



# STUDENT CENTERED LEARNING

Decolonizing and Reprogramming  
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# My Background

- My teaching background started in Statistics for the Behavioral Sciences
  - The structure of the class was application based
- Master's degree is in Applied Community Psychology
  - I come from a position of wanting/needing to create applicable and concrete solutions for issues that are evolving.

# How this influences my pedagogy

- I appreciate the value in applicability
- I want my students to leave my class being able to **apply** psychology

# Pedagogical Influencers

- **Dr. Mark Stasson** (Metropolitan State University) Professor & Chair for the Department of Psychology
- **Dr. Todd Zakrajsek** (University of North Carolina – Chapel Hill) Associate Professor Department of Family Medicine
- **Dr. Mark Kunkel** (University of West Georgia) Professor & Director of the Master's program in the Department of Psychology
  - There are others that teach utilizing this style but these are my influential teachers

# WHAT IS STUDENT CENTERED EDUCATION

- Student centered learning represents both a **mindset** and a **culture** within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning (Anthony F. Camilleri)

# SHIFTING PERSPECTIVE

## FROM

- Focus on instructor
- Instructor talks; students listen
- Students work alone
- Instructor monitors and corrects every student utterance
- Instructor chooses topics
- Instructor answers students questions about language
- Classroom is quiet
- Instructor evaluates student learning

## TO

- Focus is on both students and instructor
- Instructor models; students interact with instructor and one another
- Students work in pairs, groups, or alone depending on the purpose of the activity
- Students talk without constant instructor monitoring
- Students have some choice of topics
- Students answer each other's questions, using instructor as an information resource
- Student evaluate their own learning; instructor also evaluates



## **Student as the focus**

*Voice*

*Choice*

*Valence*

*Autonomy*

*Independence*

*Responsibility*

*Ownership*

*Agency*

*Engagement*

# Method of delivery in the student centered education model

- I have chosen the **flipped classroom** method of delivery

traditional

- Lecture (passive learning)
- Homework (no immediate feedback)

Flipped

- Lecture is homework
- Classwork becomes coactive – immediate feedback

New

- Co-active and Collective learning – feedback during work is immediate
- Engagement – hands on – student input is valued – co-creation of knowledge provides ownership



# Flipped Content delivery of lecture is now outside of classroom

- Students will prepare for class by reading, watching videos, viewing podcast lectures, etc. before class meetings
- This allows for independent learning - learning at their own pace, working ahead on journal writings, readings, etc.
  - Students can 'prepare' for weekly classes in one evening or spread out over the weekend
    - Providing agency and independence
    - Content on demand allows for review/playback

# Technology Driven Ease of Access

- Students are adept at obtaining knowledge through technology
  - Stay savvy
    - Anytime you hear a new buzzword immediately inquire
  - Content should be readily accessible to the student
    - Power points, notes, assignments, quizzes, worksheets, activities, videos, online text books/pdfs, etc.
- Content is **always** accessible to the student to allow for learning at a pace that is self directed

# Allowing for diversity in learning styles

- Content is provided in a variety of modes – independent learning - agency
  - Videos
  - Readings
  - Pod lectures
    - The various formats accommodate different learning styles
    - Promoting inclusivity
    - Removing and reducing the barriers to engaging with content

