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Seminar 05A - Using Rubrics to Foster Learning-Centered Practices

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Since we live in an age of innovation, a practical education must prepare a man [woman] for work that does not yet exist and cannot yet be clearly defined.

~ Peter F. Drucker



# Workshop Outcomes

- Recognize Learning Centered practices
- Effectively apply the self-assessment rubric
- Design tactical plan utilizing the worksheets
- Explore implementation strategies
- Discuss institutional change strategies



# Ice Breaker

- Scavenger Hunt (~15 minutes)
  1. Find at least 3 people to share their experiences about items on the sheet
    - Note key points from the conversation
    - Ask each individual to note their name and address on your sheet
  2. When you have gathered 3 experiences raise your hand
  3. Continue to talk until time is called



# Learning Centered Teaching

- Approach to teaching that focuses on student learning
- Encourages self-directed learning
- Promotes critical thinking
- Is not one specific teaching method
- Can utilize many different instructional methods



# Learning Centered Programs

- Students/graduates<sup>3</sup>:
  - Know why they need to learn and how to learn
  - Have self awareness of their learning abilities and their process of gaining it
  - Are responsible and are prepared to become informed citizens
  - Can retrieve & evaluate information
  - Use knowledge to solve problems
  - Can communicate their knowledge in real settings



How does learning centered teaching contrast with traditional teacher directed approaches?

TEAMWORK



# Teacher Centered Approaches

## ■ Issues

- Students engagement
- More memorization of materials less application
- Recollection of materials limited
- Difficulty applying concepts to solve problems
- Limited grasp of current and emerging technology
- Under utilization of electronic resources





# LCT Practices

## ■ Learning Centered

- Student learning driven
- Educational objectives determine instructional format
  - Planned alignment
- Faculty design learning environments, facilitate active learning

## ■ Traditional Classroom

- Teacher driven
- Traditional class structures determine instructional format
  - Arbitrary alignment
- Instructor as content expert conveys material



# LCT & Online Courses

## ■ Classroom

- Student learning driven
- Educational objectives determine instructional format
  - Planned alignment
- Faculty design learning environments, facilitate active learning

## ■ Online

- Learning contacts & student facilitation
- Rubrics
- Interest driven options
- Peer mentoring
- Applied Projects



# LCT Practices

## ■ Learning Centered

- Adaptation of teaching to accommodate needs of diverse students
- Students are actively engaged in their learning process
- Engaged students foster deep learning

## ■ Traditional Classroom

- Instruction tends to be 1 size fits all, students must adapt to system to succeed
- Students often are passive receivers of information
- Often learn through memorization, perhaps without meaning



# LCT & Online Courses

## ■ Classroom

- Adaptation of teaching to accommodate needs of diverse students
- Students are actively engaged in their learning process
- Engaged students foster deep learning

## ■ Online

- Pre-assessment of personal goals & objectives
- Peer teaching & assessment opportunities
- Assessment activities that address student interests
  - Require critical thinking skills



# LCT Practices

## ■ Learning Centered

- Evaluation promotes learning, improvement provides feedback and results in competency decisions about students
- Adaptation to accommodate individual differences

## ■ Traditional Classroom

- Evaluation is separate from learning and is used to provide feedback & make grade distinctions among the students
- Grading along bell shaped curve- some students fail



# LCT & Online Courses

## ■ Classroom

- Evaluation promotes learning, improvement provides feedback and results in competency decisions about students
- Adaptation to accommodate individual differences

## ■ Online

- Mastery learning approach
- Frequent reviews & resubmission opportunities
- Non-linear presentation of materials
- Various media types



# LCT Outcome Indicators

1. Students take responsibility for their own learning
2. Assessment is part of the learning process
3. Critical thinking, integration, values, knowledge are assessed
4. Students are active users of knowledge to solve problems, develop further learning in the discipline
5. Students become self-directed, lifelong learners



# LCT Myths<sup>4</sup>

- Can only be implemented in small classes
- Can only be implemented in upper level or graduate classes
- Can only be implemented in the traditional classroom
- Reduces the content covered
- Reduces the rigor of the courses





# LCT Process

- Teacher centered & learning centered continua
- Courses at different points along continua
- Holistic integration



# Faculty Resistance

- Perception
- Prerequisites
- Pressures
- Experience
- Resources



# Instructor Needs

- Additional Educational Opportunities
- Implementation strategies
- Assistance with transforming teaching styles
  - Incremental transformative steps
  - Support services
  - Practice models



