MEETING STUDENT’S GOALS:

practicing learner-centered library instruction
PHASES

I. Card Swap
II. Theoretical Frameworks for Learner-Centered Teaching
III. Putting LCT into Practice
IV. Closing Remarks
V. Q&A
What does learner-centered instruction mean to you?
WEIMER’S DEFINITION

- Encourages collaboration in the classroom community
- Gives students control in the learning processes
- Engages students in the “hard, messy work of learning”
- Includes explicit learning skill instruction
- Promotes student-learning reflection

From Weimer’s 5 Characteristics of Learner-Centered Teaching
THEORETICAL FRAMEWORKS

Paulo Freire, *Pedagogy of the Oppressed*
on shifting the learning process from
the teacher to students

bell hooks, *Teaching Critical Thinking: Practical Wisdom*
on learning through collaboration, by creating
space for vulnerability
ENCOURAGE COLLABORATION
APPROACH

- Bucket Challenge Activity
- Card Swap Activity
GIVE STUDENTS CONTROL IN THE LEARNING PROCESS
APPROACHES

• Pre-Instruction Survey
• First-Gen Student Workshops
ENGAGE STUDENTS IN THE “HARD, MESSY WORK OF LEARNING”
APPROACH

• Team-Based Scavenger Hunt
INCLUDE LEARNING SKILL INSTRUCTION
Research Conversations

APPRAOCH

1. Planning
2. Gathering / Evaluating
3. Analyzing / Reporting

PHASES
repeat (as needed)
5

PROMOTE REFLECTION
• 3-2-1 Assessment Activity

3 things you’ve learned
2 things you found interesting
1 question you have
REFERENCES


