



Learning Centred Learning

2013

<i>SMS Code</i>	LT701001		
<i>Level</i>	7	<i>Credits</i>	10
<i>Total Learning Hours</i>	100	<i>Contact Hours</i>	30
<i>Work Experience Hours</i>	nil	<i>Self Directed Hours</i>	70

CONTACT DETAILS

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INTRODUCTION

Welcome to Learner Centred Learning

This course is offered in a blended delivery form. Participants will work through modules online.

There are two face to face workshops in Dunedin:

Workshop 1: Monday 4 February - 09:30 - 15:00 - D317

Workshop 2: Monday 25 February - 09:00 - 12:00 - D317

Further workshops will be negotiated with participants as required.

For those out of Dunedin, workshops via Adobe Connect will be negotiated.

Course information and content can be found on the website:

http://www.wikieducator.org/Learner_Centred_Learning

The online discussions for this course can be accessed on <http://moodle.op.ac.nz> once participants are enrolled.

AIMS

To examine adult learning approaches and explore how underpinning theories, principles and practices can be used to create learner centred environments that enable all students to achieve successful learning outcomes in a variety of contexts.

To facilitate learning by adopting and fostering active, interactive and deep learning strategies which support meaningful interaction with concepts, materials, activities and people.

LEARNING OUTCOMES

At the successful completion of this course, participants will be able to:

1. recognise, value and utilise students' cultural orientation, prior learning and learning styles by providing a diverse range of opportunities to encourage deep learning;
2. adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners and maintain this engagement, e.g. action learning, project based learning, self-directed learning (e.g. individual or group learning contract), scenario based learning;
3. integration of theoretical knowledge into learning and teaching practices;
4. transfer adult learning and teaching principles into a specific subject/work context, e.g. workshop, art studio and hospital, by creating and critiquing a learning sequence covering a specific topic;
5. utilise a range of electronic communication methods including a Learning Management System for learning and teaching purposes.

STRUCTURE AND CONTENT

	Interactive sessions	Topics
Feb 4th	Workshop – 9.30am - 3pm in D317	Introduction and overview of Modules 1 to 4
Feb 25th	Workshop – 9 am - 12pm in D317	Introduction and overview of Modules 5 and 6
February	Adobe Connect workshops	Sessions to be negotiated with off -site participants.
Module 1	Online Discussions	What is learner centred learning?
Module 2	Online Discussions	Learning Sequences
Module 3	Online Discussions	Learning in Context
Module 4	Online Discussions	Reflection and Reflective Practice
Module 5	Online Discussions	Teaching Philosophy
Module 6	Online Discussions	Adult learning theories, principles and practices

ASSESSMENTS

Two assessment tasks must be presented for marking in this course.

Work submitted later than the due date without an arranged extension will not receive feedback.

One re-submission is possible if a pass is not obtained the first time.

To pass this course:

Participants must undertake and successfully complete all the assessments.

- 1. Critical review of teaching practice (written assessment) - 17 May 2013**
Exploring your own teaching practice
(or alternative option if you have completed the Gaining Foundation Skills course)
- 2. Teaching philosophy (your choice of presentation format) - 14 June 2013**
Exploring your teaching beliefs

Grading:

As the emphasis is on learning process rather than outcome there are two grades in this course: passed or not passed

Assessment instructions and marking criteria

1). Critical review of teaching practice (written assessment)

Assessment:

Submit a written critique of your learner centred teaching approach in a teaching session you have facilitated.

Include a copy of the written feedback from the observer – see the process outlined below.

(Word count guide = 600 to 1200 words for the critique)

Process:

1. Develop and facilitate a learner centred learning session
2. Have an observer present during this session. The observer will be required to give you written feedback on this session. (Full guidelines for the observer will be available)
3. Write a critique of your learner centred approach in the facilitation of this session and include comment on the feedback from your observer.
The critique should include comment on:
 - the context (who, where, when, what)
 - your facilitation approach and style - including acknowledgment of the learner centred learning approaches used and your rationale for using these
 - any potential changes you would make to improve your approach and your rationale for these changes
 - the observer's feedback and your thoughts on this.

NB: Critical discussion and reflection involve a depth of thought that considers a variety of perspectives including your own. Critical in this sense refers to reviewing or analysing in depth, it does not mean focusing on negativity.

Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Description of the learning session including context
- ✓ Well supported critical reflection on your own facilitation style and approach (what you did and how)
- ✓ Well supported consideration of student diversity (cultural, learning and other)
- ✓ Critical reflection on any potential changes
- ✓ Consideration of the observers feedback
- ✓ Discussion throughout is well supported with literature sources
 - Word processed with specific and consistent referencing (preferably APA style)
 - Material well structured and presented
 - Written feedback from observer included

Due Date: must be completed and submitted by **Friday 17th May 2013** (but can be completed earlier)

Submit by email to Heather Day

Alternative Assessment for those who have completed Gaining Foundation Skills

Copies of the alternative assignment are available on [Moodle](#) or from Heather Day
You will need to find your copy of the teaching practice assignment that you did in the GFS course.

2). Teaching philosophy (your choice of presentation format)

Assessment:

This assessment can be presented in any recordable format of your choice ie, written form, audio tape, MP3, video, blog, PowerPoint, poster – go with whatever format suits you best as long as all criteria are met and the format can be easily accessed by the assessor.

Identify the concepts/beliefs that are central to your teaching philosophy.

Choose one of those concepts/beliefs and critically explore the relevance and application of that concept/belief to the way that you support learner centred learning.

Marking Criteria:

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Several concepts of your teaching philosophy clearly identified
- ✓ One concept clearly singled out
- ✓ Relevance of that concept to your teaching practice critically explored
- ✓ Application of that concept to your teaching practice supported with example/s
- ✓ Clear evidence of wider reading/research
- ✓ Referenced material clearly recorded

(Purely as a guide: if written approx 800 words)

Due Date: must be completed and submitted by **Friday 14th June 2013**

Submit chosen format to Heather Day