7 Strategies for a Student-Centered Course

October 26, 2017

Blackboard Innovative Teaching Series
#HEBITS
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Today’s Speaker

Rene Martinez, Ph.D.
Adjunct Professor

- Adjunct Professor
- Curriculum Consultant
- Teacher Education Program and Graduate School of Education
- Regent University, Virginia
By creating a student-centered course, learners serve as navigators and take responsibility for their learning goals. They are active participants and engaged in their learning, they collaborate with one another, and learn 21st century skills. The key to success is to implement these 7 strategies:

• Form a trusting, caring environment.
• Teach, lead, and facilitate the learning process.
• Design learning goals; focus on mastery.
• Design an action plan.
• Encourage teamwork and collaboration.
• Create an active, engaged learning environment.
• Learn by doing.
Session Outcomes

Upon completion of this session, you will be able to:

Identify Key Elements of Student-Centered Learning

Describe Tools Needed to Develop a Student-Centered Course

Explain the Significance of Student-Centered Learning

Implement Key Student-Centered Learning Strategies

Essential Questions:

What are the key elements of student-centered learning?

How do I create student-centered instruction?

How do I decide if student-centered learning is right for my course?

How can I implement the 7 key student-centered learning strategies?

Proficiency Scales
As a Participant, I will be able to utilize this information to:

4.0: Create a student-centered learning course.

3.5: In addition to score 3.0 performance, has partial success at score 4.0 content.

3.0: Employ most of the 7 key strategies in implementing student-centered learning within a course.

2.5: No major errors or omissions regarding score 2.0 content, and partial success at 3.0 content.

2.0: Explain the significance of student-centered learning and describe some of the tools needed to implement it.

1.5: Has partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

1.0: With help, has partial success at score 2.0 content and score 3.0 content.
Personalized Learning Goals

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Student-Centered Learning

• Student-Centered Learning (SCL)
  o Students are active participants in the learning process
  o Construct knowledge through interacting, engaging, and sharing
  o Opportunities are provided for students to organize, analyze, and synthesize the content

• Planning
  o Instructors plan with an emphasis on who their students are individually and collectively as a group
  o Personalized Learning through differentiating instruction (content, process, and/or product)
  o Many forms: collaborative learning, problem-based learning, project-based learning, team-based learning, inquiry-based learning, experiential learning

• Assessing
  o Feedback that is effective, focusing on the task
  o Scaffolding: help students chunk projects into smaller, manageable pieces
  o Formative Assessments – help students master the learning goals
  o Summative Assessments – products that demonstrate mastery
Remembering SCL Activities

• What was a project you did as a student?
• Why do you think you remember it?
• Why do you think you enjoyed doing it?
• Do you remember creating the project?
• How did you feel about yourself when the project was completed?
Students are BORED and NOT Interested in School
Progression to Classroom Collaboration and Student-Centered Learning
Universal Design for Learning

**Affective networks:**
**THE WHY OF LEARNING**
How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

**Recognition networks:**
**THE WHAT OF LEARNING**
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

**Strategic networks:**
**THE HOW OF LEARNING**
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Stimulate interest and motivation for learning
- Present information and content in different ways
- Differentiate the ways that students can express what they know

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A Trusting, Caring Environment

Creating a Learning Community in order for Students and Teachers to Work Together

Relationships are Built on Trust

Students take Control of their Learning and Work Collaboratively and independently

Ensure Every Student has a Job and Knows the Expectations

Celebrate Success
Strategy 1: Examples

- Regent Live: initiative to reach out to students
  - Phone calls week 2, very positive response
  - Collaborate Session week 4
  - Future – add more collaborate sessions
  - Include them for group leaders each week

- Panopto Video:
  - Welcome Video
  - Weekly Module Videos, Assignments Videos

- Planning:
  - in addition to course goals, students develop personal goals
  - Provide examples

- Group Work:
  - Give each student a job (literature circle roles)

- Feedback:
  - Process-related, task specific feedback
  - Help students reflect and find areas where he/she can improve

- Empathy:
  - Understand who your students are and conduct pulse checks to check for student understandings

Personal Learning Goals for Reading Course
- Be prepared to take the RVE (Reading for Virginia Educators)
- Accumulate resources for: word studies, activities, instructional materials
- Feel comfortable assessing students during guided reading
Week 5 Discussion Topic: How do teachers teach vocabulary for knowledge?

