Student-Centred Learning SPARK Training Module

PLM 101

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Partner Forum 2020

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All fires begin with a SPARK

Who I am:

- **Amy Barnhouse, SPARK Training Project Leader, and Lecturer in Law (FBS)**
- **Background as a practicing lawyer for ~20 years in US**
- **Began developing and teaching professional development courses for lawyers and non-lawyers 15 years ago**

What is SPARK Training?

Student
Progress
And
Retention
Knowledge

- Training program for FedUni and partner provider academic staff (dual sector & non-dual sector);
- Professional development training modules - emphasis in Student Progress and Retention Knowledge (SPARK);
- 7 topics based on 92 responses to a Needs Assessment sent to all partners.
- Student focus groups along with a pilot workshop conducted at a partner provider provided feedback

Learning Outcomes

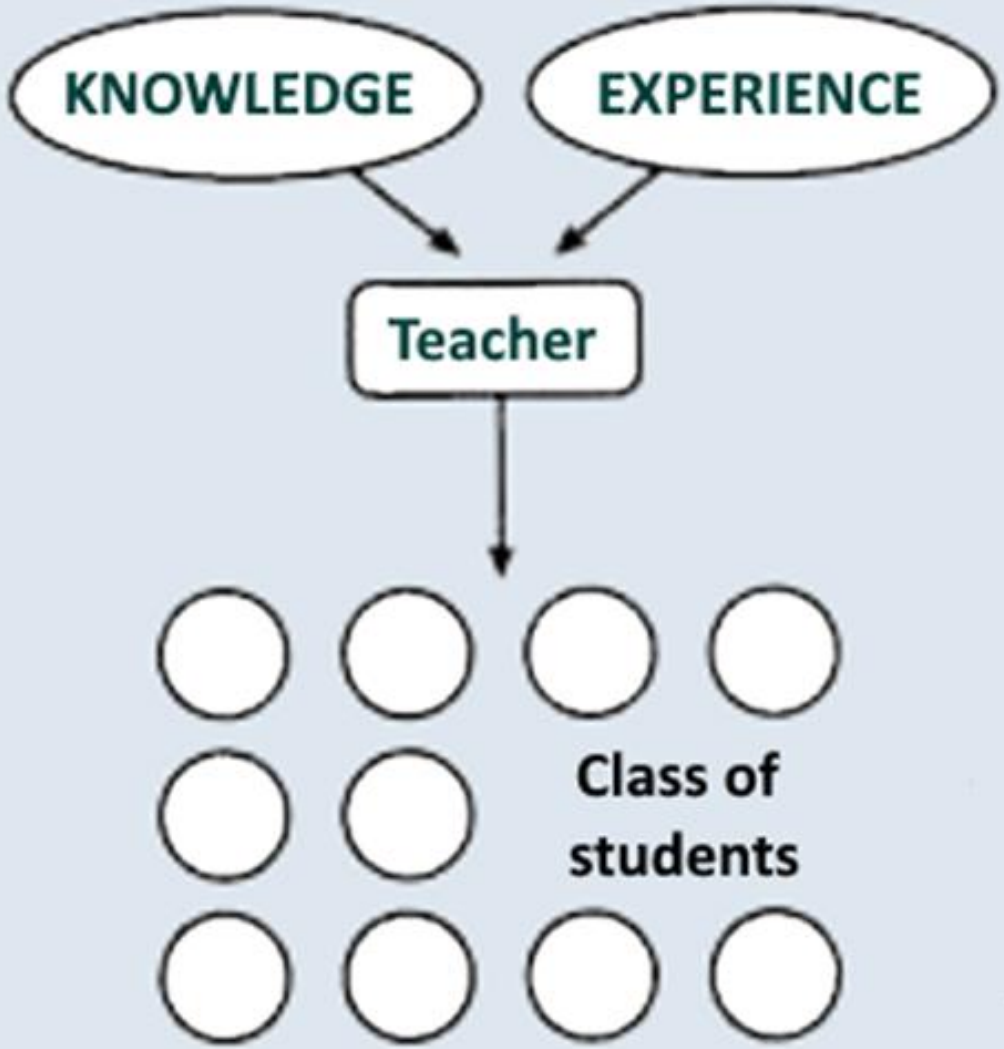
On completion of this module, participants will be able to:

- ✓ Appreciate the impact various learning environments can have on student learning
- ✓ Distinguish the types of approaches to learning that foster engagement and success
- ✓ Investigate the role different delivery methods have on preferred student learning environments

