

Learner-Centered Teaching for Student-Centered Learning



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Session Learning Outcomes



1. Understand basic student-centered learning philosophy.
2. Experience interactive strategies for student-centered learning.
3. Consider applications across curricula, disciplines, contexts.
4. Consider applications for your own learner-centered teaching.

Student-centered Learning

- Also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student.
 - SCL theory...emphasizes the **learner's critical role** in constructing meaning from new information and prior experience.
 - SCL instruction **focuses on skills and practices** that enable lifelong learning and independent problem-solving.
 - Develops **learner autonomy and independence** by putting responsibility for the learning path in the hands of students by imparting to them skills, and the basis on how to learn a specific subject...to measure up to the specific performance requirement.

Student-centered Learning

- **SCL puts students' interests first, acknowledging student voice as central to the learning experience.**
 - **Students choose what they will learn, how they will pace their learning, and how they will assess their own learning by playing the role of the facilitator of the classroom.**
- **This is in contrast to traditional education, also dubbed "teacher-centered learning":**
 - **The teacher has the primarily "active" role while students take a more "passive", receptive role.**
 - **In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning.**

Strategies for responding to set content

#1 Voicing variables

#2 Fist-to-five

#3 Belief sheet

#4 Dot voting

#5 Corners



Strategies for generating information

#6 Three-step interview

#7 Data dialogue

#8 Making metaphors

#9 Check-in

#10 Graffiti/Carousel



Strategies for organizing or sharing information



#11 Concept formation

#12 Cooperative
rank order

#13 Jigsaw

Strategies for organizing or sharing information



#14 Sticky note
conceptualizing

#15 Mock debate

#16 Gracious devil's
advocate roleplay

Strategies for responding to set content

#1 Voicing variables

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#5 Corners



Strategy #1: Voicing Variables

How long have you been an educator?

- 1-5 years
- 6-10 years
- 11-20 years
- Beyond



Strategy #1: Voicing Variables

What are you particularly passionate about as a faith-based educator?

- **Bible/theology basics**
- **Faith development**
- **Discovery / Inquiry**
- **Equipping leaders for the church**
- **Social justice**
- **Community service**
- **Other . . .**

Strategy #1: Voicing Variables

What best describes your reaction to HOOK, BOOK, LOOK, TOOK as a teaching method?

- **It makes sense.**
- **I'm going to use it.**
- **It stirred my curiosity.**
- **I have lots of questions.**
- **I'd like to see more examples.**
- **I'm a fan!**
- **Other . . .**

Strategy #2: Fist-to-Five

What do your students bring to the classroom?

- **Enthusiasm for learning**
- **Reading/Writing skills**
- **Hearts for service**
- **World experience**
- **Cultural competence**
- **Community connections**
- **Commitment to excellence**
- **Other . . .**



Strategy #2: Fist-to-Five

Ponder this quotation . . .

***“Grades are important,
undeniably so.”***

(Weimer, 2013. p. 169)



The full story . . .

***“Grades are important,
undeniably so. . . .
But learning matters more,
especially in the long run.”***

(Weimer, 2013. p. 169)



Learning Excellence

Strategy #3: Belief Sheet / Voicing Viewpoints

A. *Teachers are the most qualified to decide what is important for students to learn.*

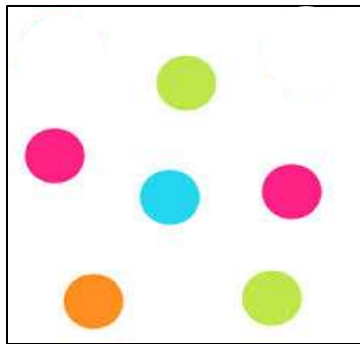
1 Strongly Agree **2** Agree **3** Disagree **4** Strongly Disagree

B. *Students' unique histories, perspectives, talents, and skills should take central stage in the classroom.*

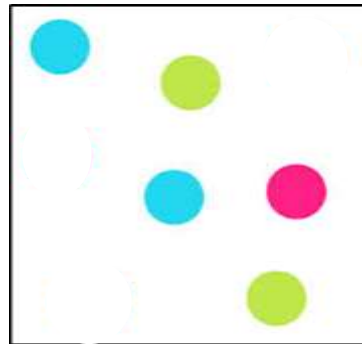
1 Strongly Agree **2** Agree **3** Disagree **4** Strongly Disagree