- Choose a literature circle role to complete written response.
- Read chapters 6 and 7 in the Tompkins (2012) text
- Due: Week 5

Discussion Topic Roles: Discussion Director, Connector, Investigator, Summarizer, Vocabulary Enricher

Teacher-Facilitator Project: Responsible for teaching, leading, and managing group discussion

Feedback is based upon expectations for each role
Strategy 1: Time to Reflect

Think about...

In what ways, can you create a trusting, caring environment for your students?
Strategy 2: Teach, Lead, and Facilitate the Learning Process

Teach  Lead  Facilitate
Strategy 2: Examples

• Goals: Provide instruction, Ask questions, Encourage students to take risks
  • Projects: Instructional Units, Literacy Lessons, Literacy Games

• Jigsaw: Within a face-to-face course, using the jigsaw method for group work helps students develop understanding of new knowledge

• Role-Play: In both on-line and face-to-face, role play allows students to practice what they are learning by role playing as a student and as a teacher.

• Simulations: Providing students with scenarios where they have to figure out how to solve the problem

• Teach a lesson, Create an Assessment
Teach a Lesson, Create an Assessment

Directions: Decide whether the sentence is making a statement (.), asking a question (?), or expressing emotion (!). Add the proper punctuation to the end.

1. There are 33 students in my class _____
2. What time does the class start _____
3. The house is on fire _____

Directions: Write a sentence with each type of punctuation mark given below.

4. Period

5. Exclamation Mark

6. Question Mark
**Scenario 2:**

Mr. Adele, a new teacher was instructed to give a formative assessment every Monday aimed at the learning goals for the week. After grading the assessments, he sorted them into 3 piles:

- Students who clearly do not understand it.
- Students who clearly grasp it.
- It remains unclear if students understand it.

On Tuesday, he knows he has 3 ability groups but is not sure what he should do so he decides to cover the chapter so that he is sure all students received the information.

- **What are some suggestions for Mr. Adele? Should he differentiate instruction? If so, what are some suggestions?**

**Group Roles:**

- **Manager:** Responsible for keeping the group focused
- **Recorder:** Responsible for keeping track of ideas and solutions to scenarios
- **Presenter:** Responsible for presenting to the group
- **Questioner:** Responsible for posing questions to small group and large group
Strategy 2: Time to Reflect

Think about...

How can you teach, lead, and facilitate the learning process?
**Strategy 3: Design Learning Goals, Focus on Mastery**

**Design:**
- Choose assignments/projects/tasks that foster positive interdependence (each member dependent upon others) of group members.
- Personalization: share the learning objectives and have students develop their own learning goals for the course.
- Voice and Choice: empower students by letting them help design the project.
- Select tasks that encourage discussion and maximize student interactions.
- Essential Question: Turn the learning goal into an essential question, framing the assignment/project/task.

**Assess:**
- Develop rubrics, formative and summative assessments that will lead towards mastery of learning goals.
- Assess student learning unobtrusively and obtrusively.
- Allow students to reflect on their work and on the assignment/project/task throughout.

**Monitor:**
- Build an environment that focuses on mastery of learning goals, how learning takes place, and how students work with others.
- Create an atmosphere that permits students to produce meaningful, relevant projects while deepening their knowledge in a supportive environment.
Strategy 3: Examples

Goals:
Have students include their own goals, create an e-portfolio demonstrating mastery of learning goals

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**Personal goals for this course:**

1. I hope to gain a practical understanding (not just a “knowledge”) of teaching reading at the elementary level.
2. I hope to learn different teaching reading techniques & strategies through my peers’ sharing of classroom ideas, such as games, activities, resources/materials, curriculum, etc.
3. I hope to learn how to best satisfy SOL requirements through teaching reading methods and concepts.
4. I hope to gain insight from the texts in this course for how to constructively guide young children in their education in literacy.