# Facilitation

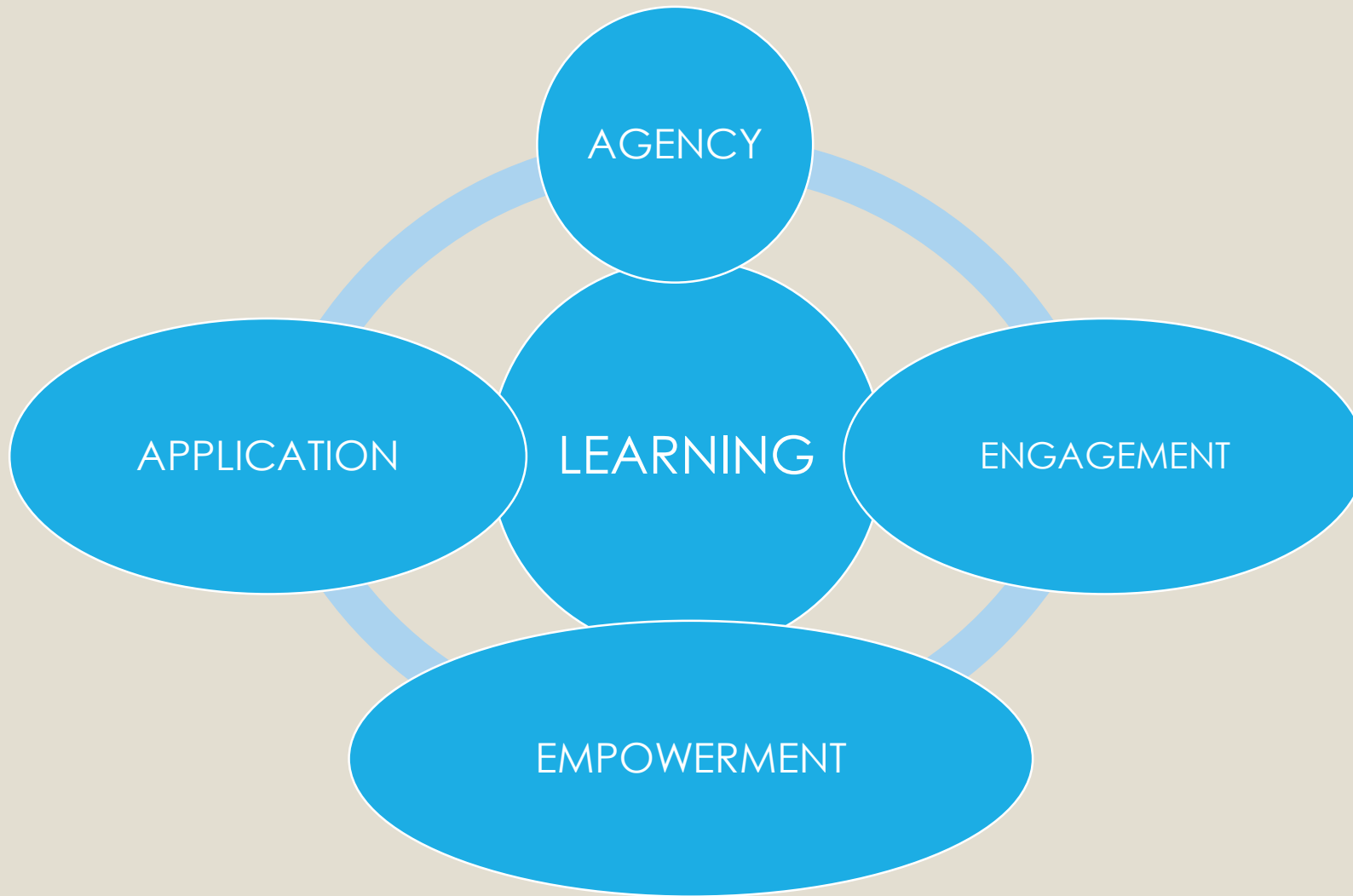
## Co-creation of knowledge: Roll up your sleeves and prepare to get involved

- Instructor facilitates learning
- Coactive group work
  - Activities
  - Writings
  - Group quizzes
  - I walk among my students during lecture
    - Listen to how they are discussing content
    - Answering questions
    - Redirecting
- Question and answer
  - Conversations are occurring
  - Cocreation of knowledge (relating the material to life, work, concrete situations – applicability)