Strategy #4: Dot Voting

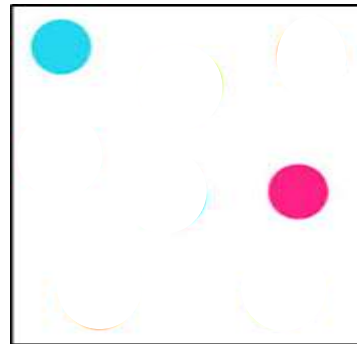
A. *Teachers are most qualified to decide what is important for students to learn.*



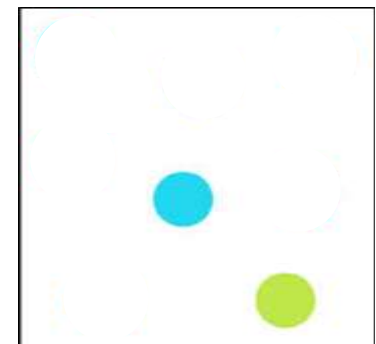
1 Strongly Agree



2 Agree



3 Disagree



4 Strongly Disagree

Strategy #5: Corners

C. *Students' unique histories, perspectives, talents, and skills should take central stage in the classroom.*

1 Strongly Agree

2 Agree



4 Strongly Disagree

3 Disagree

Strategy #5: Corners

What kind of learning style do you have?

Kinesthetic



Visual

**Read /
Write**

Hearing

Strategies for generating information

#6 Three-step interview

#7 Data dialogue

#8 Making metaphors

#9 Check-in

#10 Graffiti/Carousel



Strategy #6- Three-step interview



- **Three roles create three steps:**
 - **Interviewer**
 - **Responder**
 - **Recorder**
- **The interview process is structured to build on psychological principles of cooperation.**



Think of a time you engaged in teamwork that worked well (recently) ...

■ **Interviewer** → seek input (respectfully)

- *What made it such a good experience?*
- *When, Where, Who, Why, How?*

■ **Responder** → tell your story

■ **Recorder** → document (key words)

ROTATE ROLES



Question

How does the story of Joshua in Joshua 1:1-9 influence your understanding of how to live as a follower of Jesus today?

3-Way Interview Response Sheet	
<small>Start with 3 being interviewed by 2 while 3 is the recorder. Next, 2 is interviewed by 3 while 1 is the recorder. Etc.</small>	
Name	Interview Question: How does the story of Joshua in Joshua 1:1-9 influence your understanding of how to live as a follower of Jesus today?
1.	
2.	
3.	
Key Group Concepts: Describe similarities, common themes, or any conclusions resulting from these 3 interviews.	
Signatures of participants:	
1. _____	2. _____ 3. _____

Strategies for organizing or sharing information



#11 Concept formation

#12 Cooperative rank
order

#13 Jigsaw

Strategy #11: Concept Formation

What issues, concerns, questions, frustrations do you have when it comes to actively engaging students in learning?

1. Write one comment per half-sheet, as many half-sheets as possible.

2. Organize “alike” items into clusters/groups/themes.

3. Label each cluster/group/theme.



Strategy #13: Jigsaw



1. Divide information/readings into groupings.
2. Each group gets a different part (text) to become the “expert” of that part.
3. Expert group reads and prepares to teach that section (in a designated time).
4. Present the information (to the whole class or rotate between groups)
5. Apply the entire body of information

Abrahamic Covenant



Comparing Abrahamic covenant texts

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23- 24	6) Gen 28:13-15
Parties (Who?)						
Promises (What?) Any metaphor?						
Obligation						
Terms or time (When?)						
Rituals or response						

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23-24	6) Gen 28:13-15
Part-ies	God with Abraham (descendants)					
Prom-ises	<ul style="list-style-type: none"> • Great nation • bless you and make name great • Bless those who bless you, curse those... • All the families of the earth shall be blessed • Give this land 					
Obliga-tion	Go from your country... to a land I will show you					
Terms or time						
Ritu-als or re-sponse	Abe responds voluntarily and builds an altar					

