

Student-Centered Learning



LEARNING
TOGETHER

DESCRIPTION

SCL is an “environment that allows learners to take some real control over their educational experience and encourages them to make important choices about what and how they will learn” (Doyle, 2008. p. xv).

An SCL approach examines teaching actions (method, assignment, and/or assessment) in regard to the question: “Given the context of the learner, the course, and the delivery method, will this teaching action optimize the learner’s opportunity to learn?” (Doyle, n.d). The Student-Centered Learning LDP uses research from Doyle; Hirumi; Olson; and others to illustrate how SCL impacts the digital learning environment through 1) the design of learning and 2) the implementation of learning.

The most impact that can be made on SCL is a change in attitude to refocus a learner’s attitude from one of a fixed mindset to a growth mindset, and to refocus an instructor’s role from that of a teacher to a facilitator of learning through essential elements.

The essential elements of SCL include:

- Complex, interesting tasks
- Identification of resources to address tasks
- Discussion with peers and the teacher
- Reflection and refinement based on feedback
- Self-guided objectives, activity, and assessment
- Teachers working as facilitators

Recommendations include:

- Use SCL approaches to change instructor and learner attitudes
- Incorporate direct instruction with components of SCL
- Incorporate SCL implementation components in implementation guidelines
- Design to support components of SCL
 - *Complex, interesting tasks*
 - *Identification of resources to address tasks*
 - *Discussion with peers and the teacher*
 - *Reflection and refinement based on feedback*
 - *Reflection of objectives, activity, and assessment to personal goals*

LEARNER IMPACTS

- Attitudes
- Behavior
- Motivation
- Self-regulation

CAPABILITIES

- Assessment: Project
- Cognitive Tools: Peer review
- Adaptivity: Mastery + confidence based adaptivity

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Authentic learning opportunities through simulations and scenarios
- Simple Technology: Feedback for constructed response items through rubrics
- Content Support: Tie learner personal goals to objectives



Pearson

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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<p>Strong support of the essential elements of SCL</p> <ul style="list-style-type: none"> • Complex, interesting tasks • Identification of resources to address tasks • Discussion with peers and the teacher • Reflection and refinement based on feedback • Self-guided objectives, activity, and assessment • Teachers work as facilitators 	<p>Some support of the essential elements of SCL</p>	<p>Poor support of the essential elements of SCL</p>	<p>Does NOT use effectively or is not a related activity</p>	= ____
Model	<p>Strong consideration for the differences between teacher-orientated and student-centered environments</p> <p>Strong application of the 8 events of SCL in the design of course activities</p>	<p>Some consideration for the differences between teacher-orientated and student-centered environments</p> <p>Some application of the 8 events of SCL in the design of course activities</p>	<p>Poor consideration for the differences between teacher-orientated and student-centered environments</p> <p>Poor application of the 8 events of SCL in the design of course activities</p>	<p>Does NOT use effectively or is not a related activity.</p>	= ____
Design	<p>Strong alignment between SCL assumptions and functions</p> <p>Strong use of evidence-based design approaches, such as scaffolding, multimodal representations, and personal relevance</p>	<p>Some alignment between SCL assumptions and functions</p> <p>Some use of evidence-based design approaches, such as scaffolding, multimodal representations, and personal relevance</p>	<p>Poor alignment between SCL assumptions and functions</p> <p>Poor use of evidence-based design approaches, such as scaffolding, multimodal representations, and personal relevance</p>	<p>Does NOT use effectively or is not a related activity</p>	= ____
Adoption	<p>Strong consideration of student and teacher attitudes towards SCL</p> <p>Strong application of strategies to address adoption challenges</p>	<p>Some consideration of student and teacher attitudes towards SCL</p> <p>Some application of strategies to address adoption challenges</p>	<p>Poor consideration of student and teacher attitudes towards SCL</p> <p>Poor application of strategies to address adoption challenges</p>	<p>Does NOT use effectively or is not a related activity</p>	= ____