# Transitioning to LCT

- Guidance for faculty
- Transitioning takes time and effort
- Easier and more practical to make incremental changes



# LTC Tools

- Set of rubrics
- Series of worksheets
- Guided instructions
- External resources
- Peers



# Weimer's 5 Practice Areas<sup>19</sup>

- The functions of content
- The role of the teacher
- The responsibility for learning
- The processes and purposes of evaluation
- The balance of power



# Rubric Uses

- Assessment tool
- Plan enhancements to existing teaching practices
- Develop strategies for incorporating new teaching practices
- Create dossier artifacts

# Reading the Rubric



Criterion level of standard	Employs learning centered Approaches	Transitioning to learning-centered approaches		Employs teacher centered approaches
		higher level of transitioning	lower level of transitioning	
The Key Independent component	1. responsibility is shared between the teacher and the students with the teacher providing opportunities to learn, ongoing assessment and feedback so that the students take responsibility for achieving the stated learning objectives	1. teacher provides ongoing opportunities to learn, for <input type="checkbox"/> to accomplish <b>Major component</b>	1. teacher assumes most responsibility for the student learning by providing detailed notes of content to be learned and reviewing the content to be examined while assisting students to learn the material and meet objectives	1. teacher assumes all responsibility for the students learning by giving them the content in a memorable way, not requiring them to make meaning of the content and telling students exactly what will be on the exams
	2. students develop learning skills for further learning (i.e., time management, self-monitoring, goal setting)	2. students develop some learning skills for further learning (learning how to learn skills)	2. students develop few learning skills for further learning (learning how to learn skills)	2. teacher examine exactly what was covered in class, only requiring students to recall information without learning how to learn it
Key for Learning	3. students become self-directed, lifelong learners  <input type="checkbox"/> students become aware of their own learning, their abilities to learn	3. students become self-directed learners in specific, prescribed areas i.e., learning to read assigned material. <input type="checkbox"/> students become somewhat aware of their own learning, their learning abilities	3. <b>Aspects of major component</b> <input type="checkbox"/> encouraged by the teacher <input type="checkbox"/> Some students become somewhat aware of their own learning, or their learning abilities	3. students do not become self-directed, lifelong learners  <input type="checkbox"/> students do not become aware of their own learning, nor their abilities to learn.





# Practice Exercise 1

## *Electronic Trends and Issues Portfolio 60% of grade*

This assignment requires you to gather and organize a comprehensive collection of materials/information relevant to a specific topical area and post it to a learning blog.

A draft of your materials should be submitted at midterm for review and comment.

A hyperlink to the final product should be posted to the course discussion board on or before Week 12.



# Worksheets

- Two part evaluation tool
  - Worksheet Part 1 validity check
  - Worksheet Part 2 tactical planning tool
- Objectively evaluate current implementation
- Follows format of LCTP rubrics



# Uses of the worksheets

- Plan enhancements to existing practices
- Develop strategies new practices
- Plan incremental achievable changes
- Support personal development plans
- Support teaching dossier
- Support course/program reviews



# Practice Exercise 2

## *Electronic Trends and Issues Portfolio 60% of grade*

This assignment requires you to gather and organize a comprehensive collection of materials/information relevant to a specific topical area and post it to a learning blog.

A draft of your materials should be submitted at midterm for review and comment.

A hyperlink to the final product should be posted to the course discussion board on or before Week 12.



# Group Activity

- Individually (~10 minutes)
  - Review the course then using the rubric review and assess the Role of the Teacher
- In small groups (~ 20 minutes)
  - Compare and discuss individual assessments
  - Discuss how the teachers role in this course could be more learner centered
- Plenary report back (~10 minutes)
  - Focus reports on one or more of the following
    - Questions your group had
    - Suggestions to make the course more learning centered
    - An interesting and enlightening discussion you had
    - New ideas learned



# Course Utilizing LCT

- Online course designed for four different audiences
  - K-12 teachers
  - Corporate Trainers
  - Instructional Designers
  - Biomedical Writers



# Group Discussion

- Would the LCTP rubric/worksheets be useful in your institutions?
- How could faculty use the self-assessment tools?
- Do you see any problems when administrators use formative evaluations as summative measures to make high stakes decisions?



# Closing Remarks

- Our plans
  - Measure status of particular courses
  - Show progress over time in teaching dossier
  - Look at educational programs developmentally
  - Communicate progress
- What do you plan on doing with this information?