Centering Student Learning

Centering Student Learning

Student-Centered Learning
Experiential Learning
Workshops
Reflective Journal

The article by C. Linda Laing explores the impact of student-centered learning approaches, specifically workshops and reflective journals, on undergraduate students in a Human Resource Management course. The study utilized questionnaires to gather feedback from students, revealing initial resistance to non-traditional teaching methods and a preference for structured learning environments. Over time, students began to appreciate the value of experiential learning and reflective practices, developing increased self-awareness and problem-solving skills. The findings suggest that while there is initial discomfort with student-centered approaches, these methods ultimately foster deeper learning and personal growth.

1.

Use workshops to create an interactive, student-centered learning environment.
Incorporate role plays and group discussions to apply theoretical knowledge to practical situations.

2.

Encourage students to maintain reflective journals to document their learning experiences and personal growth.
Assign regular journal entries where students reflect on their class activities and feedback.

3.

Gradually introduce student-centered methods while providing clear instructions and support.
Offer detailed guidelines and examples for reflective writing to help students adjust to new learning approaches.

4.

Conduct debriefing sessions to help students process their experiences and understand the value of reflective practices.
After workshops, hold discussions where students share their reflections and learn from each other's experiences.

5.

Establish a classroom climate that encourages trust, acceptance, and mutual respect.
Use activities that build community and ensure that all students feel safe to express their thoughts and feelings.

6.

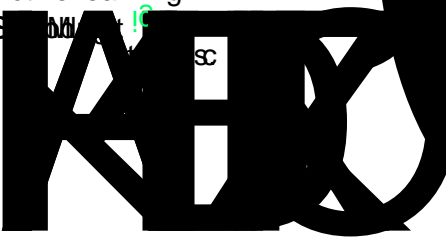## Centering Student Learning

Acknowledge a
learning methods.
Discuss the e   s
manage discomfort and a

Dewsbury, Bryan M., Holly J. Swanson, Serena
and Active Pedagogies Reduce Academic Outc
PLOS ONE 17(6). DOI: 10.1371/journal.pone.02

Inclusive teaching
Active learning

Centering Student Learning

: Use multiple, low-stakes assessments throughout the semester.

: Implement a variety of assessment methods such as quizzes, group projects, and pre-class assignments, and reduce the weight of summative exams to lower pressure and provide ongoing feedback.

4.

: Develop a classroom climate that values all student contributions.

: Establish classroom norms that encourage respect, inclusivity, and the recognition of diverse perspectives, ensuring all students feel valued and heard.

5.

: Train instructors in inclusive and active teaching practices.

: Offer workshops and training sessions on evidence-based inclusive teaching methods, such as Deep Teaching, and active learning techniques.

6.

: Regularly collect and analyze student feedback to improve teaching practices.

: Use student evaluations, peer observations, and self-reflection to continuously adapt and enhance teaching strategies, ensuring they meet the diverse needs of students.

Ô@î|å@[[å Òå ˇ&æcå[}

5E Learning Cycle
Student-Centered Learning
Constructivist Theories
Active Learning
Educational Strategies
Teacher-Led Instruction
Inquiry-Based Learning

The article by Yujiro Fujiwara and Kathryn Lewis discusses the distinction between philosophy and approach in student-centered classrooms, focusing on the 5E Learning Cycle. This framework, which includes Engagement, Exploration, Explanation, Elaboration, and Evaluation, is rooted in constructivist theories that emphasize student agency and active learning. The authors argue that a successful student-centered classroom balances teacher guidance with student autonomy. They highlight that while student-centered learning fosters intrinsic motivation and deeper understanding, teacher-led instruction still plays a critical role in providing structure and addressing specific curricular needs. The 5E Learning Cycle offers a practical method for integrating these elements to create an effective and dynamic learning environment.

Center

Centering Student Learning

student-centered learning, particularly as an alternative to exam-driven instructional approaches prevalent in Korea.

1.
Assign students to choose paragraphs from reading passages and create teaching videos.
Students explain vocabulary, grammar, and sentence structures as if they were teachers.

2.
Encourage students to actively engage in their learning process.
Allow students to use technological tools to create educational content, fostering creativity and autonomy.

3.
Design assignments that require students to take responsibility for their own learning.
Have students thoroughly study the material and plan ways to convey knowledge effectively in their videos.

4.
Provide opportunities for students to experience success in their learning.
After completing assignments, students reported feeling more confident and motivated to continue learning.

5.
Include reflective components in assignments to help students assess their progress.
Use surveys and interviews to gather student feedback on their learning experiences and perceptions of English.

