

Learner-Centered Approach: Constructing Attitude and Behavior Change

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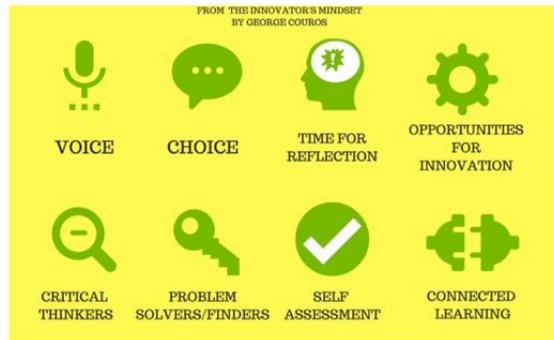
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What is learner-centered instruction?

Learner-centered education (also called student-centered learning) uses methods of teaching that shift instruction from the educator or program facilitator to the student. Learner-centered instruction focuses on skills and practices that support on-going learning and independent problem-solving. This is different from traditional education, or "teacher-centered learning", in which the educator is the main voice or is most active while students take a more passive or receptive role. In a teacher-centered classroom, the educator chooses what the students will learn, how the students will learn, and how the students will be assessed on their learning.

Learner-centered programs are more active for the learner and put students' interests first, acknowledging student voice and past experiences as central to learning. Participants are asked to process new content and reflect on how they feel and they have a choice in what they will learn, how they will learn, and how they will be assessed. This type of education is great for reaching all levels of learners (from young children to adults.) In learner-centered programs the instructor may spend more time preparing for the various activities before the lessons instead of more time talking during the program.



You may include both types of instruction in your humane education and outreach programs, but spend more time using learner-centered instruction to have the most long-term impact.



Teacher-Centered

- Orderly; quiet
- Teacher controls direction of learning
- Students work independently
- Teacher leads all directions at once



Learner-Centered

- Movement and talking; may look chaotic at times
- Students control direction of learning
- Students work collaboratively
- Directions not always delivered at one time

If you or your organization are new to this type of education and outreach, try using this timeframe as a guide to get started.

1-hour program or lesson:

- 10 minutes direct instruction
- 30-40 learner-centered
- 10-20 reflection/guided debrief

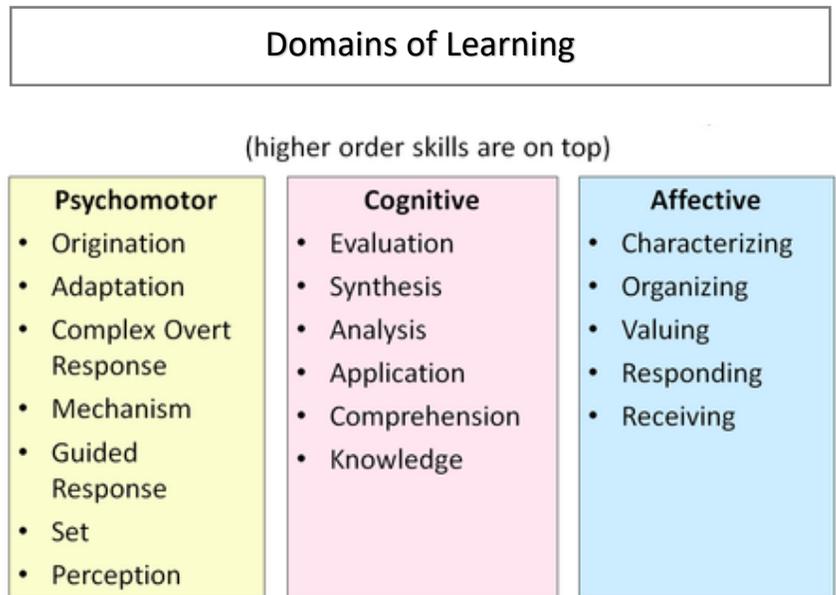
How do learner-centered programs support change in attitudes and behaviors?

