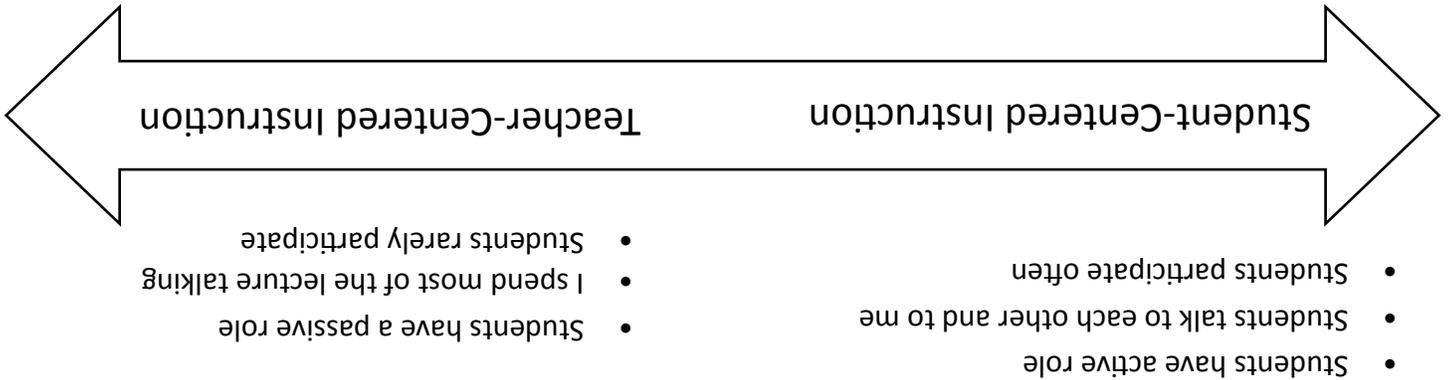


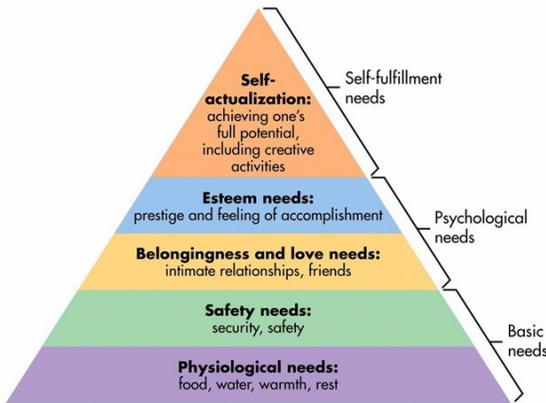
Where are you on the spectrum?



hluman@ccbcmd.edu

Heather Luman, Community College of Baltimore County, Maryland

Student Centered Learning



What is your plan? Select one of the following five areas where you want your instruction to become more student-centered

VISUAL – more face time with students

VOCAL – Students speak more

KINESTHETIC – Students do more

SOCIAL – More partner/group work

Write a sentence or two below to explain what you will do differently in your class or classes:

How do you need to alter the psychological environment of your classroom to facilitate these needs? Write a brief description of what you will do to lay the psychological groundwork for student-centered learning:

Partner-before-class sharing

Change student expectations of learning

Reframe Mistakes

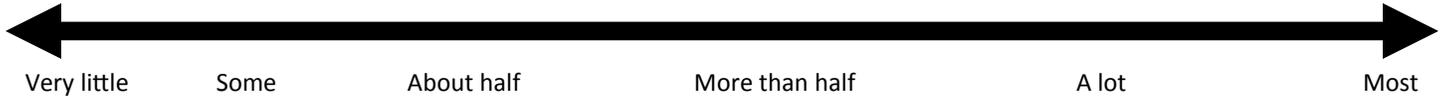
Other

Self-Reflection Questions:

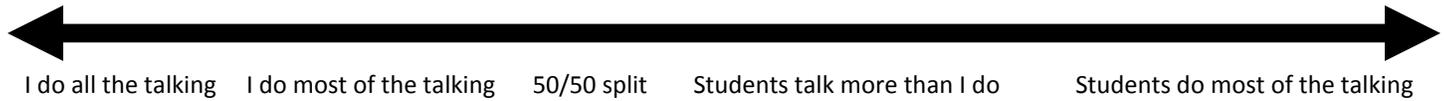
Instructor Centered

Student Centered

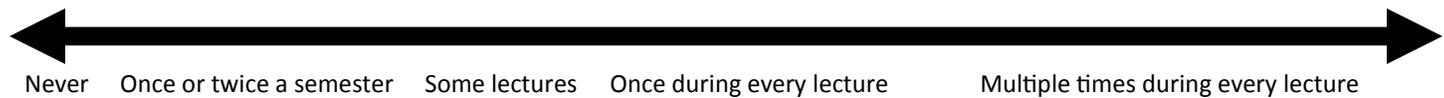
VISUAL: How much time you spend looking at your class and collecting visual information:



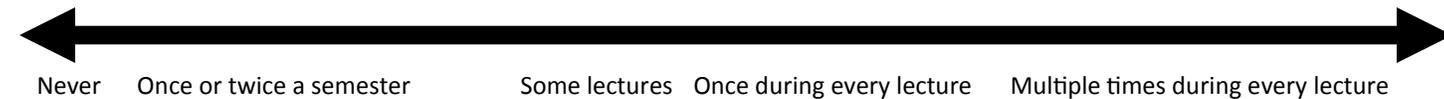
VOCAL: How much time do I spend talking?



KINESTHETIC: How often do students participate in lecture by demonstrating what they have learned?



SOCIAL: How often do you allow students to work in/discuss ideas with partners or groups?



SAFETY NEEDS:

How safe is your classroom?

Do students feel comfortable sharing ideas, even if they are wrong ideas?

Can students feel comfortable making mistakes or not knowing the right answer without fear of criticism from instructor or peers?

BELONGINGNESS NEEDS:

What efforts do you take to create a sense of belonging in your classroom?

Do you know students' names? Do students know each others' names?

Do they exchange contact information at the beginning of the semester and contact each other as needed?

Do you follow up with students if they miss a class?

ESTEEM NEEDS:

Can students feel good about themselves if they participate in class even if they make mistakes?

Consider giving a brief survey to your students at the beginning, middle and end of the semester to assess these needs. Ask students to identify specific behaviors on the part of the instructor that were helpful or harmful.