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23-24	6) Gen 28:13-15
Parties	God with Abraham (descendants)	God with Abraham				
Promises	<ul style="list-style-type: none"> • Great nation • bless you and make name great • Bless those who bless you, curse those... • All the families of the earth shall be blessed • Give this land 	<ul style="list-style-type: none"> • I am your shield • Your reward shall be great • You own (child) will be your heir • Descendants like the stars • Land from Euphrates to Egypt 				
Obligation	Go from your country... to a land I will show you	Slavery as aliens in Egypt for 400 years				
Terms or time						
Rituals or response	Abe responds voluntarily and builds an altar	Abe believed, animal sacrifice				

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23-24	6) Gen 28:13-15
Parties	God with Abraham (descendants)	God with Abraham	God with Abraham (descendants)			
Promises	<ul style="list-style-type: none"> Great nation bless you and make name great Bless those who bless you, curse those... All the families of the earth shall be blessed Give this land 	<ul style="list-style-type: none"> I am your shield Your reward shall be great You own (child) will be your heir Descendants like the stars Land from Euphrates to Egypt 	<ul style="list-style-type: none"> Make exceedingly numerous, ancestor of a multitude of nations, exceedingly numerous To be your God and to your offspring All the land of Canaan A son by Sarah Isaac fruitful and numerous, father of 12 princes 			
Obligation	Go from your country... to a land I will show you	Slavery as aliens in Egypt for 400 years	Walk before me and be blameless; keep covenant; circumcision			
Terms or time			Everlasting; land for a perpetual holding			
Rituals or response	Abe responds voluntarily and builds an altar	Abe believed, animal sacrifice	New names Circumcision			

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23-24	6) Gen 28:13-15
Parties	God with Abraham (descendants)	God with Abraham	God with Abraham (descendants)	God with Abraham		
Promises	<ul style="list-style-type: none"> Great nation bless you and make name great Bless those who bless you, curse those... All the families of the earth shall be blessed Give this land 	<ul style="list-style-type: none"> I am your shield Your reward shall be great You own (child) will be your heir Descendants like the stars Land from Euphrates to Egypt 	<ul style="list-style-type: none"> Make exceedingly numerous, ancestor of a multitude of nations, exceedingly numerous To be your God and to your offspring All the land of Canaan A son by Sarah Isaac fruitful and numerous, father of 12 princes 	<ul style="list-style-type: none"> Bless you Make offspring as numerous as the stars & sand Offspring will possess the gate of their enemies All the nations of the earth will be blessed 		
Obligation	Go from your country... to a land I will show you	Slavery as aliens in Egypt for 400 years	Walk before me and be blameless; keep covenant; circumcision			
Terms or time			Everlasting; land for a perpetual holding	Because you obeyed by voice		
Rituals or response	Abe responds voluntarily and builds an altar	Abe believed, animal sacrifice	New names Circumcision			

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23-24	6) Gen 28:13-15
Parties	God with Abraham (descendants)	God with Abraham	God with Abraham (descendants)	God with Abraham	God with Isaac (descendants)	
Promises	<ul style="list-style-type: none"> Great nation bless you and make name great Bless those who bless you, curse those... All the families of the earth shall be blessed Give this land 	<ul style="list-style-type: none"> I am your shield Your reward shall be great You own (child) will be your heir Descendants like the stars Land from Euphrates to Egypt 	<ul style="list-style-type: none"> Make exceedingly numerous, ancestor of a multitude of nations, exceedingly numerous To be your God and to your offspring All the land of Canaan A son by Sarah Isaac fruitful and numerous, father of 12 princes 	<ul style="list-style-type: none"> Bless you Make offspring as numerous as the stars & sand Offspring will possess the gate of their enemies All the nations of the earth will be blessed 	<ul style="list-style-type: none"> I will be with you I will bless you Offspring as numerous as the stars of heaven Give to descendants all these lands All the nations of the earth shall be blessed 	
Obligation	Go from your country... to a land I will show you	Slavery as aliens in Egypt for 400 years	Walk before me and be blameless; keep covenant; circumcision		Do not go down to Egypt, settle in the land I show you as an alien	
Terms or time			Everlasting; land for a perpetual holding	Because you obeyed by voice	Because Abe obeyed my voice and kept my charge	
Rituals or response	Abe responds voluntarily and builds an altar	Abe believed, animal sacrifice	New names Circumcision		Isaac made an altar and called on the name of the LORD	

