Student / Learner Centered Teaching & Learning

Allow them to learn no need to teach

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Secretary
Ministry of Higher Education
Paradigm Shift

• **Old – Instruction Paradigm**
  – An educational institution exists to provide instruction.

• **New – Learning Paradigm**
  – An educational institution exists to produce learning.
What Might a New Paradigm of Education Be Like?

Look at Societal Changes

**Industrial Age**
- Bureaucratic organization
- Autocratic leadership
- Centralized control

**Information Age**
- Team organization
- Shared leadership
- Autonomy, accountability
What Might a New Paradigm of Education Be Like?

Look at Societal Changes

Industrial Age
- Bureaucratic organization
- Autocratic leadership
- Centralized control
- Adversarial relationships

Information Age
- Team organization
- Shared leadership
- Autonomy, accountability
- Cooperative relationships
We won’t meet the needs for more and better higher education until professors become designers of learning experiences and not teachers.

- Larry Spence, Ph.D. (2001)
Office of Learning Initiative
The Pennsylvania State University
The successful teacher is the teacher who becomes progressively redundant.
Teachers never teach anything. They only provide a menu of information which students will learn when they want or need to.

The more students are personally involved in their lessons, the more effectively they are likely to learn.
Student-Centred Learning

Teacher-centred:
- Low level of student choice
- Student passive
- Decisions with teacher

Student-centred:
- High level of student choice
- Student active
- Decisions with the student
Research:

Lecturing has limited effectiveness
Lecture does not help students:

- Retain info after course ends
- Develop ability to transfer knowledge to novel situations
- Develop skill in thinking or problem solving
- Achieve affective outcomes (motivation, change in attitude)
Paradigms of College Teaching

Old Knowledge Paradigm

• Transferred from faculty to students

New Knowledge Paradigm

• Jointly constructed by students and faculty
Student

Old
• **Passive vessel** to be filled by faculty’s knowledge

New
• Active **constructor, discoverer, transformer** of knowledge
Mode of Learning

Old
• Memorizing

New
• Relating
New Forms of Teaching

• Role-Playing
• Simulation
• Debate
• Case Studies
• Problem Based Learning (PBL)
Facilities for PBL
Collaborative workspace

Flexible furniture in PBL classroom
Wireless Technology for Collaborative Learning

Instructions for the Wireless Computer Systems

The wireless collaborative learning project has been funded by the CTE program on Advanced and Emerging Technologies in Instructional Contexts. The faculty project leaders are:

- George Watson, Physics and Astronomy, Arts and Science
- Araya Debesay, Accounting and MIS, Business and Economics
- Carol Denson, Consumer Studies, Human Services, Education and Public Policy
- Beth Haslett, Communication, Arts and Science

Draft of proposal
Sample mobile wireless lab

Sponsored primarily by the Center for Teaching Effectiveness and User Services/Information Technology. Additional financial support has been provided by the Institute for Transforming Undergraduate Education, the College of Arts and Science, the College of Human Services, Education and Public Policy, and the Administration of the University of Delaware.
• Writing to Learn
• Small Group Learning
• Assessment as Learning
• Service Learning/Civic Engagement
• Online Learning
Effective Instructors

• Expect high success from students.
• Manage their classrooms well.
• Design lessons for student mastery.
Bottom Line

Ultimate student learning or student achievement.
You can increase student learning.

Increase the amount of time the student is working, and you increase learning.
Research Says…

The *person who does the work* is the ONLY one who learns.
Look into Several Classrooms

• Who is working?
  – Instructor

• Who is learning most?
  – Instructor
Who Should Be Working?

The student should be the worker.

MAKE THE STUDENT WORK!!
What I know best I have taught...

...the individuals learning the most in [teacher-centered classrooms] are the professors. They have reserved for themselves the very conditions that promote learning:

actively seeking new information, integrating it with what is known, organizing it in a meaningful way, and having a chance to explain it to others.

Huba and Freed, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*, 2000
Comparison of Paradigms

Teacher-Centered
Knowledge is transmitted from professor to student.

Learner-Centered
Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, and problem solving.
Comparison of Paradigms

**Teacher-Centered**
Students **passively receive information**.

**Learner-Centered**
Students are **actively involved**.
Comparison of Paradigms

Teacher-Centered

Emphasis is on acquisition of knowledge outside the context in which it will be used.

Learner-Centered

Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
Comparison of Paradigms

Teacher-Centered
Instructor’s role is to be the primary information giver.

Learner-Centered
Instructor’s role is to coach and facilitate.
Comparison of Paradigms

Teacher-Centered
Emphasis is on right answers.

