

Learner Centered Education in Online Classes

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What is learner centered education?

- n An approach to teaching and learning that actively involves students
- n Students construct knowledge while guided by the teacher
- n Learning is centered on what the students know rather on what they don't know

LCE Model



Traditional vs. Learner Centered

Traditional

- n Teacher “gives” knowledge to student
- n Students “prove” that they have mastered the knowledge
- n Only students are viewed as learners

LCE

- n Students learn through exploration and discovery
- n Students build on previous knowledge
- n Students and teachers learn together

(Huba, 2000)

Principles of LCE

- n Context: learning tasks should have real-world applications
- n Construction: learners link their own experience with new learning materials
- n Collaboration: learners develop, test, and evaluate their ideas with peers
- n Conversation: in groups, learners plan, collaborate, and make sense of new learning

Cognitive Skills involved in LCE Approach

- n Synthesis
- n Integration
- n Application
- n Analysis
- n Problem solving
- n Making judgments (evaluation)

Benefits of LCE Approach

- n Students learn how to learn, becoming life-long learners
- n Multiple learning styles are acknowledged and addressed
- n Students' grades are based on directly observable performance
- n Teachers can be more confident in the effects of their instruction

Using an LCE approach:

“Students and instructors can build meaning, understanding, and relevant practice together and go far beyond the mere movement of information from instructors’ minds to students’ notebooks.”

(Jonassen, *et al*, 1995, p. 8)

What does LCE look like in E-learning?

- n Synchronous and asynchronous interactivity – learners co-construct knowledge
- n Group work – learners collaborate and share knowledge while building individual models of cognition
- n Reflection and self-evaluation – motivation for learners to take control of own learning
- n Student-created questions and quizzes

What does LCE look like in E-learning?

- n Discussion moderators – learners take responsibility for learning new material
- n Project-based learning – learners are exposed to real-world application of materials
- n Multiple assessments with appropriately high learning goals – tasks are challenging and take into account different learning preferences and styles

Instructor's Role

- n Engage in frequent interpersonal communication and feedback
- n Promote interaction
- n Communicate clear expectations to students
- n Conduct needs assessment of students' current knowledge and gaps

Instructor's Roles

- n Collaborate with technical support staff
- n Self-monitor knowledge of web-based pedagogical tools
- n Reflect on effectiveness of own teaching

LCE Model



Self-regulation in E-learning

- n Goal setting: frequent communication allows students to seek guidance from instructor in setting specific and process oriented goals
- n Self-monitoring: learners track progress through daily records and access to gradebook
- n Self-evaluation: learners compare their performance with evaluation criteria such as rubrics and through peer feedback

Self-regulation in E-learning

- n Learning strategies: students develop strategies that work best for them and their learning styles/preferences
- n Seeking help: students communicate frequently with instructor and other students to get clarification and assistance
- n Time planning: students can better manage time through online calendar

One Model to support LCE

- n E-Learning in the 21st Century
 - n A framework for Research and Practice
 - n D. R. Garrison and Terry Anderson
- n Based on a Collaborative Constructivist approach
- n Asynchronous Communication

Learning Centered Education

- n Why the name change?
 - n The focus is on Learning and the support needed
 - n In many cases today the Outcomes are stated by outside bodies and not left up to the learner
- n Model based in the following
 - n Cognitive Presence
 - n Social Presence
 - n Teaching Presence

Cognitive Presence

- n “The intellectual environment that supports sustained critical discourse and higher-order knowledge acquisition and application”
- n Closely associated with critical thinking

Social Presence

- n “the ability to participate in a community of inquiry to project themselves socially and emotionally, as ‘real’ people, through the medium of communication being used”
- n Can be difficult without the non-verbal communication but not impossible
- n Precondition to establish cognitive presence

Teaching Presence

- n “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes”
- n Not the “Sage on the stage” or the “Guide on the side” but what is needed at that time
- n Not an easy task to complete successfully

How I Used it

n ETC 647 – Creating Technology Learning Environments

Possible Pitfalls

- n Learners are unfamiliar or uncomfortable with technology
- n Learners are resistant to new learning approaches
- n Instructors do not provide enough activities/assignments
- n Course does not have enough opportunities for interaction
- n Frequency of Instructor comments

Real Course Example

- n Blase Scarnati and Joel DiBartolo from NAU's School of Music will present learner-centered elements from their Music 333 course

Small Group Discussions

- n Each card has an example of an LCE technique
- n If you currently use the technique on the card, describe how you do so
- n If you do not currently use the technique, how might you incorporate it into your teaching?
- n Finally, discuss how this technique could be best applied in an online context

ABOR

- n In 2000 recognized the need to address LCE
- n Has resources and offers grants
- n More information
 - n http://www.abor.asu.edu/4_special_programs/lce/index_lce.html

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