6.
Design activities that help students build a concrete commitment to learning.
Create assignments that show the practical benefits of English proficiency, thereby
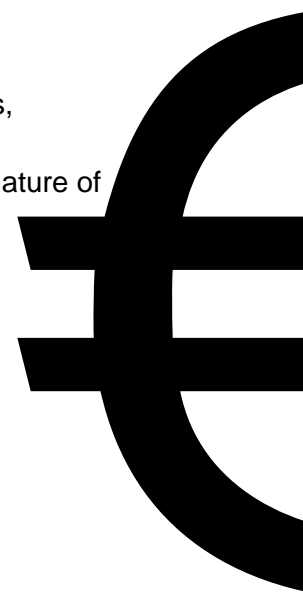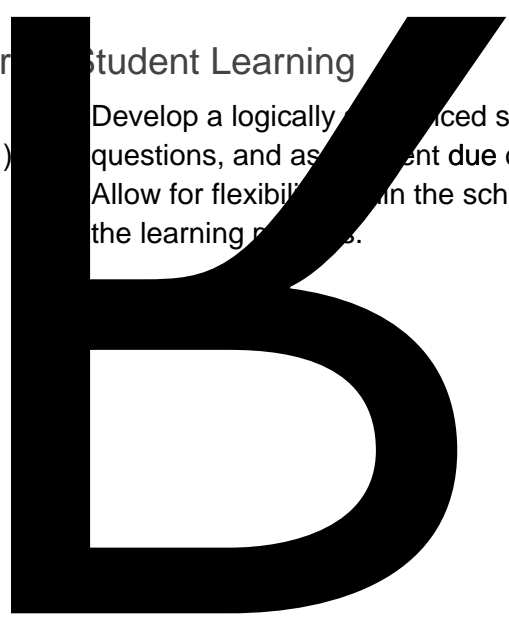
Centering Student Lea

Center Student Learning

Develop a logically balanced schedule that includes topics, readings,
questions, and assignment due dates. duá.
Allow for flexibility in the schedule to accommodate the dynamic nature of
the learning needs.
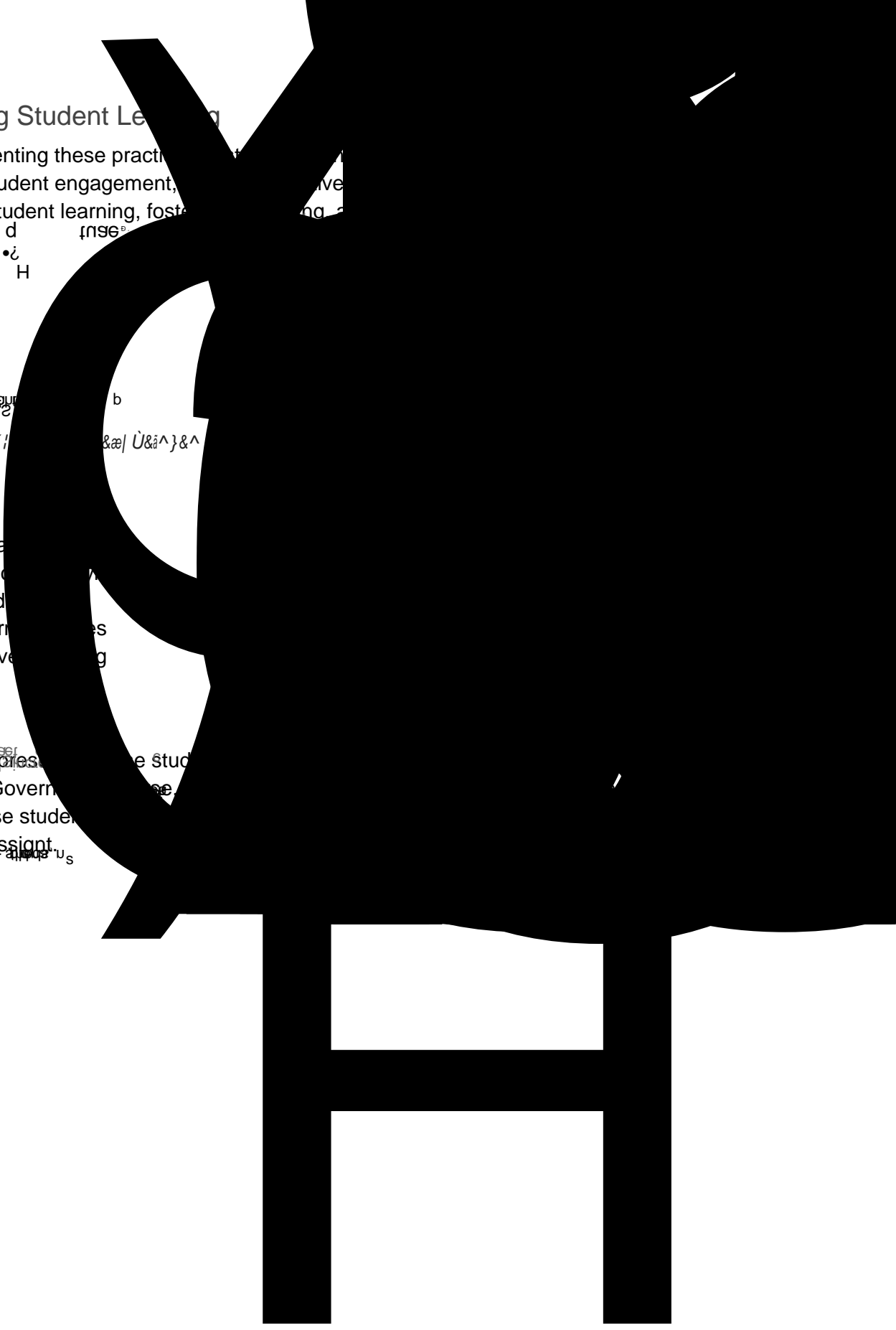
5.