	1) Gen 12:1-3, 7	2) Gen 15:1-21	3) Gen 17:1-22	4) Gen 22:16-18	5) Gen 26:2-5, 23-24	6) Gen 28:13-15
Parties	God with Abraham (descendants)	God with Abraham	God with Abraham (descendants)	God with Abraham	God with Isaac (descendants)	God with Jacob (descendants)
Promises	<ul style="list-style-type: none"> Great nation bless you and make name great Bless those who bless you, curse those... All the families of the earth shall be blessed Give this land 	<ul style="list-style-type: none"> I am your shield Your reward shall be great You own (child) will be your heir Descendants like the stars Land from Euphrates to Egypt 	<ul style="list-style-type: none"> Make exceedingly numerous, ancestor of a multitude of nations, exceedingly numerous To be your God and to your offspring All the land of Canaan A son by Sarah Isaac fruitful and numerous, father of 12 princes 	<ul style="list-style-type: none"> Bless you Make offspring as numerous as the stars & sand Offspring will possess the gate of their enemies All the nations of the earth will find blessing 	<ul style="list-style-type: none"> I will be with you I will bless you Offspring as numerous as the stars of heaven Give to descendants all these lands All the nations of the earth shall be blessed 	<ul style="list-style-type: none"> Give you land on which you lie given to you and offspring Offspring like dust All the families of the earth blessed I am with you and will keep you wherever you go; will bring you back to this land
Obligation	Go from your country... to a land I will show you	Slavery as aliens in Egypt for 400 years	Walk before me and be blameless; keep covenant; circumcision		Do not go down to Egypt, settle in the land I show you as an alien	
Terms or time			Everlasting; land for a perpetual holding	Because you obeyed by voice	Because Abe obeyed my voice and kept my charge	
Rituals or response	Abe responds voluntarily and builds an altar	Abe believed, animal sacrifice	New names Circumcision		Isaac made an altar and called on the name of the LORD	Jacob set stone in pillar, poured oil, named it Bethel; conditional vow, 10% tithe

4 Themes of the Covenant

1. Land
2. Descendants / great nation
(like the stars)
3. Blessing, seen in protection
and success
4. **Blessing to the nations**

Strategies for organizing or sharing information



#14 Sticky note
conceptualizing

#15 Mock debate

#16 Gracious devil's
advocate roleplay

Strategy #14: Sticky Note Conceptualizing

Maasai CORE VALUES: Exercise Part 1

MAADILI MUHIMU YA Wamasai: Zoezi Sehemu ya 1

1. Step 1: Work alone or with a partner.
 - Write down Maasai values that are important for this project.
 - Write one value per sticky note.
 - Use Maa, Kiswahili, and/or English!
 - You have about 5-8 minutes. (I will check in with 1 minute left.)
2. Step 2: Compare your list of values with another person/another pair.
 - Do you want to add other values/sticky notes?
 - You have about 5 minutes. (I will check in with 1 minute left.)
3. Step 3: With another person/pair, compare with a list of other values.
 - Do you want to add other values/sticky notes?
 - You have about 5 minutes. (I will check in with 1 minute left.)



Strategy #14: Sticky Note Conceptualizing

- 1. Similar to #11, Concept Formation**

Strategy #14: Sticky Note Conceptualizing

Maasai CORE VALUES: Exercise

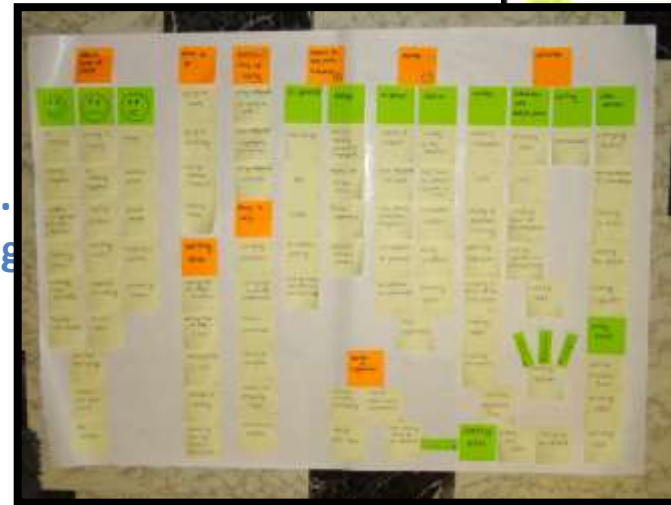
MAADILI MUHIMU YA Wamasai: Zoezi Sehemu

Categorizing

- Work alone or with a partner.
- Use the whiteboard sheets to group values into categories.
- Label the category.

