The Learner Centred Curriculum A Study In Second Language Teaching Cambridge Applied Linguistics

Instructional-Design Theories and Models, Volume IV provides a research-based description of the current state of instructional theory for the learner-centered paradigm of education, as well as a clear indication of how different theories and models interrelate. Significant changes have occurred in learning and instructional theory since the publication of Volume III, including advances in brain-based learning, learning sciences, information technologies, internet-based communication, a concern for customizing the student experience to maximize effectiveness, and scaling instructional environments to maximize efficiency. In order to complement the themes of Volume I (commonality and complementarity among theories of instruction), Volume II (diversity of theories) and Volume III (building a common knowledge base), the theme of Volume IV is shifting the paradigm of instruction from teacher-centered to learner-centered and integrating design theories of instruction, assessment, and curriculum. Chapters in Volume IV are collected into three primary sections: a comprehensive view of the learner-centered paradigm of education and training, elaborations on parts of that view for a variety of K-12 and higher education settings, and theories that address ways to move toward the learner-centered paradigm within the teacher-centered paradigm. Instructional-Design Theories and Models, Volume IV is an essential book for anyone interested in exploring more powerful ways of fostering human learning and development and thinking creatively about ways to best meet the needs of learners in all kinds of learning contexts.

... contains research and case study analysis of curriculum practice within the field of adult ESL in Australia...

Creating a Learner-centred Primary Classroom is an essential resource to improve teaching practice, examining the key elements that contribute to a learner-centred classroom and offering strategies to encourage children to take a shared role in their learning. Including case studies describing teachers' methods for linking theory to practice, this user-friendly, photocopiable resource demonstrates how to: construct a learning community encourage collaborative learning share strategies for engaging individual learners provide a scaffold for strategic thinking in the classroom link assessment procedures to learning showcase the practice and outcomes of purposeful curriculum planning. Any teacher who wants to practically tailor their teaching practice to meet the needs of individual learners will find this an invaluable resource.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that

classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Gain a clear understanding of what effective teachers do—and how successful students learn Over the past 20 years, a greater concentration on research aimed at both teaching and learning has revealed that "chalk and talk" teaching, copying notes, and "cookbook" practical lessons offer little challenge to students. Teaching in the Sciences: Learner-Centered Approaches steers the learning process away from traditional modes of instruction to a more student-centered, activity-based curriculum that makes science relevant, engaging, and interesting. This innovative book helps educators bring out the best in their students—and themselves—by identifying and meeting students' needs and providing environments that encourage active, strategic learning. Helpful tables and figures make complex information easy to access and understand. Rather than focusing on teaching methods that merely deal in the content of life science, Teaching in the Sciences: Learner-Centered Approaches promotes a deep learning designed to develop critical and skilled learners. This collection of frank and thoughtful empirically based papers places greater emphasis on learning environments and social interaction patterns, assessment processes, and perceptions of students and teachers in a range of learning and teaching settings in the life sciences. The book presents strategies for mentoring and assessing students, assessments of learning outcomes, innovative approaches to curriculum design, constructivist approaches to teaching science, how to use technology to support learning, and practical examples of learner-centered teaching that mark important steps on a journey to transform the learning process. Teaching in the Sciences: Learner-Centered Approaches examines: using broadband videoconferencing for distance learning in tertiary science assessing for learning

