

Designing Learning-Centered Courses of Excellence

Component 1: Course Planning & Design Fink, D. (2003) Creating Significant Learning Experiences

1. List the different ways you can spend your class time.
- Describe an overarching learning outcome for one of your courses.

VOTING ACTIVITY

1. How are you using the majority of your class time?
2. Identify the ideally aligned instructional methods for achievement of the learning outcome above. **What is the most valuable use of your class time?**

Component 2: Role of Instructor Barkley, E. (2009) Student Engagement Techniques

2. I create the ideal learning environment by organizing the material for the accommodation of varying **learning modalities** and **levels of preparedness**.

A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
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How can you organize and plan your course in order to better accommodate a variety of learning modalities and levels?

3. My primary role is to **facilitate** and assist students in processing, as opposed to disseminating.

A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
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How can you plan to facilitate more and disseminate less?

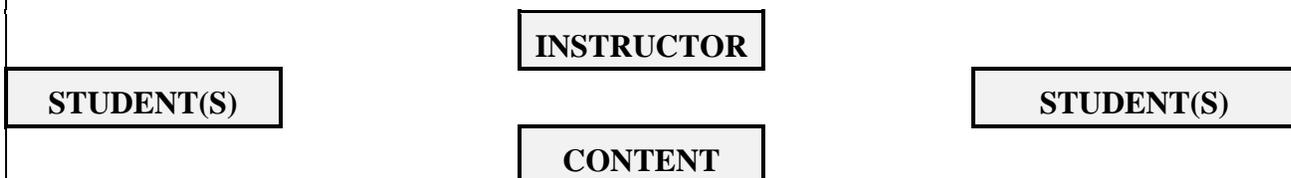
4. I work to inspire and encourage students to become **intrinsically motivated** to learn.

A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
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How might you inspire and encourage students to be more intrinsically motivated to learn?

Component 3: Role of Content Blumberg, P. (2008) Developing Learner-Centered Teaching

5. Diagram the interactions on the diamond configuration. Use arrows to show interaction directions.



How can you **foster more interactions** among yourself as instructor, the students, and the content in your course?

6.	I plan meaningful activities which allow students opportunities to engage with the content to make meaning out of it (ie: make their own associations with new content, developing their own examples of concepts, putting concepts into their own words, applying, or reflecting on content)				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
7.	I instruct students how to utilize content in my discipline to solve real world problems (ie: use of cases or simulations, or solving problems beyond the classroom - service learning & fieldwork)				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
	How can you plan to utilize content to solve real world problems?				
Component 4: Responsibility for Learning					
8.	I provide increasing opportunities for students to assume responsibility for their own learning.				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
	How can you assist students in assuming more responsibility for their own learning?				
9.	I assist students in becoming self-directed, lifelong learners with “ learning-to-learn ” skills such as time management, self-monitoring, goal setting, independent reading, conducting research.				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
	How can you assist students in becoming self-directed learners with learning-to-learn skills?				
Component 5: Assessment Angelo & Cross. (1993) Classroom Assessment Techniques					
10.	I integrate formative assessment within the learning process to provide feedback in order to foster improvement.				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
	How can you integrate more formative assessment into your courses?				
11.	I regularly utilize peer and self-assessment in which they assess their own learning.				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
	How can you integrate more peer and self-assessment into your courses?				
12.	I utilize authentic assessments such as real-world tasks or case studies				
	A. Strongly Agree	B. Agree	C. Neutral	D. Disagree	E. Strongly Disagree
	How can you integrate more authentic assessment into your courses?				

Application of Course Content and Contribution to the Learning Environment Rubric

Learning often occurs from listening and interacting with others, not just from listening to lectures.

Therefore, students are expected to be actively involved in the teaching-learning process of the class. Research in educational psychology suggests that more learning takes place when students are actively involved in discussing and processing course content. In addition, verbal communication is one of the top skills employers seek. It is expected that students will come to class prepared to participate effectively in class discussions and in-class exercises during each class meeting. Students will earn points for applying course content through contributions and playing a crucial role in the learning process. Points for contributing to the learning environment can only be earned if you are in attendance. Points will be subtracted when students regularly arrive late, leave early, or detract from the learning environment in any way. Evidence of contributions must be provided on attached form.

