

Student-Centered Learning

The following are activities that each of you shared during our workshop! We have decided to share these with everyone so we would all have examples at our fingertips! We appreciate your support in this project and look forward to hearing any new found ideas that have worked for you.

Teach-back: Used to learn the process of a skill or pertinent information

Example: Welding or patient teaching (health care)

Group Case Studies: Use to get the students to interact and work together to solve problems/situation.

Flipped Classroom: Students are responsible for the lecture material – reading then teaching to the class.

Randomly choosing students to present material, or do the skill to make student's more responsible and active in learning.

Make material apply to their active lives – make it personal to become student centered.

Group Activities – Answering questions related to the current class material- get one-on-one feedback from students.

Assessment to find student skills and abilities so you can identify problem areas – and get the help out to them early.

Poster Competition –

create own project: ex. Computer network, case study, etc.

Hands on labs/activities

Play games to learn material that may otherwise be considered bland/boring.

1. Youtube videos
2. Group work
3. One-on-one work
4. Problem solving
5. Re-do assignments (such as a speech) to lessen the anxiety – allows students to earn points back – average score so the student is held accountable but have the opportunity to lessen the impact of a low score.
6. Retake a test – to replace a low score

Design individual questions for students (could be based on something they are struggling with) give them 24 hours to complete. (Could also be used to make up for a low test score)

Shared topics – group presentation of a topic

Kahoot quizzes – fun, interactive, game style in class quiz.

Muddiest point – have students identify tough area of the class and work through it together.

Simulation work – passing meds (students are required to perform every step) – Hands on learning.

To encourage study groups and team work have groups compete for total points in the class to earn a pizza party.

After a lab – have students ask a question about the lab, record most important concept learned in the lab, and record the most confusing concept.

Have students perform a difficult lab without the assistance of anyone, including the instructor. The student must read and follow directions to complete the lab properly.

Perform a “pre-test” to evaluate what the students already know.

Case Application: Search and report on use of concepts to solve case study.

Use Google Scholar: Provide students with a topic, make them search in google scholar to find abstract, copy and paste abstract into document – then paraphrase the topic. Take the same topic and have them do a google search to find a general article to paraphrase – bring to class. Discuss how the abstract and articles relate to book topics.

Peer evaluation – students evaluate each other. They will learn to give and take critique.

Project based final assessments -reaches out to different types of learners.

Bring “real-world” concepts into the classroom.

Do homework in the classroom to figure out where the majority of students are getting caught up and focus the discussion and further assignments on the subject in question.

Assign labs with multiple steps to enhance reading, homework, and lecture material. Reiterate the trouble areas by referring to the material.

Use chat window in Triton Network to engage the students.

Start class with questions about the homework or previous class topics.

Drawing a concept before it is introduced – could be used in multiple classrooms with various topics – wouldn’t have to be a drawing – but something do before the subject matter is introduced.

Write out steps to a procedure then work in groups to correct any errors – then discuss the “why” of the procedure.

Essay assignment as an evaluation – students can put the information in their own words.

Have students prepare questions for others to ask them about their work – a project, a paper, a case study, etc...any of these would work.

Have students prepare written descriptions to ensure/increase understanding.

Ask students “why”. (why are they doing a task the way they are, why is this the procedure we use)

Journal

Work problems on the board

Job tests – assessments of tasks/tests they will do on the job

Exit slips – write down what was helpful or what wasn't – what they are still confused about.

Current events – follow how current events relate to a class

Civic learning projects

In class reviews

Rubrics

Prompt turn around on grading.

Group work on how to grade – have students grade each other anonymously and have students help pick out areas they should be graded on.

Collaborative proposal – have students choose a campus issue in need of change and propose how to fix or implement a policy.

Clickers

Review Study skills/Test taking skills

Google survey to gain opinions of students

Have students video record themselves doing procedure to self evaluate.

Computer based activities

Review note taking – review with students the best methods for taking notes.

Oral exams

Exams consist of hands on, multiple choice, true/false, essay, and pictures to reach all learning styles.

Study guides

Personal mentorship

STUDENT-CENTERED LEARNING