in the crucial first year of university studies using Information and Communication Technology (ICT) in molecular science applying ICT to provide student feedback teaching biostatistics in the environmental life sciences developing metacognition and problem-solving skills in students the evolution of metAHEAD, an online resource that supports strategy development and self-monitoring in problem solving the development of a problem-based learning approach (PBL) for students in environmental science and natural resource management and much more! While largely centered on the context of undergraduate science instruction, Teaching in the Sciences: Learner-Centered Approaches is filled with valuable lessons for all educators working with students in the pursuit of powerful, effective, and lasting learning. Developing Learner-Centered Teaching Developing Learner-Centered Teaching offers a step-by-step plan for transforming any course from teacher-centered to the more engaging learner-centered model. Filled with self-assessments and worksheets that are based on each of the five practices identified in Maryellen Weimer's Learner-Centered Teaching, this groundbreaking book gives instructors, faculty developers, and instructional designers a practical and effective resource for putting the learner-centered model into action. Praise for Developing Learner-Centered Teaching "Developing Learner-Centered Teaching is an immediately usable book that provides a clear-cut framework for transitioning to learner-centered teaching. As a college teacher and teacher of teachers, Blumberg skillfully takes the reader step-by-step through a practical system, replete with practical, classroom-tested strategies, for making a course more learner-centered. I'm looking forward to adapting a range of valuable strategies for my own classroom and sharing them with my colleagues." --Mary Deane Sorcinelli, associate provost for faculty development, University of Massachusetts, Amherst "Faculty are hungry for practical teaching approaches, based on sound theories, that they can apply to their classrooms and online learning environments. This book squarely addresses the need for transforming courses to a learner-centered approach. Building on Maryellen Weimer's groundbreaking work, Phyllis Blumberg offers faculty a series of directed rubrics allowing them to work through all levels of the Weimer model. Best of all, because she recognizes that change must be incremental, she has designed rubrics that encourage faculty to progress as their comfort levels allow. This is a 'must-have' book for faculty, administrators, and faculty developers!" --Barbara J. Millis, director, TEAM Center at the University of Texas, San Antonio, and coauthor, The Course Syllabus: A Learning-Centered Approach, Second Edition "More and more faculty see the value of becoming learner-centered teachers. As they do, this excellent book by Phyllis Blumberg will offer them both a rubric for assessing their progress and specific practical suggestions for transforming their teaching--and student learning!" --Dee Fink, Dee Fink & Associates Consulting Services; author, Creating Significant Learning Experiences; and former president, Professional and Organizational Development Network in Higher Education

"What does a new instructional designer need to know to find her or his feet when working with faculty to create online classes?" This is a practical handbook for established and aspiring instructional designers in higher education, readers who may also be identified by such professional titles as educational developer, instructional technologist, or online learning specialist. Jerod Quinn, together with a team of experienced instructional designers who have worked extensively with a wide range of faculty on a multiplicity of online courses across all types of institutions, offer key guiding principles, insights and advice on how to develop productive and collegial partnerships with faculty to deliver courses that engage students and promote enduring learning. Designing and developing online classes for higher education takes a combination of pedagogical knowledge, the ability to build trust with faculty, familiarity with frameworks on how people learn, understanding of accessibility and inclusion, and technical skills to leverage a learning management system into an educational experience. Coming from diverse backgrounds, few instructional designers enter academia well versed in all of these aspects of creating online classes. This book provides the foundation on which instructional designers can build their careers. The guiding principle that animates this book is that the student experience and successful learning outcomes are paramount, and governs discussion of course design, pedagogy, the use of multimedia and technological advances, as well as the use of different forms of interactive exercises and group assignments. The succinct, informally written chapters offer ideas and means to apply theory to the daily work of instructional design and cover the four key components that drive thus work in higher education: ? Defining the scope and main design approaches of our work ? Building trust with the faculty we work with ? Applying frameworks of how people learn ? Mastering common online instructional practices

Education in the 21st century is shifting focus from accessing and sharing information to designing active and collaborative learning environments which foster student engagement and critical thinking skills. Active learning features a hands-on, activity-based teaching approach during which students synthesize information and take joy in new discovery. The Handbook of Research on Learner-Centered Pedagogy in Teacher Education and Professional Development presents a comprehensive look into the methodologies and strategies necessary to establish classroom climates in which students feel free to question their preconceptions and express opinions. Featuring chapters from international researchers, this book is ideal for administrators, teachers, policy makers, and students of education.

Fusing theory with practice, this handbook is a valuable resource to help every practitioner connect with learners more effectively.