<u>DISTRACTING BEHAVIOR</u>	<u>DISENGAGED BEHAVIOR</u>	<u>VERBAL DOMINATOR</u>	<u>ABSENTEE</u>	<u>OBSERVER</u>	<u>CONTRIBUTOR</u>	<u>SCHOLAR</u>
Engaging in distracting behavior such as impulsive blurring, offensive or disrespectful comments, or engaging in side conversations with other students disrupts the learning environment and interferes with others ability to learn. As does regularly (more than three times) arriving late/leaving early.	Inattentive behavior such as sleeping, reading or working on projects for this or other classes, wearing headphones, utilizing phones (texting under the table), laptops, and other technological devices takes away from the overall learning environment.	Excessive comments (ie: speaking more than 4 times during a class periods and/or sharing unrelated anecdotes or stories) limits the opportunities for others to contribute and should not be considered valuable.	Sometimes it is impossible to come to class (due to illness, etc.), but in order to be fair to students who attend there is no distinction between an excused and an unexcused absence. An absent student is not able to contribute to the learning environment.	A student who is an OBSERVER consistently attends to the instructor and his/her fellow students when they are speaking. An Observer conveys mutual respect by displaying a positive attitude through eye contact and other attentive non-verbals.	A student who is a CONTRIBUTOR has all the attributes of an observer, but they also add insights or examples that support course content. They ask questions to clarify content as well. Their ability to apply content suggests they've come to class prepared. Note that contributions can be made in or outside of class (ie: providing article or media references).	A student who is a SCHOLAR has all the attributes of a contributor, yet they go beyond contributing by asking thoughtful questions. Their comments and questions exhibit critical thinking and application of the content such that it is obvious they've come to class prepared. They make contributions which improve the quality of learning that takes place in the classroom.
-3	-2	-1	0	1	2	3

NAME of PEER EVALUATOR:		Course #:		Day:	
Team-Based Learning Peer Evaluation Rubric					
According to research conducted by the National Association of Colleges & Employers, the ability to work productively as part of a team is one of the top skills employers seek. In order to build and promote your skills, we will use a learning-centered team-based approach involving peer evaluation.					
Productive Learner Behaviors in a Learning-Centered Task Oriented Team					
1.	Leading	Initiates & facilitates productive discussion, keeps team on task			
2.	Supporting	Invites, encourages, and openly accepts contributions of ALL team members			
3.	Mediating	Helps team members constructively analyze differing opinions and reach consensus			
4.	Positivity	Displays and/or promotes a positive attitude toward the learning tasks			
Learner Behaviors that are Non-Productive for Group Process & Task Orientation within a Team					
1.	Withdrawn	Not participating			
2.	Dominating	Interrupts or participates so much it limits the participation of other team members			
3.	Attacking	Is hostile or negative toward other team members and/or their contributions			
4.	Distracting	Displays verbal or nonverbal behaviors distracting the group from the learning tasks			
5.	Negativity	Displays and /or promotes a negative attitude toward the learning tasks			
Evaluation Descriptors for Learner Contribution to Team-Based Learning Activities					
<u>DISRUPTIVE</u> Regularly exhibits nonproductive behaviors disrupting group process such as distracting, attacking, and consistent negativity. 0-2 pts		<u>MINIMAL</u> Excessive absences missing 5 or more classes or withdrawn with no productive contributions. Or slight exhibition of distracting, dominating, or negativity. 3-4 pts		<u>OBSERVER / LIMITED</u> Observes without contributing much or absent three to five times limiting opportunity to contribution. 5-6 pts	
<u>VALUED</u> Fair attendance with no more than two to three absences and/or regular display of productive group behaviors. Never exhibits non-productive behaviors. 7-8 pts		<u>EXCELLENT</u> Consistently attends with no more than one or possibly two absences. Always displays positivity, leads, supports, & mediates. Never exhibits non-productive behaviors. 9-10 pts			
LIST TEAM MEMBERS BELOW		List # of Absences	Choose the best descriptor for each team member from the 5 listed above		Point Total from 0 – 10 for Each Team Member
1.					
2.					
3.					

Professional Behavior Rubric – School of Education

Prof. Behavior / Disposition	Does Not Meet Expectations (1)	Meets Expectations (3)	Exceeds Expectation (5)
1. Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students	Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge	Does not use objectionable language; relates to p-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge	Uses exemplary language and deals individually with P-12 students who exhibit inappropriate behavior; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom at all times
2. Interacts appropriately and positively with others	Interactions with students, colleagues, or authority figures are negative, demeaning, sarcastic, combative, or inappropriate	Interactions with students, peers, colleagues, or authority figures are appropriate and positive	Interactions with students, peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions
3. Treats others with courtesy, respect, empathy, and open-mindedness	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others
4. Displays the ability to work with diverse individuals	Communicates an inability or unwillingness to work with some students, other candidates, or teachers	Works harmoniously and effectively with diverse individuals	Displays the ability to work with diverse individuals and seeks opportunities to include or show appreciation for those excluded
5. Displays maturity and independence by following appropriate protocol when seeking solutions to problems	Fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions	Enlists the help of faculty or staff in identifying the appropriate person to assist; focuses on seeking solutions rather than assigning blame	Seeks solutions independently and/or identifies the faculty or staff member who can assist; follows through with recommendations
6. Accepts and uses constructive criticism (feedback)	Is not receptive to constructive comments and shows no sign of implementing change	Is receptive to constructive comments and implements changes	Is receptive to constructive comments, implements changes, and seeks feedback from others
7. Demonstrates Enthusiasm and initiative	Lacks enthusiasm and confidence in teaching and does not take initiative	Exhibits enthusiasm in teaching	Is enthusiastic, confident, and takes initiative in teaching
8. Demonstrates self-monitoring and control of emotions and behavior	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger	Models appropriate emotional and behavioral responses	Models appropriate emotional and behavioral responses in difficult situations
9. Demonstrates professional appearance & uses appropriate hygiene	Appearance, attire and/or hygiene are often inappropriate		Is a role model of professionalism through personal appearance, attire, and hygiene
10. Prepares thoroughly and consistently	Seldom displays a thorough preparations for students and is frequently late with assessments	Prepares for all learners and consistently abides by deadlines	Prepares thoroughly for all learners and always abides by deadlines
11. Exhibits a strict code of honesty related to assessments	Has knowingly allowed students to plagiarize, cheat on tests, or copy another's work	Consistently demonstrates behaviors that exemplify honesty and integrity.	Always demonstrates behaviors that exemplify honesty and integrity
12. Demonstrates punctuality & good attendance	Is frequently tardy or has unexcused absences	Is always punctual with only excused absences	Always arrives early and has no absences
13. Expresses self orally to communicate effectively	Inconsistently uses standard English in the school setting	Consistently uses standard English in the school setting	Consistently uses standard English in the school setting and is able to move with ease between audiences/registers
14. Expresses self in written format in order to communicate effectively with diverse audiences	Inconsistently uses standard English in written format in the school setting	Consistently uses standard English in written format in the school setting	Consistently uses standard English in written format in the school setting and is able to move with ease between audiences/registers