Learner-centered programs and lessons activate all three domains of learning. (These are the cognitive or factual skills, affective or emotion-based skills, and psychomotor or physical action and learning domains--see graphic.) This means that individuals are gaining knowledge, but more importantly they are also being asked to process their own personal values and feelings and hopefully practice the prosocial behaviors we want to see in the community. These types of activities support perspective building, growth in empathy, and reduces misunderstandings and biases because it allows for individuals to gain context and experience with people and animals who may be different than those they have interacted with in the past.

The affective domain is important for humane education programs because when individuals have an emotional connection to the factual content they have learned, they are more likely to remember what they learned and put it to use when they need to act. We hope our lessons and programs are more than received information (which is low level connection to the affective domain of learning.) We'd like for them to respond to what they learn, to value it, to organize it and maybe even begin to characterize themselves as individuals who are compassionate to people and animals.

How do I get started in creating more learner-centered programs or lessons?

One of the best ways to get started is to write out what you want the learner to be able to do at the end of the lesson and then use a list of verbs as inspiration. Determine what skill you want to teach and write a statement that tells what successful learners will be able to do. These statements begin with strong verbs. For example, *Learners will be able to communicate the benefits of adoption through*



Sources: Bloom 1984; Krathwohl, Bloom and Masia 1990; Simpson 1972.

creation of presentations. In this example the verb is telling us that the final outcome or activity will be one where learners are communicating with others after they learned about the positives of adoption.

List of cognitive, affective, psychomotor domain verbs are available online. Here are a few to get you started:

- List of Measurable Verbs Used to Assess Learning Outcomes (Cognitive) - <https://www.clinton.edu/curriculumcommittee/listofmeasurableverbs.cxml>
- Action Verbs for Student Learning Outcomes (Cognitive) - <https://www.mnstate.edu/assess/poa/actionverbs.aspx>
- Observable Verbs for Affective Domain Instructional Objectives (Affective) - <http://www2.gsu.edu/~mstmbs/CrsTools/affverbs.html>
- Sample Verbs for Affective Domains (Affective) - <http://slideplayer.com/slide/1585530/5/images/42/Sample+Verbs+For+Affective+Domains.jpg>
- Performance Objective Verbs in the Psychomotor Domain (Psychomotor) - https://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs143_024021.pdf

Once you have written the learning objective, check that the students are actually the ones doing the verb in the program or activity and it is not the facilitator or educator doing the activity.

You can write a learning objective statement for each domain to make sure your program is actively teaching cognitive or factual content, has an affective or attitude connection, and a psychomotor or behavioral practice component.

Another good step is to look for ways to make your program or lessons interactive and collaborative. If a quick evaluation of a program shows that students are always in rows in desks or it is always the teacher talking, it is most likely not a learner-centered program and the learning that impacts attitude and behavior change is not happening.

Resources to find or create activities

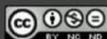
Academy of Prosocial Learning – www.prosocialacademy.org

Certified Humane Education Specialist (CHES) credential program – www.prosocialacademy.org/ches

28 Student-Centered Instructional Strategies – <https://teachthought.com/pedagogy/28-student-centered-instructional-strategies/>