Place Your Students At The Forefront of 21st Century Media Production All education hinges on effective communication. This book shows how student mastery of media literacy and creation is the key to demonstrating learning in the 21st Century. The strategies and tactics these pages offer equip educators to make their students enthusiastic experts at producing dynamic media projects. Content includes: The how,

why, and when of prompting students to create their own media across content areas. The benefits of media sharing, and how to do it responsibly. The innovative use of Augmented Reality, so readers can activate a video on the book's printed pages with their mobile devices. Rethink traditional teaching methods to improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science, technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with problems (including student resistance) that might occur in the implementation. The book will help you: Plan and conduct class sessions in which students are actively engaged, no matter how large the class is Make good use of technology in face-to-face, online, and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge, skills, and conceptual understanding the course is designed to teach Help students develop expert problem-solving skills and skills in communication, creative thinking, critical thinking, high-performance teamwork, and self-directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don't require revolutionary time-intensive changes in your teaching, but rather a gradual integration of traditional and new methods. The result will be continual improvement in your teaching and your students' learning. More information about Teaching and Learning STEM can be found at http://educationdesignsinc.com/book including its preface, foreword, table of contents, first chapter, a reading guide, and reviews in 10 prominent STEM education journals.

Before entering higher education, most students' learning experiences have been traditional and teacher-centered. Their teachers have typically controlled their learning, with students having had little say about what and how to learn. For many students, encountering a learner-centered environment will be new, possibly unsettling, and may even engender resistance and hostility. Taking as his starting point students' attitudes toward, and unfamiliarity with, learner-centered classrooms, Terry Doyle explains that motivating students to engage with this practice first of all requires explaining its underlying rationale, and then providing guidance on how to learn in this environment. This book is about how to help students acquire the new skills and knowledge they need to take on unfamiliar roles and responsibilities. It is informed by the author's extensive experience in managing learner-centered classes, and by his consultation work with faculty. The first four chapters focus on the importance of imparting to students the evidence and underlying philosophy that is driving higher education to move from a teacher-centered to a learner-centered practice, and what this means for students in terms of having control over, and making important choices about, their learning. The final eight chapters focus on how to impart the skills that students need to learn or hone if they are to be effective learners in an environment that is new to them. The book covers such practices as learning on one's own; creating meaningful learning when collaborating with others; peer teaching; making presentations; developing life long learning skills; self and peer evaluation; and give meaningful feedback. This book provides a rich and informative answer to the fundamental question: how do I help my students adjust to a learner-centered practice?

Learner-centered teaching is a pedagogical approach that emphasizes the roles of students as participants in and drivers of their own learning. Learner-centered teaching activities go beyond traditional lecturing by helping students construct their own understanding of

information, develop skills via hands-on engagement, and encourage personal reflection through metacognitive tasks. In addition, learner-centered classroom approaches may challenge students' preconceived notions and expand their thinking by confronting them with thought-provoking statements, tasks or scenarios that cause them to pay closer attention and cognitively "see" a topic from new perspectives. Many types of pedagogy fall under the umbrella of learner-centered teaching including laboratory work, group discussions, service and project-based learning, and student-led research, among others. Unfortunately, it is often not possible to use some of these valuable methods in all course situations given constraints of money, space, instructor expertise, class-meeting and instructor preparation time, and the availability of prepared lesson plans and material. Thus, a major challenge for many instructors is how to integrate learner-centered activities widely into their courses. The broad goal of this volume is to help advance environmental education practices that help increase students' environmental literacy. Having a diverse collection of learner-centered teaching activities is especially useful for helping students develop their environmental literacy because such approaches can help them connect more personally with the material thus increasing the chances for altering the affective and behavioral dimensions of their environmental literacy. This volume differentiates itself from others by providing a unique and diverse collection of classroom activities that can help students develop their knowledge, skills and personal views about many contemporary environmental and sustainability issues. ? ? ?

When we tell kids to complete an assignment, we get compliance. When we empower learners to explore and learn how to make an impact on the world, we inspire problem solvers and innovators.