Creating Value or Relevance		
In order to enhance the value or relevance of course content and assessment activities I:		Describe or provide an example of how you create or how you might like to create value or relevance in this way
6.1	Connect course content and assessments to student interest	
6.2	Utilize real world authentic application	
6.3	Utilize personal application activities and assignments	
6.4	Link course content and assignments to students' academic lives	
6.5	Link course content and assignments to students' future professional lives	
<i>Ambrose, et al. (2010) How Learning Works: 7 Research-Based Principles for Smart Teaching</i>		
Make Content & Assessments Relevant by Linking them to Competencies Employers Seek		
In order to enhance relevance I create assessments that develop the following competencies:		Describe or provide an example of how you create, or how you might like to create, relevance such that it develops each skill
6.7	Communication Skills (verbal & written)	
6.8	Strong Work Ethic	
6.9	Teamwork Skills	
6.10	Initiative / Motivation	
6.11	Interpersonal Skills	
6.12	Problem solving Skills	
6.13	Analytical Ability	
6.14	Flexibility / Adaptability	
6.15	Computer / Technical Skills	
6.16	Organizational Skills	
<i>U.S. National Association of Career Educators Annual Outlook</i>		

Summary of Dr. Price's Research on Student Motivation

Top 5 Factors that Motivate Student Attendance

Instructor:

5. is enthusiastic or motivated
4. Explains well – clear & not too fast
3. makes class enjoyable or fun
2. has an attendance policy, grade is impacted – points earned or lost
1. Involves students: Invites questions, uses discussion, group work, hands-on activities, cases, etc

Top 5 Factors that Heighten Student Interest and Attention During Class

Instructor:

5. embeds humor
4. is NOT monotone
3. explains well – clear & NOT TOO FAST
2. utilizes multimedia
1. involves students: invites questions, uses discussion, group work, hands-on activities, cases

Top 5 Factors that Motivate Students to do Work Outside of Class

5. assigned work allows students to share their point of view
4. assigned work applies to students' lives
3. professor cares, encourages, or offers help
2. students earn extra credit or bonus points
1. work is required or collected for a grade

Top Ten Tips to Engage Motivate and Enhance Student Success

In order to enhance student engagement and motivation I:

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|-----|---|
| 10. | <p>Structure courses holding students accountable with consistent consequences such that they take RESPONSIBILITY for their learning
regular quizzes / assessments, rubrics for contribution & application</p> |
| 9. | <p>strategically design courses to create significant learning experiences
utilize integrated backward design linking outcomes to instructional methods and assessments</p> |
| 8. | <p>promote student success – see checklist on page 2 of this handout
success motivates, while lack of success demotivates</p> |
| 7. | <p>engage Students with VARIETY of Methods
embed discussion, application activities, group work, multimedia, case studies, role play, etc.</p> |
| 6. | <p>use active RESEARCH-based pedagogies of engagement
problem-based and team-based learning, undergraduate research, community engagement</p> |
| 5. | <p>embrace a learning-centered approach & become more facilitator less disseminator
less instructor dissemination time and more student application time</p> |
| 4. | <p>create a RELAXED non-authoritarian learning environment
more caring and less rigid control oriented class with built in flexibility in course structure</p> |
| 3. | <p>make outcomes and assessments RELEVANT & provide RATIONALES for policies
utilize personal & authentic application , connect content to student interests and their futures</p> |
| 2. | <p>build positive RAPPORT with students – rapport is highly correlated with student motivation
support students and interact to produce closeness as opposed to creating distance</p> |
| 1. | <p>Create a positive emotional experience for students in your courses
class activities should be engaging and of such importance and interest that students don't want to miss them</p> |