instructional methods learner- centered

<p>Cooperative</p> <p>Cooperative learning involves small groups working together to accomplish a learning task.</p>	<p>Presentations</p> <p>Presentations are learner presented assignments. Students can do these in groups or individually.</p>	<p>Panel/Expert</p> <p>Panels are a way to include many voices on a subject. Students can write & ask the questions in a Q & A session.</p>	<p>KWL</p> <p>Put it on the poster. What do you know? Want to know? Learn? How about the enhanced version- KWHLAQ?</p>
<p>Brainstorming</p> <p>Brainstorming puts the thinker to work. Present a situation. Ask learners to creatively think.</p>	<p>Create Media</p> <p>Present an issue and have the students create a public service video.</p>	<p>Discussion</p> <p>Present an issue and have the students talk about it. If they need add info, have them go find it.</p>	<p>Small Group</p> <p>What can a group of people accomplish? Draw out the best characteristics of the group. Assign roles.</p>
<p>Case Study</p> <p>Use case studies in the classroom to learn about complex issues, apply critical thinking, and explore scenarios.</p>	<p>Jigsaw</p> <p>Break students into groups, giving each member a different task. Bring group back together and share.</p>	<p>Learning Center</p> <p>Break up the classroom into different activities. After a set time ask students to rotate to new activity.</p>	<p>Experiments</p> <p>Design experiments and have students engage. Or, ask students to design the experiment.</p>
<p>Role Play</p> <p>Role playing allows the learner to try out the experience. It can be instructor created or learner created.</p>	<p>Simulation</p> <p>Computer simulation has grown. Use technology to simulate a real event. Practice without fear of failure.</p>	<p>Lab</p> <p>Setting up the class in a lab style enables students free movement and hands-on activities.</p>	<p>Workshop</p> <p>Students can create the workshop and conduct it with her peers. The peers can then give feedback.</p>
<p>Demonstration</p> <p>Demonstrations are a fun way to get students involved. Try cooking demonstrations or science demonstrations.</p>	<p>Index Card</p> <p>There are 101 ways to use an index card. Give the students the index card and ask them to create the activity. Set the guidelines together.</p>	<p>Inquiry based</p> <p>Inquiry based learning starts with a question. It comes in many forms. Try guided inquiry for more structure. Try open inquiry for less.</p>	<p>Mental Models</p> <p>Build mental models that can withstand new information. Draw out your mental model. Test it. Challenge it. Build it.</p>
<p>Project</p> <p>A project simulates what a learner could do at the workplace. It could also be a service project where students create positive change.</p>	<p>Problem</p> <p>Problem based learning seeks to solve problems. It might be a part of a problem. Learner finds solutions, while instructor facilitates.</p>	<p>Discovery</p> <p>Discovery can be broad or narrow in scope. Some discovery learning allows the learner to choose a topic and explore.</p>	<p>Q & A</p> <p>A Q & A session allows learners and facilitators to learn more from each other.</p>
<p>Social Media</p> <p>Use social media to effectively share a message. Get feedback. Keep it short and to the point. Did you convey effectively the message?</p>	<p>Games</p> <p>Games can be used to teach concepts, to give a learner a break to think, or to challenge one's ideas.</p>	<p>Competitions</p> <p>Students can engage in competitions locally or internationally. This allows the learner to engage with others around the world.</p>	<p>Debate</p> <p>During a debate students challenge each other. The debate can take a break at intervals for additional research.</p>



By: Mia MacMeekin

<https://anethicalisland.wordpress.com>

8 Things to Look For in a Student-Centered Learning Environment –

<https://www.gettingsmart.com/2017/08/8-things-look-student-centered-learning-environment/>

The infographic features a central magnifying glass with the text "LOOK FOR:" inside. The handle of the magnifying glass is held by three stylized human figures. The background is white with a red border. At the bottom, there are icons of people and the "GETTING SMART" logo.

- 01 Quickly apparent what's important: vision, goals, priorities
- 02 Shared values are observable in adult and student behavior and interactions
- 03 High degree of student engagement: challenge, enthusiasm, joy
- 04 Students know what they are learning and why
- 05 Blend of individual, collaborative team, and large group work
- 06 Students use personalized technology to produce as well as consume
- 07 Student work is visible in classroom and hallways (and online)
- 08 Students have some opportunity to work at their own pace and explore their own interests
- 09 There are multiple forms of feedback, assessment and demonstrations of learning
- 10 Students are doing the bulk of the work and the talking
- 11 Staff work together, collaborate, share common practices and learn from one another
- 12 Partnerships, parental involvement and community support are evident
- 13 The physical environment and space supports school learning, teaching and culture
- 14 Instruction, culture and environment reflects and includes student and staff diversity