How Students Learn: Science in the Classroom builds on the discoveries detailed in the best-selling How People Learn. Now these findings are presented in a way that teachers can use immediately, to revitalize their work in the classroom for even greater effectiveness. Organized for utility, the book explores how the principles of learning can be applied in science at three levels: elementary, middle, and high school. Leading educators explain in detail how they developed successful curricula and teaching approaches, presenting strategies that serve as models for curriculum development and classroom instruction. Their recounting of personal teaching experiences lends strength and warmth to this volume. This book discusses how to build straightforward science experiments into true understanding of scientific principles. It also features illustrated suggestions for classroom activities.

Learner-Centered Instruction: Building Relationships for Student Success is a supplementary text that provides a practical yet comprehensive explanation of learner-centered instruction, the empirically supported methods associated with strong teacher-student relationships. The text is primarily intended to help K-12 preservice and inservice teachers understand and realize the benefits of learner-centered instruction (LCI) strategies. While this new text reviews common topics in instruction and classroom management, it is distinct from other texts in its focus on the elements and effects of teacher-student relationships. Learner-Centered Instruction is firmly rooted in research, yet written in an accessible style that brings to life the human dimensions and value of these relationships.

"Learner-centered classrooms rely on teachers who are willing to change and grow, and on school leaders who are willing to intelligently support them. Change is never easy, but teaching has never been easy, either. Its goal is too grand for ease." Carol Ann Tomlinson's role in defining and popularizing differentiated instruction has made her one of the most influential voices in modern education. In So Each May Soar, she illuminates the next step forward: creating learner-centered classrooms to help all students gain a deeper understanding of themselves, others, and the world. Join Tomlinson as she explores principles and practices of learner-centered classrooms, including * What it means for teachers to honor themselves, each learner, and the content they teach. * How to assemble a curriculum that ignites students'

imaginations and drives discovery. * How to guide classroom experiences that develop the mind of each learner in accordance with that learner's marvelous individuality. * How to shape curriculum, assessment, and instruction to support both equity and excellence. Use this book's curated collection of strategies to reconnect with professional and personal aspirations, build an energized and mutually respectful classroom community, and deliver instruction that feels alive to you and your students. Examples from all kinds of learner-centered classrooms clarify what this approach looks like across grade levels and subject areas and confirm its viability in schools with budgets both big and small. A must-have touchstone for veterans, a beacon for middle-career educators, and a mission statement for those just beginning their careers, So Each May Soar celebrates the commitment of teachers and the opportunity they have to help each young person in their care build a better future and lead a wonderful life.

Learner-Centered Theory and Practice in Distance Education: Cases From Higher Education brings the voice of the learning sciences to the study and design of distance learning. The contributors examine critical issues in the design of theoretically and pedagogically based distance education programs. Eight distance education programs are described in enough detail to allow readers with different interests to understand the pedagogical approaches and the implications of implementing those approaches. Issues of theory, pedagogy, design, assessment, communities of practice, collaboration, and faculty development are discussed. Each section of the book includes: *a primary chapter written by an author or authors involved with a distance education program that reflects learner-centered principles; *a formal reaction to the chapter by a specialist from the learning sciences, educational evaluation and policy, administration, or the corporate sector with expertise in issues of distance learning; and *an edited transcript of the authors' discussion of the primary chapter held at a symposium at the Asilomar Conference Center. A final "summing up" section offers two perspectives--from leading scholars outside the fields of instructional design, evaluation, and the learning sciences--on the approaches and thinking reflected in the rest of the book. This book is essential for researchers, as well as all those engaged in delivering, supporting, or administrating distance education programs at the post-secondary level. The descriptions, strategies, and principles will inform the design of continuing education, as well as degree-based education and corporate education and training, and distance education programs for adults.

The Learner-Centered Music Classroom: Models and Possibilities is a resource for practicing music teachers, providing them with practical ideas and lesson plans for implementing learner-centered pedagogical concepts into their music classrooms. The purpose of this book is to propose a variety of learner-centered models for music teaching and learning through the use of a variety of autoethnographic viewpoints. Nine contributors provide working and concrete examples of learner-centered models from their classrooms. Offering lesson plan ideas in each of these areas, the contributors provide practical approaches for implementation of learner-centered approaches in music instruction across a variety of landscapes. Learner-centered teaching provides an approach to music education that encourages social, interactive, culturally responsive, creative, peer-based, open-formed, facilitated and democratic learning. Chapter 1 defines the what, why, and perceived benefits of learner-centered approaches in music teaching and learning contexts Chapters 2-10 will include example lesson plans, rubrics, etc. as models for teachers. The contributors to this book suggest that learner-centered approaches, when embedded into the culture and curricular framework of a music classroom, offer exciting approaches for teaching music in ways that are culturally and educationally appropriate in contemporary education.