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**Have I reached or completed my goals?**

1. Although nothing is quite as practically helpful as formal, hands-on, on-the-job training in teaching reading, I feel that we have all been given incredibly valuable information on how to teach children in the classroom to read. There are some various teaching or assessment strategies that I would like to understand on a deeper level (such as the running record, guided reading approaches, etc.), but for the most part, I feel I have gained a great understanding of teaching reading at the elementary level.
2. My classmates have offered and demonstrated some valuable teaching reading strategies. The instructional literacy lessons and game activities have been of great help as they have modeled ways to approach teaching reading in the classroom. Consonant Digraphs, Henry and Mudge and the -ed Suffix, and Long and Short A Vowel Sounds were just some of the examples of lessons given by my classmates. Each of these presentations were in some way beneficial, but what I found most useful were the worksheets, handouts, exit tickets, and group activities that were used. Some of my favorites were “Bossy R Mix Up,” “Build a Rhyming Family,” and the prefix word study/concept map activity. Over the weeks, I’ve collected the handouts and made copies to use in my own classroom, and have reached my goal of...
<table>
<thead>
<tr>
<th>Total Weight</th>
<th>Exceeds Mastery</th>
<th>Full Mastery</th>
<th>Partial Mastery</th>
<th>Limited Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>(23.25 - 25) Points</td>
<td>(20.25 - 23) Points</td>
<td>(18.25 - 20) Points</td>
<td>(0 - 18) Points</td>
</tr>
</tbody>
</table>

**Lesson/ Presentation Weight 25%**
- **Overall evidence supports, Teacher-Facilitator Role:** (3 of 3)
  - a. Created an exceptionally engaging lesson
  - b. Included videos, articles, and/or blogs to enhance the lesson
  - c. Included more than 1 activity for learners to practice new knowledge

**Assessing Weight 25%**
- **Exceeds Mastery**
  - Overall evidence supports, Assessment: (3 of 3)
    - a. Created a 10-question assessment
    - b. Assessment aligns with lesson
    - c. Assessment is neat, organized, and easy to follow.

- **Full Mastery**
  - Same as Exceeded Mastery

- **Partial Mastery**
  - Overall evidence supports, Assessment: (2 of 3)
    - a. Created a 10-question assessment
    - b. Assessment aligns with lesson
    - c. Assessment is neat, organized, and easy to follow.

- **Limited Mastery**
  - Overall evidence supports, Assessment: (1 of 3)
    - a. Created a 10-question assessment
    - b. Assessment aligns with lesson
    - c. Assessment is neat, organized, and easy to follow.
## Rubric Continued

<table>
<thead>
<tr>
<th>Feedback to Teacher-Facilitator Weight 25%</th>
<th>Exceeds Mastery (23.25-25) Points</th>
<th>Full Mastery (20.25-23) Points</th>
<th>Partial Mastery (18.25-20) Points</th>
<th>Limited Mastery (0-18) Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes and describes in some detail, Feedback to Teacher-Facilitator: (5 of 5)</td>
<td>a. Positive Feedback Shared if the lesson prepared you for the assessment</td>
<td>b. Shared how you think you did on the assessment</td>
<td>c. Shared improvements they can make to their lesson</td>
<td>d. Shared improvements that can be made to their assessment</td>
</tr>
<tr>
<td>Feedback to Teacher-Facilitator: (4 of 5)</td>
<td>a. Shared if the lesson prepared you for the assessment</td>
<td>b. Shared how you think you did on the assessment</td>
<td>c. Shared improvements they can make to their lesson</td>
<td>d. Shared improvements that can be made to their assessment</td>
</tr>
<tr>
<td>Feedback to Teacher-Facilitator: (3 of 5)</td>
<td>a. Shared if the lesson prepared you for the assessment</td>
<td>b. Shared how you think you did on the assessment</td>
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</tr>
<tr>
<td>Feedback to Teacher-Facilitator: (2 of 5)</td>
<td>a. Shared if the lesson prepared you for the assessment</td>
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<td>d. Shared improvements that can be made to their assessment</td>
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</table>

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Strategy 3: Time to Reflect

Think about...

In what ways, can you design learning goals that focus on mastery?
## Strategy 4: Design an Action Plan

### Assignment Planning
- Develop student learning goals based off of the course description
- Decide on the scope of the projects
- Incorporate simultaneous outcomes: 21st century skills
- Create a Part-to-whole approach, developing deadlines that are attainable
- Create assessments, rubrics, and a checklist
- Provide written instructions that list the task, the expected product, and the method of debriefing

### Course Planning
- Develop student learning goals based off of the course description
- Decide on length of time for each goal
- Decide on best instructional practices – PBL, Research, Debate, Role-Play, etc.
- Start at the end of the course and work to beginning
- Decide on Assessments; create rubrics (proficiency scales) and checklists
- Include all seven practices of a student-centered classroom
Strategy 4: Examples

• Once the Overarching goals are complete, break it down into weekly module goals

• Name each module, give a description (on the weekly module page), include dates

• Create a Part-to-Whole Approach: mini assignments lead to major assignments
  • Progression of TFP from one course to another; progression of instructional unit

• Give student a Voice
Course Objective #4: Design a unit of instruction which includes learning goals and objectives, appropriate evaluation and assessment methods, and appropriate instructional strategies to enhance student achievement.
Strategy 4: Time to Reflect

Think about...

