

Approaches to Training: Learning centered teaching

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Learning objectives

- At the end of this lesson, you will be able to:
 - design learning centered teaching
 - Show learning centered teaching in practice

Structure of the lesson

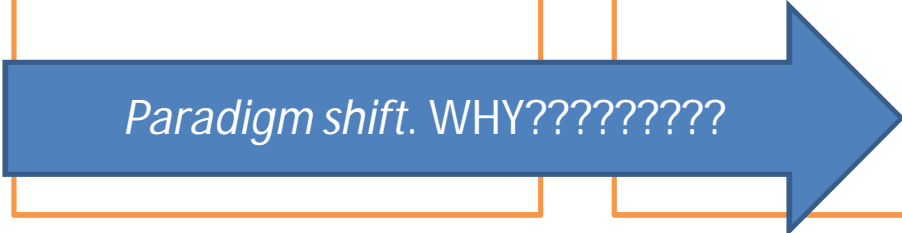
1. Conception of training / teaching approach
2. Approaches: teaching vs learning centered approach
3. Need for shift from teaching to learning centered
4. Elements of Learning centered design and their characteristics
5. The circuit of learning centered approach
(relationship among elements of Learning centered design)
6. Group works and simulation of learning centered design

What comes to your mind when you heard the term “Teaching approach”?

- It is teachers' intention and strategies used for teaching students
- In doing so, some teachers are centering their plan and activities around what they as a teacher perform than focusing on behavior of students hence-termed as *teaching focused*.
- Some are focusing on the activities and learning of students, hence labeled as *learning focused*
- Therefore, learning centered teaching is an approach to teaching that focuses on students' learning than on what teacher is doing

teaching vs learning focused approach

Characteristics	Teaching focused	Learning focused
<ul style="list-style-type: none">• Orienting question• <i>Teacher role</i>• Success criteria• Assumption about teachers• <i>assumption about students</i>• Content• Motive (inspiring and engaging in learning activity)• <i>Current trend in teaching approach</i>	<ul style="list-style-type: none">• What do I want to teach?• <i>Deliver instruction/provide information</i>• Teacher performance/input, resources• Any expert can be a teacher• <i>Passive absorber</i>• What the syllabus dictate or from knowledge of teachers• Not emphasized	<ul style="list-style-type: none">• What do students need to learn?• <i>Produce learning /elicit students' construction of knowledge</i>• Student performance/ learning outcomes• requires considerable training• active constructor of knowledge• Interest of students/something related to their context/work place• Highly emphasized



Paradigm shift. WHY?????????

The need for the paradigm shift

- Even if good teaching nurturing good learning, teaching doesn't automatically translated in to learning
- The action of a teacher must be reflected via learning of students, if true learning is required
- It increases student engagement with the content
- Increases students' learning and long term retention
- Learning centered is more inclusive

Learning centered design of teaching

Three main elements of learning focused design:

- High level learning objectives
- Active Learning activities
- Valid and developmental learning assessment
- What are the peculiar characteristics of these elements?
- What sort of relationship exist among them?

Higher order learning objectives

- Refers to what students expected to do or show upon completing the lesson.
- Teacher specify what they expect their student learn in the course, or how they expect their students changed as a result of learning the lesson.

Higher learning objectives

- Learning objectives expressed in terms:

Object = who=student

Subject= the what= content

Action verb= action verb used

Example, at the end of this course **students** will be able **to develop** higher level learning objective with its three components

So, what makes learning objectives to be low or high level?

- It is the action verb component and its emphasize that determine the level [Bloom's taxonomy]

Which one stands for highest level?

1. At the end of this lesson students will be able **to list** component of learning objectives
2. At the end of this lesson students will be able **to differentiate** the different component of learning objectives
3. At the end of this lesson students will be able **to create** higher level learning objectives with its components

Why higher level learning objective?????

- Students develop deeper level of understanding when they are required to apply what they are learning
- Thus, remembering and comprehension are understood as a means to deeper student learning than being considered themselves as an end.

Tips for creating high level learning objectives

- Think of important things you want your trainees master during the course.
- Think of prerequisite knowledge/skills needed for the subsequent portion/course that they must master in current lesson/course
- Predicting what current students will consistently doing in the next five years
- Thinking of the how to inculcate subject matter interest in students

Activity

- Imagine that you are requested to teach on your current project/assignment, the one you are developing as a requirement for this course. Therefore, be in a group of four and design high level learning objective for your teaching. You can use the checklist for micro teaching evaluation as a guide (see page 26 of this slide). (10 minutes)

Use of valid and developmental learning assessment

- What makes a learning assessment valid?
- What makes a learning assessment developmental?

Tips for selecting appropriate course assessment

1. Thinking of assessment method /instrument that effectively assess the attainment of the course objective
2. Thinking the way of assessing high level learning outcomes
 - Thinking of assessment that can enhance, inspire learning than the one that culminate student involvement with the subject matter
(eg, one time final examination or continuous quizzes and assignment that encourage students' interaction with the material?)

Tips ...

- 6. Use criteria / rubric for grading
- 7. Differentiate learning objectives that can be assessed through formative and summative assessment

Formative assessment= feedback for improvement . Can prepare students for summative assessment

Summative= assessment for grading

In conclusion

- The greatest impact teachers have on students' learning involves their choice of assessment. What teachers assess signals what they consider as very important for students to learn and how they assess impinge influence on how they will approach their learning
- Example, when do you think that you would exert maximum effort in studying a course? Is it at the moment your examination supposed to contain performance/ oral/essay/alternative type?