This study analyses and illustrates a variety of practical criterion - referenced methods and techniques which can be used to assess learners' achievement in second language programs. It includes an overview of current issues and approaches in criterion - referenced assessment

and a data - based analysis of adult ESL teachers' assessment practices, illustrated with case studies. The study provides a research and development agenda for language teaching organisations seeking to make assessment an integral part of the curriculum. Contents: * Chapter 1: Introduction * Chapter 2: Assessment and the Curriculum: Some Basic * Chapter 3: Assessing Achievement in the AMEP * Chapter 4: Approaches to Criterion - Referenced Assessment * Chapter 5: Developing Procedures for Learner Assessment * Chapter 6: Learner Assessment in the AMEP: Issues and Options * Chapter 7: Conclusion.

The movement away from teacher-centered toward student-centered learning and teaching (SCLT) in higher education has intensified in recent decades. Yet in spite of its widespread use in literature and policy documents, SCLT remains somewhat poorly defined, under-researched and often misinterpreted. Against this backdrop, The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education offers an original, comprehensive and up-to-date overview of the fundamentals of SCLT and its discussion and applications in policy and practice. Bringing together 71 scholars from around the world, the volume offers a most comprehensive and up-to-date overview of the fundamentals of SCLT and its applications in policy and practice; provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment; and critically discusses challenges, new directions and developments in pedagogy, course and study program design, classroom practice, assessment and institutional policy. An essential resource, this book uniquely offers researchers, educators and students in higher education new insights into the roots, latest thinking, practices and evidence surrounding SCLT in higher education.

Is learner-centred education appropriate for all societies and classrooms? Learner-centred education (LCE) is a travelling policy, widely promoted by international agencies and national governments. Arguments in favour of this pedagogical tradition refer to theories and evidence from cognitive psychology, claiming that all learners can benefit equally from its judicious use. Beyond the benefits to the individual however, lie a set of assumptions about learner-centred education as a foundation for the building of democratic citizens and societies, suitable for economies of the future. These promises have been questioned by critics who doubt that it is appropriate in all cultural and resource contexts, and there is considerable evidence in the global South of perennial problems of implementation. In the light of these debates, is LCE still a good development 'bet'? This book provides an authoritative and balanced investigation of these issues, exploring the contextual factors from global movements to local resourcing realities which have fuelled it as a discourse and affected its practice. In the light of the theoretical underpinnings and research evidence, the book addresses pressing questions: to what extent is learner-centred education a sound choice for policy and practice in developing countries? And if it is a sound choice, under which conditions is it a viable one? The book is divided into three key parts: - Learner-centred Education as a Global Phenomenon - Learner-centred Education in Lower and Middle-income Countries - Lessons and Resolutions This book provides a much-needed fresh analysis of the concept and practice of LCE. It will be valuable reading for academics and post-graduates with a focus on comparative and international education, along with policy-makers in developing countries and development agencies.

This book looks at the curriculum from a teacher's perspective and reports on what instructors focus on in planning, implementing, and evaluating language courses.

Adopting a fresh approach to the assumptions and concepts which underlie musical learning, Taking a Learner-Centred Approach to Music Education provides comprehensive guidance on professional and pedagogical aspects of learner-centred practice. This essential companion offers a pedagogy which is at once informed by theoretical understandings, and is underpinned by experience, practical examples, case

studies and self-reflection. Initial chapters explore the theoretical dimensions of learner-centred music education, touching on aspects including collaborative learning, the learning environment and pedagogical sensitivity. Latter chapters delve deeper into the practical application of these teaching strategies and methods. The book invites its reader to reflect on topics including: music, emotions and interaction the voice and body as instruments making music visible and tangible improvising and learning music with instruments working with groups in creative activities the music pedagogue as a sensitive and creative instrument. Taking a Learner-Centred Approach to Music Education will deepen understanding, facilitate reflection and inspire new approaches to teaching in the field of music. It is essential reading for current and future practitioners involved in music education, early childhood music practice, community music, music therapy and special needs education.