Learner-Centered
Emphasis is on generating better questions and learning from errors.
Comparison of Paradigms

Teacher-Centered
Focus is on a single discipline.

Learner-Centered
Approach is compatible with interdisciplinary investigation.
Comparison of Paradigms

Teacher-Centered
Culture is competitive and individualistic.

Learner-Centered
Culture is cooperative, collaborative, and supportive.
Comparison of Paradigms

Teacher-Centered

Only students are viewed as learners.

Learner-Centered

Instructors and students learn together.
Benefits of Student-Centered Learning

1. Permits opportunities to connect the content to real life
2. Provides opportunities for higher order thinking as opposed to passive listening
3. Promotes greater student-faculty and student-student interaction
4. Increases student retention
5. Provides for improvement of social interaction skills, greater acceptance of others, and a greater sense of “community” in the class
6. Encourages alternative forms of assessment
7. Encourages innovation in both teaching and student involvement
Challenges to Implementing a Paradigm Shift

1. Lack of confidence in trying new methods
2. Fear loss of content coverage
3. Loss of control over the class
4. Lack of prepared materials for use in the class
5. The ego of the professor
6. Lack of background or training in the use of active learning approaches
My Experience

1. Colombo MBA – 2007/08
2. NIBM – Undergraduates – University of Ireland – Dublin College -
About our batch
MBA Colombo 2007/2009

• University of Colombo, Faculty of Management and Finance, MBA batch of 2007/2009 comprise of 78 participants out of a total intake of 160 for the same period for all disciplines. The gender composition of the participants is 26% female and 74% male. 85% of the participants are both academically and professionally qualified and balance 15% either academically or professionally qualified. Academic background of the participants is 33% from business administration related, 20% from engineering, 25% from science and 22% from others fields. Participants are full time employees and are in the middle management to senior management level. Average age of a participant is in the range of 32 years.
Under the graduate study program of University of Colombo, MBA, second semester, a challenge was thrown at the participants to write about leading personalities in Sri Lanka, to launch a web site, E-Book and organize a press briefing to launch the site and book within a short span of just ten week period. Web site and the e-book are a study of Leading Business Personalities in Sri Lanka of their experience and the advice to the leaders of the country. Members had interviewed top corporate executives one on one from multi national enterprises to blue chip companies to SME sector in Sri Lanka. It will recognize the business leaders’ contribution to the society and will be an inspirational tool for upcoming leaders and entrepreneurs to access such a vast experience under one web site and an e-book. Whilst juggling four activities at the same time such as family life, employment, social life and education members of MBA batch 2007/2009 have shown their might by succeeding the challenge against all odds.
Vision of MBA 2007/08 batch

Vision

“Appear “MBA Colombo” in every CEO’s business card”

Mission

“To be the most sought after MBA program in Asian region that provides learning for leadership, learning for excellence and learning for life”
Guidance by… Dr Nawaratne

• Dr. Sunil Jayantha Nawaratne, visiting lecturer at University of Colombo for Strategic Management, and Director – Human Capital, Youth Development and Rural Network – Cargills Ceylon Limited. Dr. Nawaratne, PhD in Marketing, from Keio University, Tokyo, completed his Masters in Economics from Kagawa University, Japan and B.Sc (Business Admin) from University of Sri Jayawardenapura.

• He has previously held the positions of Chairman – Centre for Strategic Management (Pvt) Ltd, Director General of Sri Lanka Samurdhi (Prosperity)Authority, Secretary – Ministry of Samurdhi, Rural Development and Parliamentary Affairs, and Chairman / Director General – National Youth Services Council.
Bus Holt Built by NIBM students as a part of Strategic Management Lesson

Rajagiriya - in front of Food City

Details

- One Group work
- 13 members in the group
- On 3rd week presented the plan
- 12th Week delivered the product
- Rs.150,000 cost
- 20% marks
- Leadership, team work, Planning and implementation, confidence, strategic planning and management
Solving Problems
Motivating Students to Prepare for Class

- Assign bigger penalties for lack of preparation
- Give students a pep talk
- Redesign course to give students a reason to prepare readings
Student monotony

- Enhance the teacher’s lecturing skills
- Insert more material from cutting-edge research
- Redesign the course to replace lecturing with more active learning
Poor Retention of Knowledge

• Make tests better/tougher

• Give students a refresher course during inter-session

• Redesign course to give students more experience with using what they have learned
Effective Assignments

- Learning has nothing to do with what the instructor COVERS.