# First things first

## Getting everyone on board

- Students need to be informed of the expectations
  - Engaging in content outside of class is integral to this style
    - Explaining how the class will be structured
    - Introducing an unfamiliar style
- Weekly Journaling
  - Allowing students to work through the concepts before hand in a safe area
  - Ensures that the readings and videos are being done outside of class - accountability



# AGENCY/OWNERSHIP

- Access provides agency
  - Access to material prior to lecture
  - Preparation for face to face time is done before class
- Students take ownership of their learning
  - read and watch videos related to the topics

Encourage additional resources provides the student valence opportunity in learning and teaching others

# ENGAGEMENT

## Co-creating knowledge

- Allowing students to take responsibility
  - Not answering questions immediately
  - Being consistent in redirecting and allowing for mistakes/errors
  - In class opportunity to shape and inform when errors in thinking are made
- In class group work
  - 'homework' is turned into 'classwork'
  - Work is done coactively in small groups
  - Utilizes critical thinking skills
  - Promotes teaching as a method of learning



# EMPOWERMENT

- Students sharing storied and providing **examples** of events or memories that they can relate to the material
- Discussion is expected in class *and* online
  - In class discussion is prompted, directed and redirected as necessary
- Online discussions are prompted
  - Students must **answer** questions related to the topic
  - Students must also **ask** questions related to the topic
  - Students must **answer each others** questions in a format that is reflexive
    - “I see how observational research would be appropriate for our project because we want to watch the football players in a natural setting to determine the average number of times they visit the buffet during training season vs. playing season. I would also like to add a survey to our data collection method so we can ask some direct questions related to their choices.”

# APPLICATION project based

- Classwork assignments are structured so that they are engaging and applicable to their 'final (cumulative) exam'
  - Suggested that class time in higher education focus on knowledge application (Pluta, Richards, & Mutnick, 2013)
- Using lenses and perspective taking
  - Allows the student to direct knowledge toward application
- Most in-class assignments are directed towards their final exam project
  - In grounding their work in a final project they actively engage in the material, applying it to something meaningful, something that is theirs

# You are held to the content you teach – you are not restricted by how you deliver the content

- As instructors we are held to ensuring that students are learning the content
- Replacing midterms and final exams with constructive projects
- Replacing homework with classwork
- Replacing lecture in class with lecture outside of class



# INTRODUCTION TO PSYCHOLOGY

How I design my courses, implement learning and measure outcomes

# Setting the tone for the semester

- Introducing the format of the semester on the first day
- Student responsibilities
- Instructor responsibilities
- Explaining Expectations
  - Group Discussion and Activity
  - Laying the ground for critical thinking

Setting the stage that the classroom is a place to conduct work  
active not passive learning

# Journaling: Grappling with content-making connections

- Explaining the journaling process and expectations
  - Journals are due at the start of introduction to new content
  - Journals are not graded on grammar
  - Growth in writing is expected across semester

# Content outside of class

All Content is available online from day one – including final exam information. Assignments are always available, PowerPoints are provided, reading guides are provided for any chapter readings

- Content exposure is outside of class
- Content can be reviewed and re-reviewed for understanding (their time – their pace)
- No need for note taking because “lecture” is outside of class
- Self directed/self paced learning
- The internet provides many options for video's, pop-articles, activities, etc.
  - You have options that can reduce your time investment
  - You have complete control over what your students are exposed to

# Content in class

- Your outcome goals should inform the activities that are done in class
- Breaking down the end goal into smaller goals
- Power points are used as reference points for activities and discussions
  - Not the main event or the focal point
- In class work is coactive
- Groups are self assigned
  - This provides choice and ownership of their decision to work together
- Activities are content driven and focused
  - Activity questions are part content directed **&**
  - Driven toward their overall goal of a group presentation



