



San Bernardino
Adult School

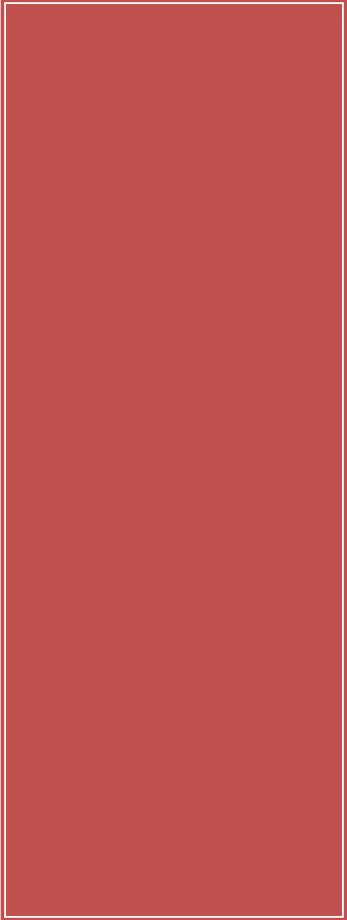
Student- Centered Instruction

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*Santa Ana College School of Continuing
Education*

Today's Goal



Discuss the principles that can improve student learning by identifying and meeting student needs, providing an atmosphere of success, and eventually developing a disposition toward independent learning.

Learning

Teaching is a byproduct of learning.

“When we focus on instruction rather than learning, we confuse the means with the ends.”

Barr and Tagg (1995)

Student-Centered Instruction

- Use student names and use them every day.
- Challenge + success = confidence.
- Build trust through sharing.
- Incorporate good questioning techniques.
- Engage in cooperative learning.
- Elicit new information.
- Always teach in context.

Student-Centered Instruction

- Encourage learner logs.
- Teach using multi modalities.
- Apply all teaching to students' lives.
- Identify student needs.
- Identify student learning modalities.
- Increase % of facilitation over lecture.

Under-The-Line



Think of one or two activities that would help you learn the student's names and help the student's learn each other's name.

Draw a line

Write under the line ideas from other people.
You can only get one new idea per person.

