

DOWNLOAD PDF DEVELOPING LEARNER-CENTERED TEACHING: A PRACTICAL GUIDE FOR FACULTY

Chapter 1 : Developing learner-centered teaching a practical guide for faculty - ECU Libraries Catalog

This item: Developing Learner-Centered Teaching: A Practical Guide for Faculty by Phyllis Blumberg Paperback \$ Only 6 left in stock (more on the way). Ships from and sold by theinnatdunvilla.com

Presented as a workbook, *Developing Learner-Centered Teaching* by Phyllis Blumberg provides instructors, program developers, and administrators with a systematic framework for transforming any class into a more learner-centered environment. According to the author, learner-centered instruction focuses on what students are learning, how they are learning, and how they use the acquired learning. Blumberg thoroughly discusses five dimensions, or areas, of learner-centered teaching, which are: By using the provided rubrics and planning exercises for each dimension, readers can determine the current learner-centered status of a course and select components that can be transformed into a more learner-centered approach. The author has included numerous explanations, guidelines, self-assessments, planning tools, tables, graphs, exhibits, application activities, and mini case studies to further explain and assist in the process. *Developing Learner-Centered Teaching* is very straightforward, practical and thorough in its discussion of the five areas of learner-centered teaching, which I found very valuable. However, I initially found it a confusing read because of the series of rubrics that form the core of the book. All rubrics are included in Appendix B, and can be copied as many times as necessary. By reading, understanding, and using the rubrics, I developed a much greater appreciation of the varying components of learner-centered teaching and an ability to better assess my own instructional techniques. The rubrics clearly identify incremental steps on a continuum for transforming a course from instructor-centered to learner-centered. For example, for the function of content, which is the first dimension of learner-centered teaching, Table B. Providing limited organizing assistance signifies a lower level learner-centered approach to helping students learn content. A higher-level approach provides some organizing schemes to help learn content. In a fully learner-centered approach, the instructor provides and consistently uses organizing schemes to help students learn content. I found Part One of this book especially useful with an excellent introduction and a discussion of myths about learner-centered teaching. Common myths include the beliefs that less material is covered with learner-centered approaches, that students learn less, that learner-centered teaching promotes grade inflation, and that only upper-level or graduate level classes are suitable because students in lower-level classes are unable to succeed in learner-centered courses. Blumberg includes numerous brief case studies throughout the book, which I found especially useful in deepening my understanding of how to implement learner-centered strategies and expand my repertoire. In the case study, students in an engineering class were required to write at least one page per week in a journal or learning log. Guided by changing directions throughout the semester, students wrote chapter summaries, drew analogies between engineering principles and everyday life, and offered descriptions of how they solved word problems. By the end of the term, most students wrote that the varied assignments had helped them to organize and retain the information better, discover their preferred writing activity, and see the relationships between the engineering concepts and real-world applications. I recommend this book for those educators who are truly desirous of incorporating more learner-centered instruction in their classrooms, want a deeper understanding of this approach and a clear and systematic process to follow, and are willing to invest the required time to do so.

Chapter 2 : Resources | Center for the Advancement of Teaching

The purpose of this book is to offer practical strategies for transforming courses from instructor-centered to learner-centered. With learner-centered approaches, the teacher shifts from giver of information to facilitator of learning or creator of an environment for learning.

Chapter 3 : Developing Learner-Centered Teaching: A Practical Guide for Faculty | Mount Holyoke College

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Book by Phyllis Blumberg Review by: Noelle Bautista Magaña The Academic Advising Center California State University Long Beach Phyllis Blumberg's *Developing learner-centered teaching: A practical guide for faculty* is most effective in showing how to change teaching styles from that of instructor-based to those based on the learner.

Chapter 4 : Developing Learner-Centered Teaching: A Practical Guide for Faculty by Phyllis Blumberg

BOOK REVIEW: DEVELOPING LEARNER-CENTERED TEACHING: A Practical Guide for Faculty by Phyllis Blumberg. (Jossey-Bass,). Presented as a workbook, Developing Learner-Centered Teaching by Phyllis Blumberg provides instructors, program developers, and administrators with a systematic framework for transforming any class into a more learner-centered environment.

Chapter 5 : Phyllis Blumberg: Developing Learner-Centered Teaching (ePUB) - ebook download - english

Developing Learner-Centered Teaching: A Practical Guide for Faculty / Edition 1 Developing Learner-Centered Teaching offers a step-by-step plan for transforming any course from teacher-centered to the more engaging learner-centered model.

Chapter 6 : Developing learner-centered teaching : a practical guide for faculty - ECU Libraries Catalog

"Developing Learner-Centered Teaching is an immediately usable book that provides a clear-cut framework for transitioning to learner-centered teaching. As a college teacher and teacher of teachers, Blumberg skillfully takes the reader step-by-step through a practical system, replete with practical, classroom-tested strategies, for making a course.

Chapter 7 : Developing Learner-Centered Teaching

Developing Learner-Centered Teaching offers a step-by-step plan for transforming any course from teacher-centered to the more engaging learner-centered model. Filled with self-assessments and worksheets that are based on each of the five practices identified in Maryellen Weimer's Learner-Centered Teaching, this groundbreaking book gives instructors, faculty developers, an.