# Funneling activities



Activities & Worksheets

In class conversations  
with Q&A

Project based  
final

# Creating Active Engagement

- Some activities include movement, involvement
  - Active not Passive – fosters engagement in the material
- I have homemade experiments for in class hands-on
  - Gets students involved – learning by doing – aides in memory formation
    - Thinking – Doing – Application Activities
  - Fosters critical thinking as students compete in class to co-create knowledge
  - Offers opportunities to learn from one another
  - Students have to actively ask questions during activities (vs. lecture where students take a passive stance for reasons like being shy, not wanting to be the only one asking, appearing foolish)

# ACCOUNTABILITY

NAME OF GROUP MEMBER	Was talkative and gave valid input regarding the group assignment	Asked or answered pertinent questions regarding the group assignment	Made an effort to understand the questions/talk through them as a group	Seemed interested in what others in the group had to say/paid attention	Took notes/wrote down answers from the group discussion
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- Accountability - cohort assessments limits social loafing Assessments are due every time that in-classwork is done
- Students grade one another across five areas on a scale of 1-4
- Assessments are submitted online to allow for autonomy

# CUMULUATIVE 'EXAM'

- Building their own exam
  - Students taking ownership of the material by:
    - Choosing a Subfield of psychology
    - Creating a hypothesis to explore
- Examining the hypothesis through each lens and perspective
  - Applying theory
  - Application of knowledge to a concrete issue
- Conducting a literature review
  - Learning APA style (which is required in our department as a learning outcome for Intro Psyc)
  - *While* investigating their hypothesis
- Working as a coactive group
  - Reduces social loafing
  - Helps provide valence and instrumentality for the final exam
  - Supports a social learning perspective

# BIGGEST CHALLENGES

- Decolonializing Student Learning
  - Most students have spent 12 years passively 'learning'
    - Sitting in rows
    - Silently absorbing content (or at least their teachers hoped they were)
    - Regurgitating information to pass a test
- There will be resistance
  - It may be frustrating for students to have to actively engage and seek knowledge
  - I am upfront about how this style is going to disrupt their social norms and narratives around education
  - I also let them know that this is what college is – application of knowledge
    - There is no exam in life that they are having to pass to the next level – this is it, you have to apply this to life situations

# Do Not give up

## Don't let your students give up either

- At least 80% of my students sign up for my class because of word of mouth
- I let students know on the first day of class that they will have to work for their grade
- This style is engaging
- This style can be a lot of fun
- This style can be challenging
- You can create your video lectures
- You can utilize content available on the internet to supplement activities and generate ideas

# THE REWARDS

- My students increasingly become engaged and active in class
- Students can sense when you are passionate about the subject matter
- My student feedback has gotten increasingly better
- Student engagement not only improves but grades do as well

# You will get learn so much about your pedagogy when you explore this platform

- I have grown comfortable with exploring new ways to bring the content to life in the classroom
- My students actually get excited which makes me enjoy teaching more
- I have grown very comfortable with mixing up how I offer quizzes
  - Group quizzes
  - Oral quizzes
  - Competitive quizzes
- I have professors and other graduate teachers asking me how I teach my class and if they can sit in and observe
  - I get positive feedback on this method from all sides



Star Mirror Tracer Experiment



Asch's Conformity Line Experiment



Milgram's Gaze Experiment  
in action

## ◦ References

- Pluta, W., Richards, B., Mutnick, A. (2013). PBL and beyond: Trends in collaborative learning. *Teaching and Learning in Medicine*, 25(S1), S9-S16.
- O'Flaherty, J., Phillips, C., 2015. The use of flipped classrooms in higher education: A scoping review. *Internet and Higher education* 25 (2015) 85-95

## ◦ Inspiration

- Flipping the Classroom – my journey to the other side: Jenn Williams at TEDxRockyViewSchoolsED <https://youtu.be/Y3b9tCmUmA4>
- Teaching Methods for Inspiring the Students of the Future | Joe Ruhl | TEDxLafayette <https://youtu.be/UCFg9bcW7Bk>
- PBS: What a flipped classroom looks like [https://youtu.be/G\\_p63W\\_2F\\_4](https://youtu.be/G_p63W_2F_4)