In this much needed resource, Maryellen Weimer-one of the nation's most highly regarded authorities on effective college teaching-offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

The Learner-Centered CurriculumDesign and ImplementationJohn Wiley & Sons

University Teaching in Focus provides a foundational springboard for early career academics preparing to teach in universities. Focusing on four critical areas - teaching, curriculum, students, and quality/leadership - this succinct resource offers university teachers a straightforward approach to facilitating effective student learning. The book empowers university teachers and contributes to their career success by developing teaching skills, strategies, and knowledge, as well as linking theory to practice. Written in a clear and accessible style by internationally acclaimed experts, topics include: learning theories, assessment, discipline-based teaching, curriculum design, problem-based and work-integrated learning, effective classroom teaching, and flexible modes of delivery. The needs of diverse student groups are explored and the scholarship of teaching and learning is addressed within a quality and leadership framework. The book also makes reference to seminal works and current resources. Real-world cases illuminate the theoretical content and 'Your Thoughts' sections encourage reflection and adaptation to local contexts. University Teaching in Focus explores ways that teachers can effectively engage students in life-long learning, extending their capacity to solve problems, to enter the workforce, to understand their discipline, and to interact positively with others in a global community throughout their professional lives.

"This resource is a well constructed introduction to learner-centered assessment, complete with practical, ready-to-implement assessment techniques. Designed to bring you up to speed quickly, the book is grounded in the principles of constructivist learning theory and continuous improvement. It helps you to connect with what you already know about assessment, integrate that knowledge with new information, and try new approaches to enhance your students' learning. You see clearly what it means to shift from a teacher-centered paradigm of instruction to a learner-centered paradigm."--BOOK JACKET.

This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many

faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimizing student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.

Shows teachers how to foster positive characteristics of engagement in their students Learner-Centered Instruction: Building Relationships for Student Success covers teaching methods, classroom management strategies, and ways to engage students and support their success. Authors Jeffrey H. D. Cornelius-White and Adam P. Harbaugh show K-12 teachers how to use the learner-centered instruction model to develop teacher-student relationships, as well as relationships with parents, administrators, other teachers, and professional organizations. Focusing on teaching as facilitation applied through warmth, trust, empathy, and realness, Learner-Centered Instruction shows teachers how to share control and choice in classroom management through a balance of influence and cooperation. Well-grounded in research and theory, this book emphasizes encouragement, challenge, and adaptation for differentiated instruction through methods such as inquiry, cooperative small group learning, and authentic, relevant endeavors. Key Features and Benefits Includes chapter-opening "Reflect on Your Experiences" questions that invite readers to connect to prior knowledge, understanding, and experiences Incorporates "Case Studies" that connect readers to realistic classroom and teaching scenarios, followed by related "Reflection" questions that ask readers to consider practical applications of the cases discussed Helps readers develop their understanding through skill-building exercises, visual aids, discussion questions, and suggested resources

This carefully crafted collection provides a snapshot of the evolution of David Nunan'stheoretical and empirical contributions to the field of second language education over the last 40 years. The volume focuses on the development of his work on second language curricula, and in particular, the work for which he is best known: learner-centered education and task-based learning and teaching. David Nunan has been a language teacher, researcher and consultant for 40 years. He has lived and worked in many countries, principally in the Asia-Pacific region, but also in the Americas, Europe and the Middle-East. In addition to his research and scholarly work, he is the author of several major textbook series for the teaching and learning of English as a foreign Language. These texts are based on his task-based language teaching approach, and are widely used in schools, school systems and universities around the world.

