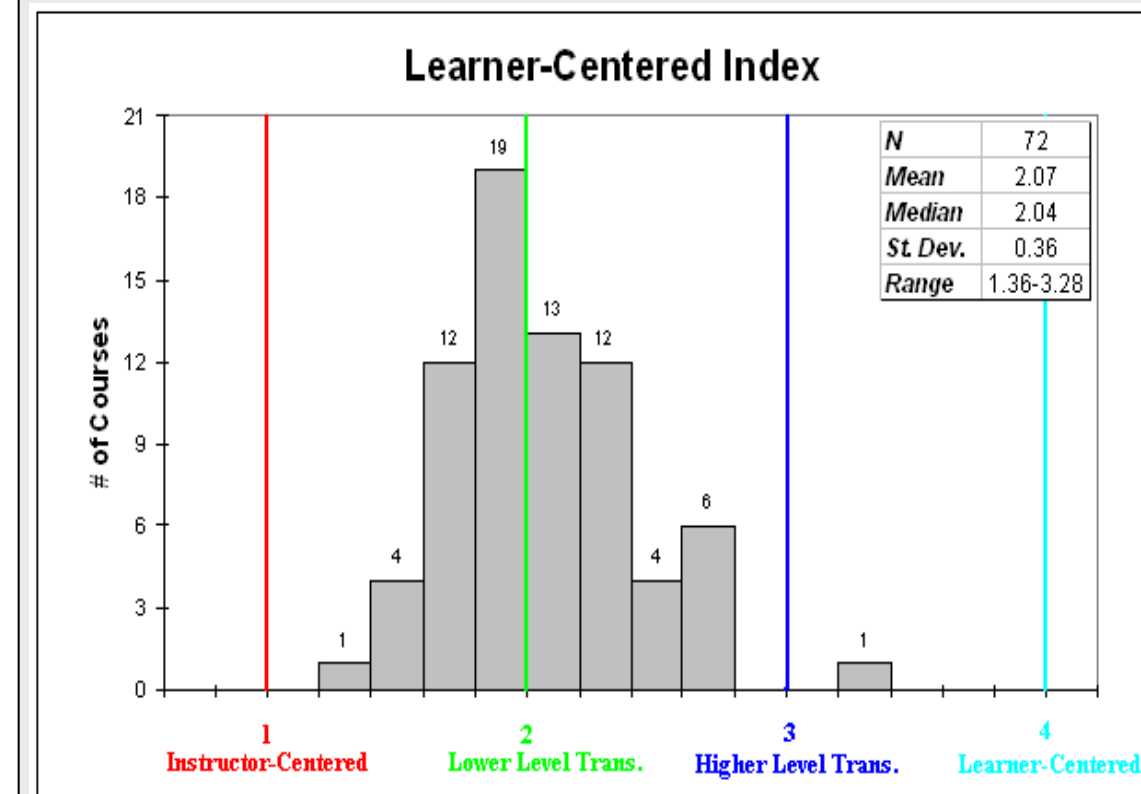


Fig 1: Learner-centered index for seventy two courses

Dimension Analysis:

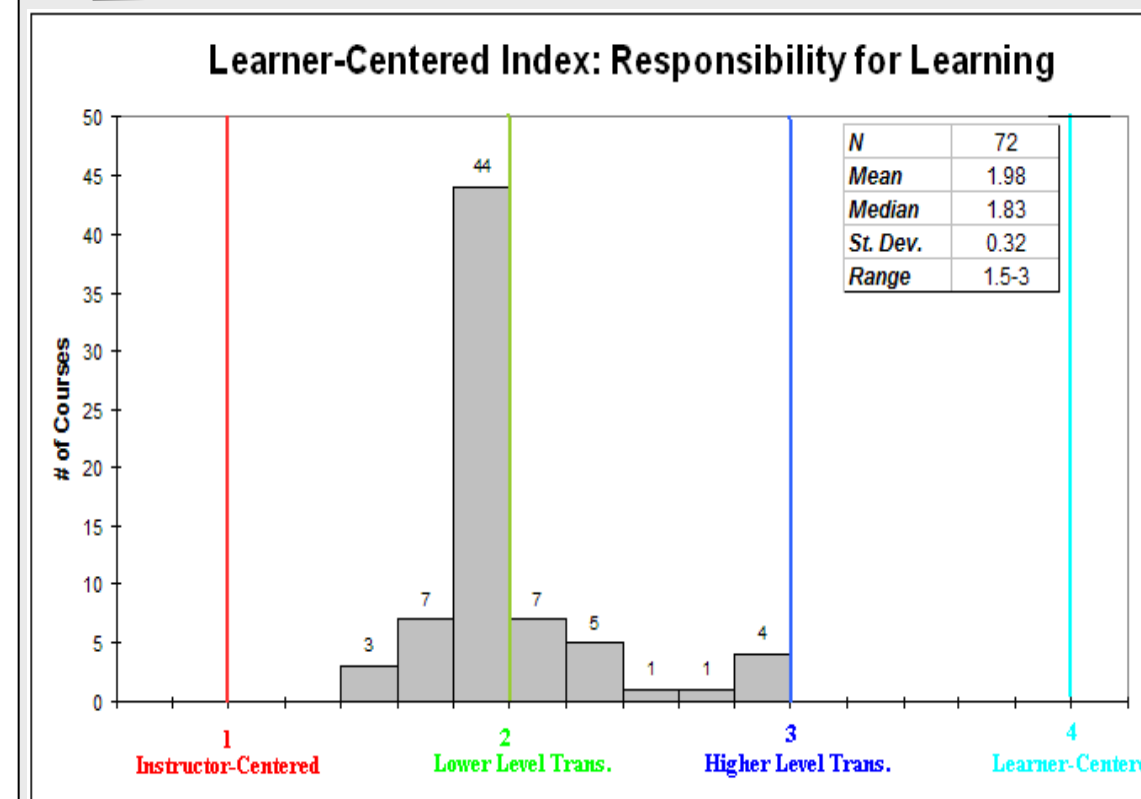


Fig 2: Learner-centered index for the dimension Responsibility for Learning

Component Analysis:

