# LINC 57: DESIGNING LEARNER-CENTERED INSTRUCTION

## Foothill College Course Outline of Record

| Heading | Value |
| --- | --- |
| Effective Term: | Summer 2022 |
| Units: | 1 |
| Hours: | 1 lecture per week (12 total per quarter) |
| Advisory: | Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching and downloading. |
| Degree & Credit Status: | Degree-Applicable Credit Course |
| Foothill GE: | Non-GE |
| Transferable: | CSU |
| Grade Type: | Letter Grade (Request for Pass/No Pass) |
| Repeatability: | Not Repeatable |

## Student Learning Outcomes

- Analyze effective learner-centered classroom environments
- Integrate Common Core standards and 21st century skills into learner-centered classrooms
- Establish a system for pre-course contacts to ensure that learners have necessary course resources in a timely manner.
- Analyze teaching methods used for learner-centered instruction

## Description

Educators will examine the learner-centered approach to teaching in order to create transformative experiences for students. Educators develop the skills and conceptual knowledge for instructional design and creating student-centered learning activities that meet Common Core and content standards. Topics addressed include how learning happens, the role of educational technologies in student engagement, and effective modifications to existing instructional material. Following the learner-centered classroom guidelines, educators will create a multidisciplinary unit of instruction that is aligned to teaching standards and include both formative and summative assessments.

## Course Objectives

The student will be able to:

1. Analyze effective learner-centered classroom environments
2. Integrate Common Core standards and 21st century skills into learner-centered classrooms
3. Analyze teaching methods used for learner-centered instruction
4. Evaluate the efficacy of integrating different technology tools to create learner-centered instruction

5. Create units of instruction that are learner-centered and integrate technology with Common Core standards

## Course Content

1. Define a learner-centered approach and a learner-centered classroom
   a. Compare learner-centered to teacher-centered instruction
      i. Role of the teacher in the learner-centered classroom
         1. Resource
         2. Provider of challenge
         3. Facilitator
      ii. Role of the student in the learner-centered classroom
         1. Self-directed learner
         2. Critical thinker
         3. Collaborator
         4. Learner who takes personal responsibility
         5. Reflective learner
2. Analyze the learner-centered classrooms in terms of meeting Common Core standards and 21st century skills
   a. Determine how student-centered classrooms provide an environment for meeting Common Core standards
   b. Determine the 21st century skills nurtured in a student-centered classroom
3. Analyze teaching methods used for learner-centered instruction
   a. Active learning
   b. Collaborative learning
   c. Inductive learning
      i. Inquiry-based
      ii. Case-based
      iii. Problem-based
      iv. Project-based
      v. Discovery learning
4. Examine how to integrate technology tools to facilitate learner-centered learning
   a. Use hand-held devices, tablet computers
   b. Interactive web-based applications
   c. Software
5. Create a unit of instruction
   a. ADDIE instructional design model
      i. Analyzing learning needs, goals, tasks, audience
      ii. Designing instruction, selecting methods
      iii. Developing instructional materials, resources
      iv. Implementation plan
      v. Evaluation methods (summative and formative)
   b. Inquiry-based/essential question
   c. Standards/goals selection
   d. Assessment development
   e. Activities for teaching and learning

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online.

Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
2. When taught via the internet: Students must have current email accounts and/or ongoing access to internet capable computers or tablets.

# Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Developing an integrated learner-centered, technology enhanced lesson plan or project
Presenting the project to peers
Making constructive contributions to class discussions
Evaluating their course project

# Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture presentations delivered in a learner-centered instructional style
Facilitated discussions of readings or video presentations
Collaborative learning using computer-based tools or social media to record notes or reflections and share ideas with peers
Student presentations in small group and whole class meetings

# Representative Text(s) and Other Materials

Whiting, Jacquelyn. Student-Centered Learning by Design. 2021.

# Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Writing assignments include an instructional project plan, peer evaluations, and critical analysis of other educational projects
2. Outside assignments include conducting project development, writing the instructional plan, reading, and participating in online peer collaboration activities
3. When taught online these methods may take the form of video, audio, animation and webpage presentations. Assignments will be submitted online as well

# Discipline(s)

Instructional Design/Technology, Education