Building a Community

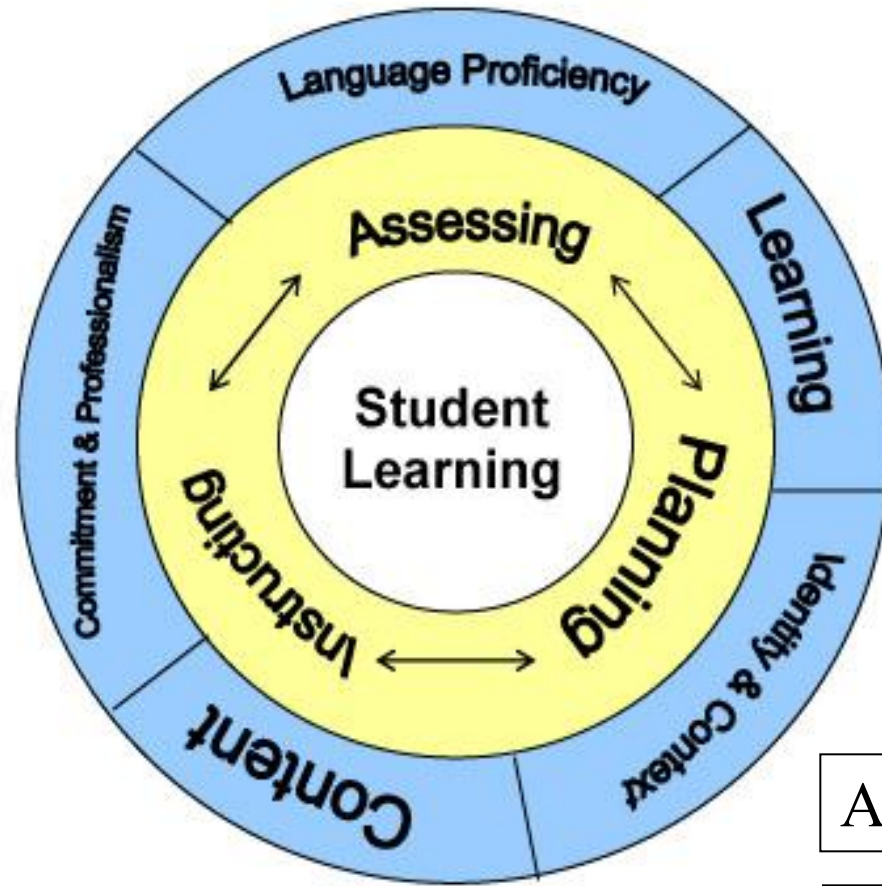
Ice Breakers

- Say every student's name every day.
- Line up
- Inside/Outside Circles
- Build Trust Through Sharing
- Corners
- Round Table
- Be part of the community!

Effective Teaching (Ranking/Corners)

Standards

1. PLANNING
2. INSTRUCTING
3. ASSESSING
4. IDENTITY AND CONTEXT
5. LANGUAGE PROFICIENCY
6. LEARNING
7. CONTENT
8. COMMITMENT AND PROFESSIONALISM



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Learner-centered Instruction

Think / Pair /
Share

What makes for good instruction?

What makes a good activity?



Learner-Centered Instruction

“Learning is more meaningful when topics are relevant to students’ lives, needs, and interests and when students are actively engaged in creating, understanding and connecting to knowledge”.

McCombs and Whistler (1997)

Learner-Centered Instruction



“Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate to past experiences, and apply it to their daily lives. They must make what they learn part of themselves”.

Chickering & Ganimson (1987)

Learner-Centered Instruction

We are all different. Our students are all different. Each class we teach is different

If we are truly conscious of our students' needs, our classes for the same course taught from semester to semester must change because our students' needs are necessarily different.

This means that our delivery may change, we may emphasize different aspects of the content, and we may approach instruction in a variety of ways.

Rob Jenkins, 2008

Critical and Creative Thinking

Nurturing our students is not giving them everything. We are good instructors when we nurture their creativity, critical thinking skills, and independence ultimately leading them to become independent lifelong learners.



Critical and Creative Thinking

CONSENSUS

D

Augustin and his family don't eat together because they are very busy. Read what they eat.

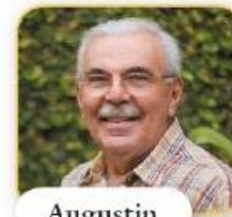


Silvia

Breakfast: cereal and milk

Lunch: green salad and fruit juice

Dinner: spaghetti with meatballs and ice cream



Augustin

Breakfast: coffee

Lunch: sausage, beans, rice, and water

Dinner: cheese, bread, green salad, and fruit



Fernando

Breakfast: fruit, cereal, milk, and toast

Lunch: pepperoni pizza and milk

Dinner: fried chicken and a baked potato



Rosa

Breakfast: toast and coffee

Lunch: soup, bread, fruit, and yogurt

Dinner: turkey, potatoes, green salad, and water



Gilberto

Breakfast: doughnut and coffee

Lunch: hamburger, fries, and soda

Dinner: pepperoni pizza and beer

Simple Present: *Have*

I **have** . . .

You **have** . . .

He/She **has** . . .

Questioning Strategies

Schiever's 10 Principles

Rank Schiever's Principles

1. Essential
2. Somewhat essential
3. Not essential
4. I disagree.
5. I don't understand.

Assessment (Multiple Measures)

Student

- Placement Test
- Student Survey (needs assessment)
- Portfolio
- 20-minute Write
- Informal Observation
- Unit Test
- 3x5 Card Assessment
- Student Personal Assessment (Learner Log)
- Post Test

Reflective Teaching

With a Purpose

My Mission Statement:

My goal is to give students challenging opportunities to be successful in their learning experience so they develop confidence and become independent, lifelong learners.

Adapted from
Stand Out: Standards-based English
(Jenkins and Johnson, 2009)



Contact:

PowerPoint and
Handouts

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