

## Learner-Centered Instruction

<b>Five Key Change to Practice Face-to-Face Environment</b>	<b>Five Key Change to Practice Online Environment</b>
<b>Power</b> is shared rather than transferred wholesale from faculty to students.	<b>Cognitive authority</b> is established through primary and secondary publications and resources.
<b>Content</b> is used to accomplish learner-centered objectives rather than to "cover" content by jamming everything in textbook into the semester.	<b>Guided inquiry methods</b> are used to accomplish learning outcomes and enable students to select individualized focus.
<b>Role of the faculty</b> as lecturer gives way to faculty as facilitator that allow students to take the lead.	<b>Role of student</b> is utilizing content, terms, concepts and experiences while acquiring skills in working with others.
<b>Instructional design</b> gives up behavioral practices to incorporate activities that require deep-level processing, thinking and manipulating content by the student.	<b>Multiple practical learning activities</b> with effective dialog, guidance and constructive critique require problem-solving and decision-making.
<b>Assessment</b> includes faculty evaluation, as well as self- and peer-assessment activities that independent, self-regulating learners need and want.	<b>Peer and Faculty Assessment</b> of identified proficiencies make clear with scores and comments what is demonstrated; is not demonstrated; or what is outstanding.
Weimer, M. (2002). <i>Learner-centered teaching</i> . San Francisco, CA: Jossey-Bass.	Dow, M. J. (2008). Implications of social presence for online learning: A case study of MLS students. <i>Journal of Education for Library and Information Science</i> , 49, 231-242.

# Learner-centered Teaching and Learning for Hybrid Course Delivery

## Content & Multiple Learning Activities Design Model

### Learner Dependent on Teacher Facilitation and Support

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#### **\_\_ Primary and Secondary Publications and Resources**

Teacher-outlined individual reading assignment; required discussions for gaining factual knowledge

#### **\_\_\_ Primary and Secondary Sources Applied to Practical Applications**

Teacher-facilitated small group activities; team-work; utilizing terms, concepts, experiences to learn fundamental principles, generalizations and theories; acquiring skills in working with others

#### **\_\_\_\_ Content Directly Related to Information User/Use Environment Studies**

Teacher-facilitated problem-based, focused discussions

#### **\_\_\_\_\_ Multiple Practical Learning Activities**

Student-selected individualized focus; contemplation with guidance and constructive critique; developing specific skills, competencies, and points-of-view needed by professionals in the field; problem-solving and decision-making; applications

#### **\_\_\_\_\_\_\_ Authentic Professional Outcomes, Owership**

Student-developed creative capacities (writing, inventing, designing using computer technologies; influencing professional practice (“make a positive difference”))

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### **Independent Learner**

Mirah J. Dow, BSE MLS PhD  
Associate Professor, School of Library and Information Management  
Emporia State University  
[mdow@emporia.edu](mailto:mdow@emporia.edu)

For Presentation Resources see: [http://slimwiki.emporia.edu/Learning\\_Centered\\_Teaching/Models](http://slimwiki.emporia.edu/Learning_Centered_Teaching/Models)