Centering Student

Centering Student Learning

By implementing these practi...
enhance student engagement, ...ive
centering student learning, foste... ...ng ...

Sylla...
Nego...
Stud...
Lear... ...s
Active ...g

The article pres... ...e stud...
American Govern... ...se...
and increase stude...
methods, assignt...

Centering Student Learning

Modify assignments to ensure all students can engage in a manner that suits their learning preferences.
Example: For a debate assignment, allow some students to participate actively while others contribute through research and analysis.

4.

Involve students in the

Centering Student Learning

authors present a model that supports student engagement, equity, and expert learning. This approach, grounded in research by Dweck, Hammond, and others, is designed to create an inclusive educational environment that values diversity and promotes student success through intentional and flexible instructional design. The authors provide practical strategies for implementing these principles within learning management systems to enhance student achievement.

1.

Design curriculum that offers multiple means of engagement, representation, and expression to ntá o

Centering Student Learning

Example: Use pre-class quizzes or brainstorming sessions to id
students' understanding and misconceptions.

2.

ities that promote the practice of scientific
nd concepts, aligni ired learning outcomes.
Example: Use clicker q and group activities to help students
understand the relationsh ween DNA sequences and protein
synthesis.

Break down ex concepts into manageable parts
ovide clear instructions f step.
Example: Guide stu gh the steps of identifying the reading
gene sequences.

3.

Incorporate assessments that provide timely
feedback to both students and instructors on progress towards learning goals.
Example: Assign homework that requires students to analyze
mutations in the PKU gene and predict their effects on protein
function.

Use activities that require students to integrate and
apply their knowledge in new contexts.
Example: Have students create examples of natural se.

Centering Student Learning

Deslauriers, Louis, Logan S. McCarty, Kelly

Centering Student Learning

Collect frequent feedback from sto

Centering Student Learning

benefits. However, IT required more preparation time from the instructor and a strategic approach to ensure students watched the online lectures.

1.
   Record and post lecture videos well in advance using tools like Camtasia Studio, incorporating PowerPoint slides and picture-in-picture narrations. Ensure videos are accessible and can be reviewed multiple times by students at their own pace.

2.
   Use short, weekly quizzes at the beginning of each class to ensure students have watched the lecture videos.
   Include non-conceptual questions from the videos to verify viewership and engagement.

3.
   Dedicate class time to group work on problem sets, encouraging collaboration and peer teaching.
   Use a peer grading system to promote accountability within groups and ensure active participation from all members.

4.
   Provide targeted, short lectures during class to address specific questions and misconceptions that arise during group work.
   Walk around the classroom to observe and assist students, offering immediate feedback and support.

5.
   Recognize that students may need time to adjust to the IT approach. Collect and address feedback regularly to smooth the transition.
   Conduct mid-semester and end-of-semester surveys to gauge student preferences and adjust the teaching strategy as needed.

6.
   Be prepared for a significant initial time investment to create and edit lecture videos. However, consider the long-term reusability and broader impact of these materials.
   Plan and script lectures carefully to ensure clarity and conciseness, reducing unnecessary content.

By adopting these practices, educators can effectively implement inverted teaching to enhance student learning, engagement, and accountability in STEM courses, while also managing the increased preparation demands on instructors.

Arellano Douglas, Veronica. 2020. Moving from Critical Assessment to Assessment as Care. Communications in Information Literacy 14(1): 46-65.