What will be included in your action plan?
Strategy 5: Encourage Teamwork and Collaboration

- Teamwork and collaboration foster:
  - Creativity and learning, builds trust, provides a sense of ownership, and teaches conflict resolution

- Professional Learning Community: before starting a project, teach students how to work as a team

- Share the benefits and drawbacks of teamwork

- Provide opportunities for individual and group accountability

- Provide feedback to groups and individuals

- Require students to work individually first so that each member has something to contribute to the group

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Week 1 Discussion Topic:


Mini Assignment: Throughout this course, we will be working in small professional learning communities within our Discussion groups. The purpose of these groups is for you and your colleagues to interact, engage, and share in discussions in order to construct knowledge. Research shows that students construct knowledge through social interaction – the same is true for teachers. When we work in a professional learning community, we become effective teachers and offer effective learning opportunities for our students.

When creating a unit of instruction, a teacher needs to think about the overarching goals of the unit (big picture/big ideas) before breaking those goals into smaller segments (activities and/or tasks) to be accomplished within the daily lesson plan. In this assignment, create at least one personal learning goal - what you want to know and be able to do by the end of this course. This goal is in addition to the 5 course learning objectives listed in the syllabus. Then create a proficiency scale based on that goal.

Below are two examples of ELA learning goals (both are acceptable):

Learning goals changing the complexity of procedural knowledge:

<table>
<thead>
<tr>
<th>Simple Goal (2-points)</th>
<th>I will be able to use elements of persuasive writing in highly structured assignments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Goal (3-points)</td>
<td>I will be able to write a persuasive essay using appropriate sources within a format provided by the teacher.</td>
</tr>
<tr>
<td>Complex Goal (4-points)</td>
<td>I will be able to select the most appropriate format for a persuasive essay on a chosen topic and use multiple sources to address an argument and any possible counter-arguments.</td>
</tr>
</tbody>
</table>

Learning goals using Bloom’s Taxonomy:

<table>
<thead>
<tr>
<th>Simple Goal (2-points)</th>
<th>I will be able to describe the different types of persuasion and when these methods are used.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Goal (3-points)</td>
<td>I will be able to identify characteristics or persuasive techniques from the writings provided.</td>
</tr>
<tr>
<td>Complex Goal (4-points)</td>
<td>I will be able to use information from multiple media sources, compare the different types of persuasion the media employs.</td>
</tr>
</tbody>
</table>

Question: What goals, outside of the ones listed in the syllabus, do I want to accomplish during this course?

Consider: After you submit your own learning goal, comment on the goals your group members created and help one another with ideas on how to accomplish those goals by the end of the course.

Due: Week 1 (Wednesday); Discussion takes place Thursday-Sunday.
Games

Make It Plural!

Google Geography!

Students view a presentation. Label features and drag and drop labels to corresponding features!
Strategy 5: Time to Reflect

Think about...

In what ways, can you encourage teamwork and collaboration?
Strategy 6: Create an Active, Engaged Learning Environment

- Teachers and students utilize their different talents
- Students actively participate in the decision-making process
- Choose projects that are meaningful and relevant
- Provide students with a problem to solve
- Challenge students to defend answers
- Utilize technology
  - tools for research, simulation, and innovation

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Strategy 6: Examples

• Taking a face-to-face course and adopting the same qualities in an on-line course

• If you choose texts and essential questions that are meaningful to your students, they will enjoy having the chance to express their opinions and analysis

• Small groups for discussion forums
  • Students do not always mind letting an instructor down, but that changes when working in a group
  • Number of posts – students really feel invested to help one another
Week 7 Discussion Topic:

1. What are some effective teaching methods/strategies you learned during your Practicum Experience? If you did not observe any effective methods, what are some ways the teacher could have made the lesson more effective?