- Learning has to do with what the student ACHIEVES.
Effective Assignments

• Have structure
• Are precise
Bloom’s Taxonomy of Learning

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Levels of Student Thinking
Bloom’s Taxonomy

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Knowledge Verbs

- Define
- Fill in the blank
- Identify
- Label
- List
- Locate
- Match
- Memorize
- Name
- Recall
- Spell
- State
- Tell
- Underline
Knowledge Activities

• Quiz Games
  – Jeopardy
  – Wait, Wait, Don’t Tell Me
  – Who Am I?
  – What’s Wrong with This Picture?
Research shows that early learning centers in which infants are trained with letter and number flashcards

• A. produce children who learn to read and write earlier than their agemates.

• B. may threaten infants’ interest in learning and produce responses much like those of stimulus-deprived infants.

• C. often produce children who are classified as gifted during the elementary school years.
Who Am I?

• I was born in 1944 in Eatonton, Georgia, to sharecropper parents. (25)
• I was educated at Spelman College and Sarah Lawrence College (20)
• At a commencement speech at Sarah Lawrence College, I spoke out against the silence of that institution’s curriculum when it came to African-American culture and history. (15)
In 1976 I wrote a searing examination of politics and black-white relations in the novel *Meridian*. (10)
• My most famous work is probably *The Color Purple*. (5)
Who Am I?

Alice Walker
Comprehension Verbs

- Convert
- Describe
- Explain
- Interpret
- Paraphrase
- Put in order
- Restate
- Retell in your own words
- Rewrite
- Summarize
- Trace
- Translate
Comprehension Activities

• Graphic Organizers
• Put in Correct Order
Application Verbs

- Apply
- Compute
- Conclude
- Construct
- Demonstrate
- Determine
- Draw
- Find out

- Give an example
- Illustrate
- Make
- Operate
- Show solve
- State a rule or principle
- Use
Application Activities

• Mind Maps
• Create a
  – Cheer
  – Acronym
  – Mnemonic
Mnemonic

• Create a mnemonic (Memory Aid) that will help you remember the levels of student thinking in Bloom’s Taxonomy.
Analysis Verbs

- Analyze
- Categorize
- Classify
- Compare
- Contrast
- Debate
- Deduct
- Determine the factors
- Diagnose
- Diagram
- Differentiate
- Dissect
- Distinguish
- Examine
- Infer
- Specify
Analysis Activities

- Debate
- What’s Wrong with this Picture?
- Fishbowl
- Categorize Movie Characters into Theory’s Stages
What’s wrong?

Sidney is fourteen years old and very ill with Tay-Sachs disease. His African American family has prayed consistently in church for him, but he remains very ill. However, he continues to be very active on his school’s junior varsity team. He is even the quarterback when he is able and is hailed as the winningest quarterback in the school’s history.
Fishbowl

Should President Obama lift the moratorium on deep-water drilling?
Synthesis Verbs

- Change
- Combine
- Compose
- Construct
- Create
- Design

- Find an unusual way
- Formulate
- Generate
- Invent
- Originate
More Synthesis Verbs

• Plan
• Predict
• Pretend
• Produce
• Rearrange
• Reconstruct
• Reorganize
• Revise
• Suggest
• Suppose
• Visualize
• Write
Synthesis Activities

• Design a Menu
• Pretend You Are the Committee...
Committee Work

• Pretend you are advisors to President Obama.

• Formulate a plan of action regarding how to withdraw military troops from Iraq given that aggression seems to be increasing with bombings, perhaps sponsored by al-Qaida.
Evaluation Verbs

- Appraise
- Choose
- Compare
- Conclude
- Decide
- Defend
- Evaluate
- Give your opinion
- Judge
- Justify
- Prioritize
- Rank
- Rate
- Select
- Support
- Value
Evaluation Activities

• Rank from Least to Most Important
Rank order from least important to most important.

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation
Cooperative Learning

- Refers to a set of instructional techniques whereby students work in small, mixed-ability learning groups.
Cooperative Groups: Heterogeneous in -

- Ability
- Sex
- Ethnicity
- Other characteristics
Consider:

- Number of people in group
- Length of time in a group
- Number of jobs to do in the group
Basic Benefits

• Positive interdependence
• Social skills
• Individual accountability
• Group evaluation
Research

• Indicates cooperative learning leads to higher achievement for all students.

• Provides more evidence validating the use of cooperative learning than there is for any other aspect of education.
Most Skillful Person in Classroom

• Who in classroom has the most skills to make the class successful?
  – YOU, the Instructor
  – Students take cues from YOU
What Works?

• If what you are doing is not working, CHANGE IT!!

• Doing the same thing over and over and expecting a different result is definition of **INSANITY**.
  
  – Albert Einstein