Centering Student Learning

Assessment
Ethic of care
Relational cultural theory
Teaching
Value
Critical library instruction

In her article, Veronica Arellano Douglas explores a transformative approach to assessment in academic libraries, advocating for a shift from traditional critical assessment to an ethic of care. Douglas critiques the current language of assessment, which is often rooted in demonstrating value to external stakeholders, and instead proposes a care-based assessment framework informed by relational-cultural theory and critical generosity. This approach emphasizes the importance of relationships, mutual empathy, and holistic understanding in the assessment process. Douglas argues that assessment should focus on the well-being and growth of both students and educators, fostering connections and valuing individual experiences. By adopting assessment as an act of care, academic libraries can create more meaningful and supportive learning environments.

1.

Recognize the importance of relationships and mutual empathy in the assessment process.
Foster a sense of connection and understanding between educators and students.

2.

Assess the unique needs and strengths of each student through personal interactions.
Move beyond standardized tests and pre-tests, which may not capture the full scope of students' experiences.

3.

Implement assessment practices that consider the whole person,

Centering Student Learning

6.

      Regularly reflect on assessment practices and their alignment with the values of care and connection.

      Be open to making changes that enhance the well-being and learning experiences of both students and educators.

7.

      Question the motivations behind assessment practices and prioritize ethical considerations.

      Shift the focus from proving the value of libraries to embodying values of care and support.

By implementing these practices, educators and librarians can create a more inclusive and supportive learning environment that prioritizes the well-being and growth of all participants, aligning with the principles of centering student learning, fostering belonging, and promoting equitable access to education.

Ruesch, J. M., & Sarvary, M. A. (2024). Structure and flexibility: systemic and explicit assignment extensions foster an inclusive learning environment. , 9, 1324506. doi:10.3389/feduc.2024.1324506

      Inclusive education

      Assignment extensions

      Universal Design for Learning

      Student retention

      Flexibility in deadlines

      Self-Determination Theory

The article by Ruesch and Sarvary explores the implementation of an "Extension Without Penalty" (EWP) system in a large introductory biology course. The EWP system allows students to submit assignments by an extended deadline without penalty, thereby reducing stress and accommodating personal challenges such as illness or academic pressure. The study found that 78% of students used the EWP system, primarily reporting benefits in stress reduction, better handling of emergencies, and improved performance in other courses. There was no significant difference in final grades between students who used the EWP system and those who did not. The authors argue that this approach creates a more inclusive and equitable learning environment by removing biases and accommodating diverse student needs.

Centering St...

1.
...C... ...he ...nd conditions of the
EW... ...h... ...e...
...t like, ...nents have ideal
...used without per...

2.
...e EWP syste... ...s
be... ...they ar...
...Discuss th... ...first class a... ...re
...ssignments.

3.
Apply the... ...niversall... ...id
...ting extensions.
...learni... ...gement
...p...

4.
Use the EWP system to help reduce student stress and
improve overall well-being.
Example: Share testimonials or data showing how the EWP system
has helped previous students manage their workload better.

5.
Offer both ideal and extension deadlines to help
students develop better time management skills.

H

Centeri

Centering Student Learning

Encourage peer feedback and group work to build a sense of community and shared responsibility.

6.

Recognize and address the ways traditional grading can reinforce systemic inequities.

Implement ungrading practices that are flexible and considerate of students' diverse backgrounds and circumstances.

7.

Start with ungrading for low-stakes assignments or specific course components to ease the transition for both students and instructors.

Gradually expand ungrading practices as comfort and familiarity with the approach grow.

By adopting these ungrading practices, educators can create a more inclusive and equitable classroom environment that centers student learning, promotes transparency, and fosters a sense of belonging and autonomy among students.

Ô[||^*^ V^æ&@å} *

Diversity

Open Educational Resources (OER)
Open Pedagogy
Renewable Assessment
Social Justice

The article by Angela M. McGowan-Kirsch and Kelly Soczka Steidinger discusses the implementation of a learner-centric open pedagogy approach through a student-constructed open pedagogy textbook. This innovative educational strategy involves students creating, editing, and remixing course content to produce a renewable educational resource. The authors emphasize the benefits of this approach, including empowering students to present their unique identities, integrating diverse

Centering Student Learning

Have students create and remix content for an open-access textbook.

Students write chapters using their authentic voices and include diverse perspectives and multimedia.

2.

Assign students to work in groups to complete textbook chapters.

Groups collaborate on writing, editing, and integrating social justice principles into their chapters.

3.

Emphasize the importance of including sociocultural diversity in the textbook.

Encourage students to include visuals and narratives that respect cultural and gender differences.

4.

Break down the assignment into manageable tasks with clear deadlines.

Steps include constructing annotated references, writing drafts, seeking peer feedback, and revising based on instructor feedback.

5.

Ensure students have access to necessary technology and can choose how to attribute their work.

Use collaborative tools like Google Docs and allow students to use pseudonyms if preferred.

6.

Include reflective components where students assess their contributions and learning.

Use peer assessments and self-reflection prompts to encourage students to evaluate their teamwork and understanding.