2. What did the teacher do to help students effectively interact with new knowledge? What did the teacher do to help students practice and deepen their understanding of new knowledge? What did the teacher do to engage students?

3. Will you consider using these in the classroom? Why or why not?

4. Support what you observed in practice with the theory behind its significance – support your posts with research (course texts or outside research)

Group:
4 students, 49 posts, lowest member posted 9 responses
Strategy 6: Time to Reflect

Think about...

How can you create an active, engaged learning environment?
Strategy 7: Learn by Doing

- Empower the students to reflect, communicate, and engage in the learning process
- Develop a growth mind-set
- Foster a sense of self-worth and the ability to enjoy the process of learning
- Focus on effort, overcoming set-backs, and boost confidence
- Plan for reflection at the beginning, mid-point, and end of the course
Strategy 7: Examples

• Problem-Solving
  • What do to when group member does not participate?
  • How to ensure all members have a chance to share their voice?
  • How to handle when a student misinterprets assignment?
  • How to help a student?
  • How to handle dissention amongst the group?

• Greater student autonomy
  • Students can pick up on key points and topics worthy of discussion
  • Teacher because an observer and provides task-specific feedback
1. Name: Student Example

2. Initial Post Score: 15.

3. Comments on Initial Post: Great job of structure, good fleshing out of methods and specific details. Responded clearly to instructional methods observed. On time.

4. Follow-Up Discussion Post to Teacher-Facilitator Score: 5

5. Comments on Post to Teacher-Facilitator: Very candid sharing about two vastly different observation experiences; noted strengths in one classroom and deficiencies in the other. On time; lots of additional follow-up.

6. Follow-Up Discussion Post to Group Members Score: 5

7. Follow-Up Discussion Posts to Group Members: Responded insightfully to every group member’s initial post, and it was her follow-up that prompted the most helpful discussion point in the conversation.
Strategy 7: Time to Reflect

Think about...

In what ways, can your students learn by doing?
How Does THEORY Relate to PRACTICE?
PBL in Practice (link in Resource List)

Project-Based Learning

eduroopia.org

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SMITHFIELD, Va. (WAVY) — A group of local students is tackling one of the biggest challenges facing society today: Human trafficking.

Now, local and national law enforcement are looking at technology developed by one of those students. The student says the technology gives him a way to watch online criminals in action, and then he can give their information to law enforcement. This technology was created in part because of a class project where a group of students put their skills to work to stop human trafficking. They worked with the Prevention Project, based out of Richmond.

Matt Ployd wanted to give his students a project that could make an impact. He didn’t expect that human trafficking would be the topic that lit the fire.

“The more they found out they could be heard and make a difference locally, the more emphatically they got involved in it,” said Ployd.
Construct Knowledge

• Student-centered curriculum
  • Students construct knowledge through interacting, engaging, and sharing
  • Involve students in the learning and planning processes
• Align with Course Objectives
  • Choose assignments/projects/tasks that correlate to the learning objectives
  • Use Direct Instruction and Student-Centered Learning
• Individual:
  • Begin the course with students completing an individual task - setting up expectations
• Professional Learning Community:
  • Invite students to be a part of a professional learning community

Interacting → Engaging → Sharing
Overall Reflection

Think about...

Is student-centered learning right for your course?
TELL ME
AND I WILL FORGET
SHOW ME
AND I MAY REMEMBER
INVOLVE ME
AND I WILL UNDERSTAND

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1. Go to the registration page: https://webinars.on24.com/Blackboard/HigherEdBITS

2. Click on the checkboxes for the sessions you wish to register

3. Complete the form and click the REGISTER button

You will receive a confirmation email and calendar appointment for each session
See you again: Thursday, November 9 at 1:00 pm ET

https://webinars.on24.com/Blackboard/HigherEdBITS

Summary

Want to learn how to effectively incorporate appropriate humor into online courses to enhance the learning journey?

Then this webinar is for you!

Presented by one of our Blackboard Exemplary Course Program winners, with "Humor" being one of her exemplary practices, you will learn the following strategies:

- Add subject-related cartoons, graphics, and/or animation
- Pepper in subject-related jokes
- Include subject-related humorous videos
- Present Virtual Awards

And a few more tips and strategies.

Feedback from students has been overwhelmingly positive - and Lisa can’t wait to share these fun ideas with you!
Join our online Higher Ed BITS Community:

https://community.blackboard.com/groups/higheredbits