The components within the dimension of the Responsibility for Learning are:

- Responsibility for learning (a philosophical overview)
- Learning to learn skills for the present and the future
- Self-directed, lifelong learning skills
- Students' self-assessment of their learning
- Students' self-assessment of their strengths and weaknesses
- Information literacy skills

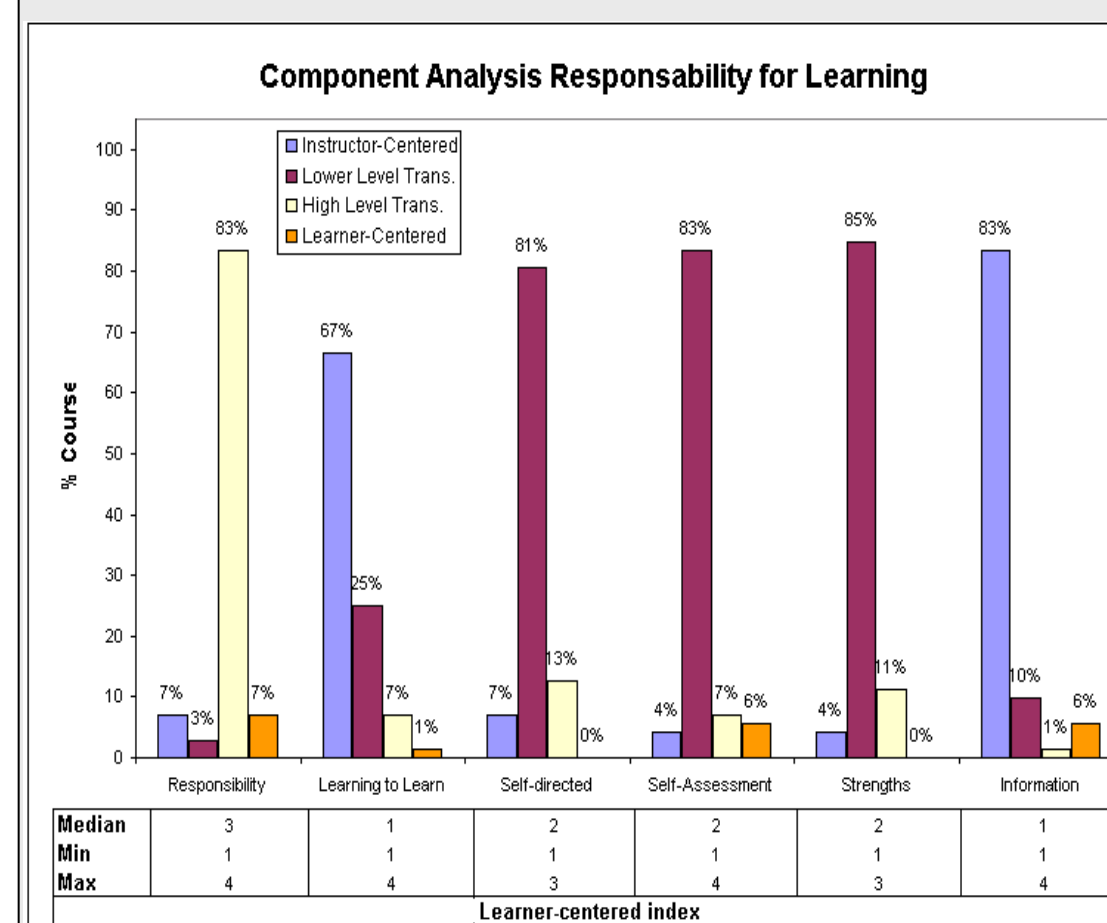


Fig 3: Percent of courses for each level on the Likert scale for the six components for the Responsibility for Learning

Discussion

- These analyses form **snapshots** of the implementation of learner-centered teaching that can be used in **accreditation self-studies**.
- The component analysis can be especially helpful for deciding on **how to become more learner-centered**.
- Suggest making **low risk changes** such as incorporating more Classroom Assessment Techniques (Angelo & Cross, 1993) and changes that have the **potential for having great impact** to make courses more learner-centered such as incorporating more peer and self-assessments.
- Faculty might plan a **developmental progression** over the course of a curriculum starting with fewer learner-centered approaches for lower level courses, gradually adding more and finally advanced courses using mostly learner-centered approaches.

References

- Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass.
- Blumberg (2009) *Developing learner-centered teaching*. Jossey-Bass
- Shulman, L. S. (2004). *Teaching as community property*. San Francisco: Jossey-Bass.
- Weimer (2002) *Learner-centered teaching*. Jossey-Bass