Activity

- Design assessment type and methods for assessing trainees learning for learning objectives you have identified so far. (10 minutes)

Selecting course activities that encourage active and engaged learning

- This is answering questions about how to assist student learning
- Listening to the teacher's lecture the whole class and concluding the lesson mark student a passive recipient = passive learning
- So, what is active learning?
- Student learning is facilitated when they are required to actively engaged in the learning process

Active and engaging..

- Thus, students/trainees must be systematically engaged in learning process before, during and after the class
- How do you do this?

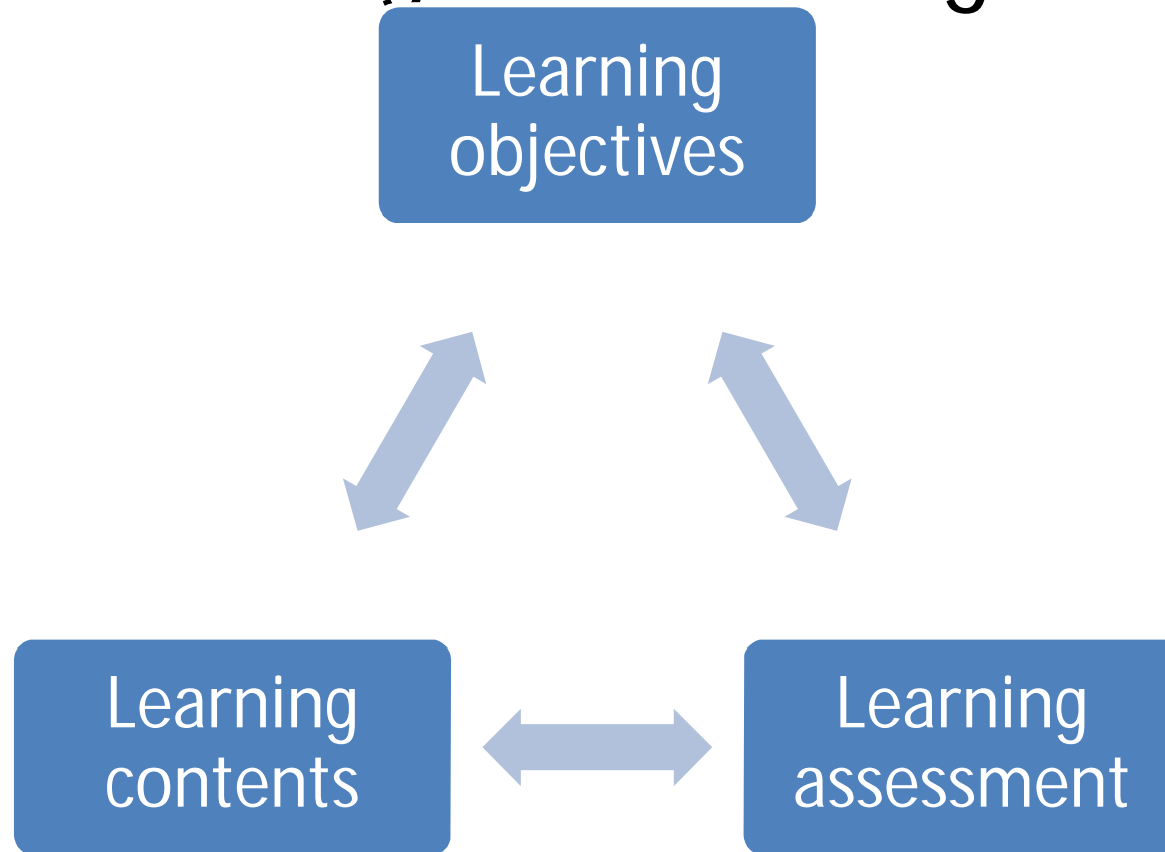
Tips

- Design the content in such a way that student's engagement is maximized
- Assign reading material before class
- Design activities that encourage students' interaction with the learning material, teacher and other students
- Provide realistic problem /job-related tasks after the class
- The content has to encourage continuity and coherence
- Inspire students to take responsibility for their learning

Activity

- design contents and learning activities that you think would assist your trainees/students achieve the learning objectives you have identified so far? (10 minutes)

Aligning elements of Learning focused design of teaching



Activity

- Check the alignments of your objectives-assessment-learning activities. Modify if needed. Then, prepare for micro teaching of ten minutes. One group will evaluate the other group based on the generic criteria provided inline with learning focused teaching

Checklist for evaluating Micro teaching on learning centred teaching

Element	Criteria (reference points)	Comment with evidence / justification
Learning objectives	Stated to the high level	
	Three components of learning objectives addressed	
	Addressed important points students' need to master in the topic	
	Considered the subsequent learning	
	Considered skills students' need for long in real world of work	
	Attempts to develop subject matter interest in students	
Assessment	Validity /authentic assessment used through out	
	Developmental in approach (inspiring learning than culminating)	
	Highly aligned to the objectives stated	
	Variety of assessment form used	
Learning activities	Student engagement with a content maximized	
	Utilizing multiple learning methods related to the objectives	
	Student-student, student-teacher and student-content interaction encouraged	
	Highly aligned with the learning objectives	
	Students motivated to take responsibility for their own learning	
	Students are encouraged to explore additional content	
Alignment	Objectives, learning activities and assessment methods are explicitly and consistently aligned	