What do we mean by the word 'context' in education and how does our context influence the way that we learn? What role can technology play in enhancing learning and what is the future of technology within learning? Re-Designing Learning Contexts seeks to re-dress the lack of

attention that has traditionally been paid to a learner's wider context and proposes a model to help educators and technologists develop more productive learning contexts. It defines context as the interactions between the learner and a set of inter-related resource elements that are not tied to a physical or virtual location. Context is something that belongs to an individual and that is created through their interactions in the world. Based on original, empirical research, the book considers the intersection between learning, context and technology, and explores: the meaning of the concept of context and it's relationship to learning the ways in which different types of technology can scaffold learning in context the Learner-Centric 'Ecology of Resources' model of context as a framework for designing technology-rich learning environments the importance of matching available resources to each learner's particular needs the ways in which the learner's environment and the technologies available might change over the coming years the potential impact of recent technological developments within computer science and artificial intelligence. This interdisciplinary study draws on a range of disciplines, including geography, anthropology, psychology, education and computing, to investigate the dynamics and potential of teacher-learner interaction within a learning continuum, and across a variety of locations. It will be of interest to those teaching, researching and thinking about the use of technology in learning and pedagogy, as well as those involved in developing technology for education and those who use it in their own teaching. For practical examples of the way the Ecology of Resources framework has been used visit: http://eorframework.pbworks.com.

PRAISE FOR THE LEARNER-CENTERED CURRICULUM "Cullen, Harris, and Hill provide a clear and practical framework for addressing the root of the problems of today's universities. The authors provide a lucid, actionable, and evidence-based prescription for building an integrated learning system to replace the hodgepodge of miscellany that we have inherited. They illustrate the kind of conversations and transformations that could raise the value of and change the prospects for higher education." —JOHN TAGG, author, The Learning Paradigm College "This book offers a powerful, realistic, and much-needed plan for changing how learning happens in higher education. Anyone concerned about improving teaching and students' learning needs to read this book!" —TERRY DOYLE, author, Helping Students Learn in a Learner-Centered Environment "To help achieve the imperative to make our universities more learner-centered, the authors focus on curriculum redesign and offer a solid theoretical approach combined with applied skills that institutional leaders and faculty can use to attain their goals. Shared governance, autonomous learning, assessment, technology, and physical space are among the elements discussed in this excellent book that universities will need to consider when developing a new curriculum that is more learner-centered." —JOLENE KOESTER, president, California State University, Northridge "Cullen, Harris, and Hill provide a thought-provoking resource with the compelling advantages and frameworks to create twenty-first-century student-centered, knowledge-centered, assessment-centered, and community-centered curriculum. This is a must-read for faculty and administrators committed to transforming their curriculum in order to educate better prepared graduates." —DEBORAH L. FORD, chancellor, University of Wisconsin-Parkside "This is the book that I have been looking for. Written by three leaders who have done the heavy lifting of leading real change, it's a book for every academic leader who understands that innovation is essential to the future of higher education." —EARL H.

POTTER, III, president, St. Cloud State University

Learning-Centred Curriculum Design in Higher Education is written to inspire and empower university teachers to engage in curriculum design processes that centre both the learning process and the learning outcomes of students. The book is structured by a central model of curriculum design, which links together learning (how students learn versus what students learn) and curriculum design (he process by which we design versus what we design).

A comprehensive look at the promise and potential of online learning In our digital age, students have dramatically new learning needs and must be prepared for the idea economy of the future. In Getting Smart, well-known global education expert Tom Vander Ark examines the facets of educational innovation in the United States and abroad. Vander Ark makes a convincing case for a blend of online and onsite learning, shares inspiring stories of schools and programs that effectively offer "personal digital learning" opportunities, and discusses what we need to do to remake our schools into "smart schools." Examines the innovation-driven world, discusses how to combine online and onsite learning, and reviews "smart tools" for learning Investigates the lives of learning professionals, outlines the new employment bargain, examines online universities and "smart schools" Makes the case for smart capital, advocates for policies that create better learning, studies smart cultures

Drawing from progressive educational thought, this guide helps teachers translate theory into classroom practice in seven crucial areas, including developing communities of learners, planning instruction, and more.

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