

Student-Centered Learning: Tying Assumptions to Practice



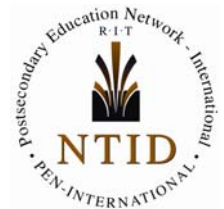
Jeff Porter & John Albertini
National Technical Institute for the Deaf
Rochester Institute of Technology
April 2 & 3, 2004

Outline

A thick, horizontal yellow brushstroke is positioned below the title "Outline", extending across most of the width of the slide.

- ⌘ How do general learning principles apply to your students?
- ⌘ How do we support learning?
- ⌘ How does assessment fit in?
- ⌘ How do we assess “knowing how”?
- ⌘ How does this apply to your teaching?

How do general learning principles apply to the learners you support?



⌘ Principles of learning

⌘ Implications for your students

How do we support learning?

⌘ Guidelines for Effective Teaching

- ☑ Which are most important for your students?
- ☑ Your experiences?

⌘ Double-Entry Journal

- ☑ Choose text and copy it
- ☑ Respond to text
- ☑ Exchange journals and respond to partner

How does assessment fit in?

- ⌘ Model of learning, teaching, and assessment
- ⌘ Learning objectives
- ⌘ Content validity
- ⌘ Reliable test questions and conditions

How do we assess “knowing how”?

- ⌘ “Knowing what” versus “Knowing how”
- ⌘ Assessing writing as performance
- ⌘ Assessing your content area as performance

How does this apply to your teaching?

- ⌘ Implications of learning principles, teaching and assessment guidelines
- ⌘ What will you do the same? What will you do differently?
- ⌘ Workshop evaluation