Kuainisha

- Fanya kazi peke yako au na mwenzi.
- Tumia laha za ubao mweupe kupanga thamani katika kategoria.
- Weka kategoria lebo.



Strategy #15: Mock Debate

- David was a good king.

- David was a bad king.

- 10 minutes to prepare.
- Look for evidence in the biblical text.
 - 2 Samuel 11
 - 2 Samuel 12
 - 2 Samuel 13:21-31
 - 2 Samuel 24:1-25

Mock Trial



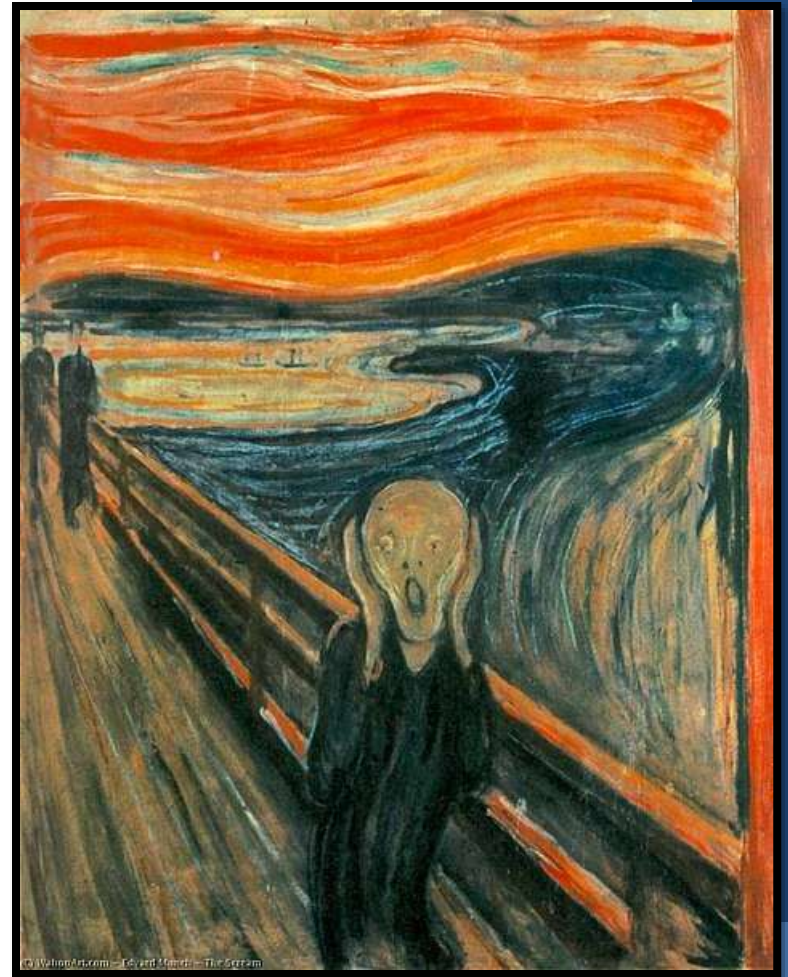
- **Charge: David was a BAD king**
- **Prosecution: 1 minute opening statement**
- **Defense: 1 minute opening statement**
- **Prosecution: 2 minutes evidence**
- **Defense: 2 minutes response**
- **Prosecution: 2 minutes evidence**
- **Defense: 2 minutes response**
- **Prosecution: 30 second closing statement**
- **Defense: 30 second closing statement**

Reflection questions

- **What was David's response to the rape of his daughter, Tamar?
(2 Sam 13:21, compare 2 Sam 13:31)**
- **David's Census
(2 Sam 24:1-25) Why was taking a census a sin?**

Strategy #16: Gracious devil's advocate roleplay

- I am a confirmation student, and **you (all)** are my pastor!
- I will ask questions, and you (take turns) answering me in a way that is:
 - Theologically informed
 - Pastorally sensitive.



Roleplay

- **I am a woman in your congregation:**
 - “If God is good, why does God let good people suffer?”
- or
- “Why do bad things happen to good people?”
- **How would you answer them?**
 - Theologically informed
 - Pastorally sensitive

Roleplay

- **Finish with a large group discussion that reinforces the course content, especially the main point of the lesson.**