Learner Centered Teaching
Roundtable Discussion Notes

In your classes that you teach are there any ways for us to get more movement into learning?

- Instead of students sitting at laptops for this on-line course, they stand up in front of their laptop and present to their camera. (for an on-line Presentation Communication course)
- Have stations throughout class with an activity at each station and have students move around the room trying different activities.
- Recording lectures, chunking it out and having students listen to it for class presentation. When they get to class they've developed questions, break out into groups and work together to address their questions.
- Have students get up and use the chalkboard in class.
- Have students come to the front of the classroom and actively demonstrate a concept (i.e. science class where students act as molecules to demonstrate molecule movement)
- Question/answer format have students stand up when they believe they know the answer.
- Give students reading by alpha order and break into groups. Each group gets a pile of candy and the students use the candy to form their groups.
- Have a question and send students out in pairs throughout the university to talk about it and come back to class and discuss what they found out from others on campus.
- Students come with a question on index cards related to the topic. Students are then paired up to ask to ask and/or answer questions with their partner. Now, switch them with new partners and ask the same questions to new partner (done with an inner circle of participants surrounded by an outer circle of participants - need a lot of space for this).
- Ask students to use post-its and have them write their clearest and muddiest points and post them around the room. Students then stand by their muddiest points and while the students who understood that concept provide clarification (one person's muddiest point may be another person's clearest point).
- Similar to speed dating, set up stations for questions. Each station has a student with a question. The other students then visit each station giving them a minute to answer the question. The students with the questions evaluate how well the question was answered. This allows for an evaluation of skill development (this was used in a business class where the students with the answers were being evaluated on their sales technique).
- Get students up and moving around the room. Form a "home" team and list your questions then form an "away" team. Regroup with the "away" teams to have discussion about the questions. The "away" teams then return to their "home" teams to discuss the answers they found to the questions and then have further discussion.
- Engage others in the community to assist with class projects. (i.e. business students providing engaged consulting with a community organization finding English students, not taking the class, to help them with writing for the project)
- Have students create a model to demonstrate a concept. For example, in an anatomy class the students created a model of a kidney to show how the kidney functions.

How could I do more multisensory processes in my teaching and assignments outside the class?

- In a chemistry course you can use food to experience its taste and smell. This can then be used to discuss ph of foods.
- Have students find a YouTube video that helps them explain concepts that aren't easily understood in the textbook.
- Get students outside their comfort zone. Take them on study trips that provide them with an opportunity to experience a culture different from their own. For example, students from Kentucky went to NYC to experience life and diversity in a way they wouldn't in their rural community back home.
- Students get cards with subjects, verbs and other parts of sentences and have them make a sentence out of themselves (used in a language course)
- In theater arts students are asked to design a set with lighting, etc. In order to provide feedback they do a screen test of the set. This allows the instructor to provide them with feedback that the student can actually see and understand.
- Each chapter of a book is broken up into videos 10 minute videos. They get a practice problem that they also have the recorded solution to. They then learn how the solution is found and use the model to solve a more complex problem.
- Have students who need to do a presentation film a practice presentations first and upload it to YouTube. Provide the student with feedback on their screen test before they do it live in class, so that they can improve upon their original presentation based on the feedback they received.
- Students get equipment that help them physically experience what they are learning. For example, in a class about changes in adulthood, they get glasses to wear that simulate cataracts, etc. This is similar to the high school concept of carrying around a baby to learn about parenthood.
- Field trips/travel classes that provide multisensory experiences. These experiences sometimes provide students with questions they would not have thought to ask in class.
- Provide experiences for students to perform their own experiments that allow them to understand the concepts being taught.
- Incorporating sensory experiences in class to reinforce learning – these can be the use of tactile, olfactory or visual sensory triggers.
- Using slides or art to discuss what they see, what it might be saying, and fostering analysis of the concept which reinforces their understanding of the definition of the concept.
- Simulation exercises (i.e. have a pharmacy student actually fill a prescription then escalate it to having a problem with the prescription where they need to doctor to consult)
- Have students develop a scenario where they are teaching someone from another culture or with a language barrier what they are learning in order to explain the concept.
- Hide objects and then have students feel the items to determine what they are (i.e. this was done in an anatomy class teaching the different types of bones. This allowed students to learn how to accurately identify bones)
- Aromausb.com - fragrant collections for usb's ; mylivingdesktop.com – software that allows you to play video and sound while studying