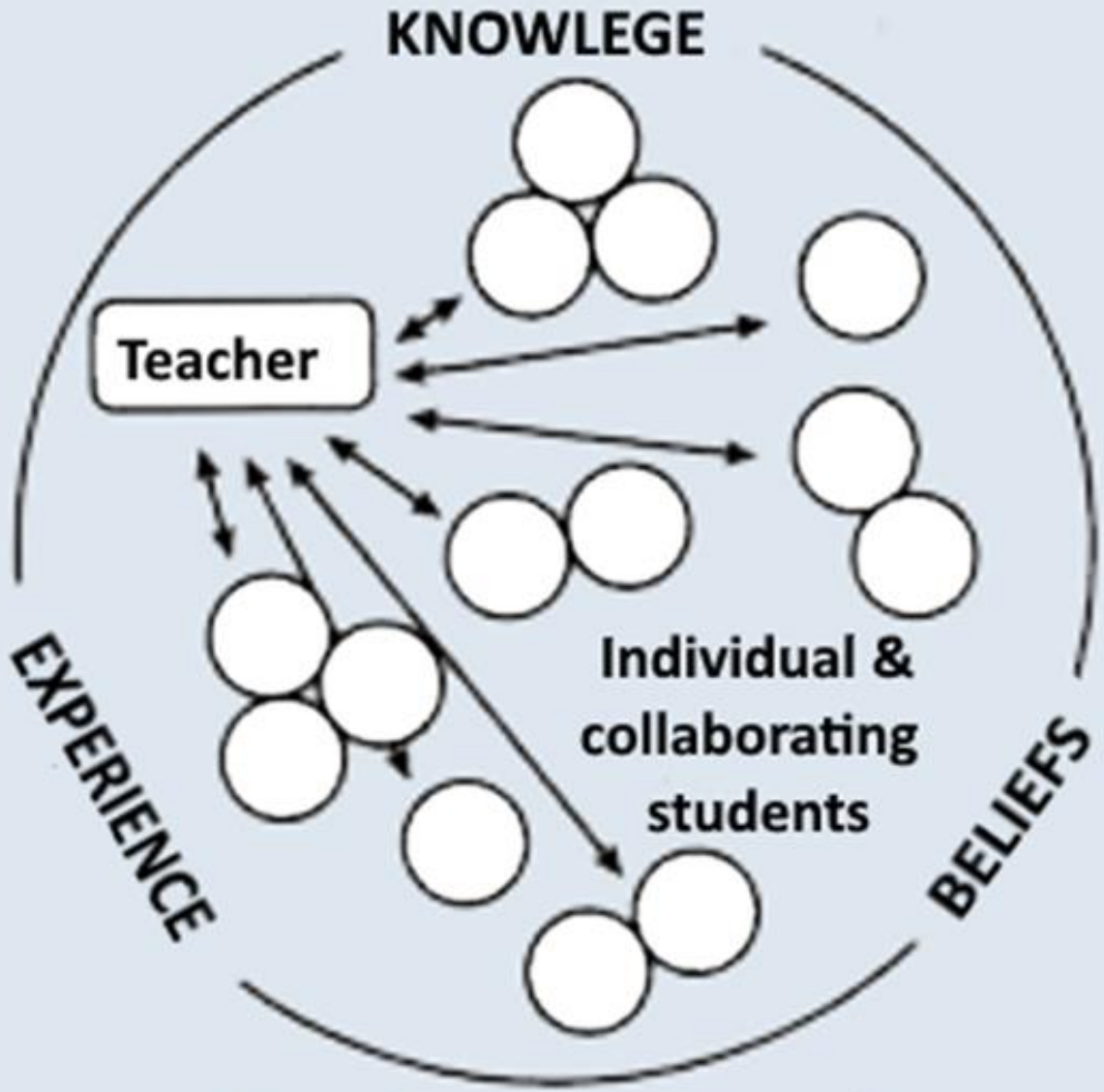
What does being 'student-centred' mean?

Student-centred learning (AKA 'learner-centred' learning) broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student.

- Student-centred approaches to education focus on designing learning experiences that recognise and respond to the individual needs of each of their students.



Teacher-centred learning



Student-centred learning

Understand your students

In order to do this, the first step is to understand your students:

- who they are
- what they bring to the learning experience
- what they want from the learning experience
- what they need from the learning experience
- how they engage with the learning journey

Spaces for learning

Learning is no longer limited to the classroom. Students under take study:

- at home
- at work
- on the train
- in the car waiting for the kids to finish football training
- sitting on the couch
- standing at the bus stop
- ANYWHERE!!!!!!!

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Study Environment

The environment that a student creates for themselves can enhance or inhibit the learning process:

- some students can learn in an environment full of people and noise
- others will prefer solitude and quiet
- some will prefer the interaction of group discussions
- others will prefer individual work through materials.

Activity 1 - Reflection

What learning environment do you create when you study?

- Would you prefer face-to-face, blended or online?
- Do you prefer to study at home on the couch, at the library, at work or on the go?
- How did that preference come about?

Modes of Learning Delivery

The main modes of delivery at Federation University:

- Face to Face (f2f) Learning
- Blended Learning
- Wholly Online
- Distance Education

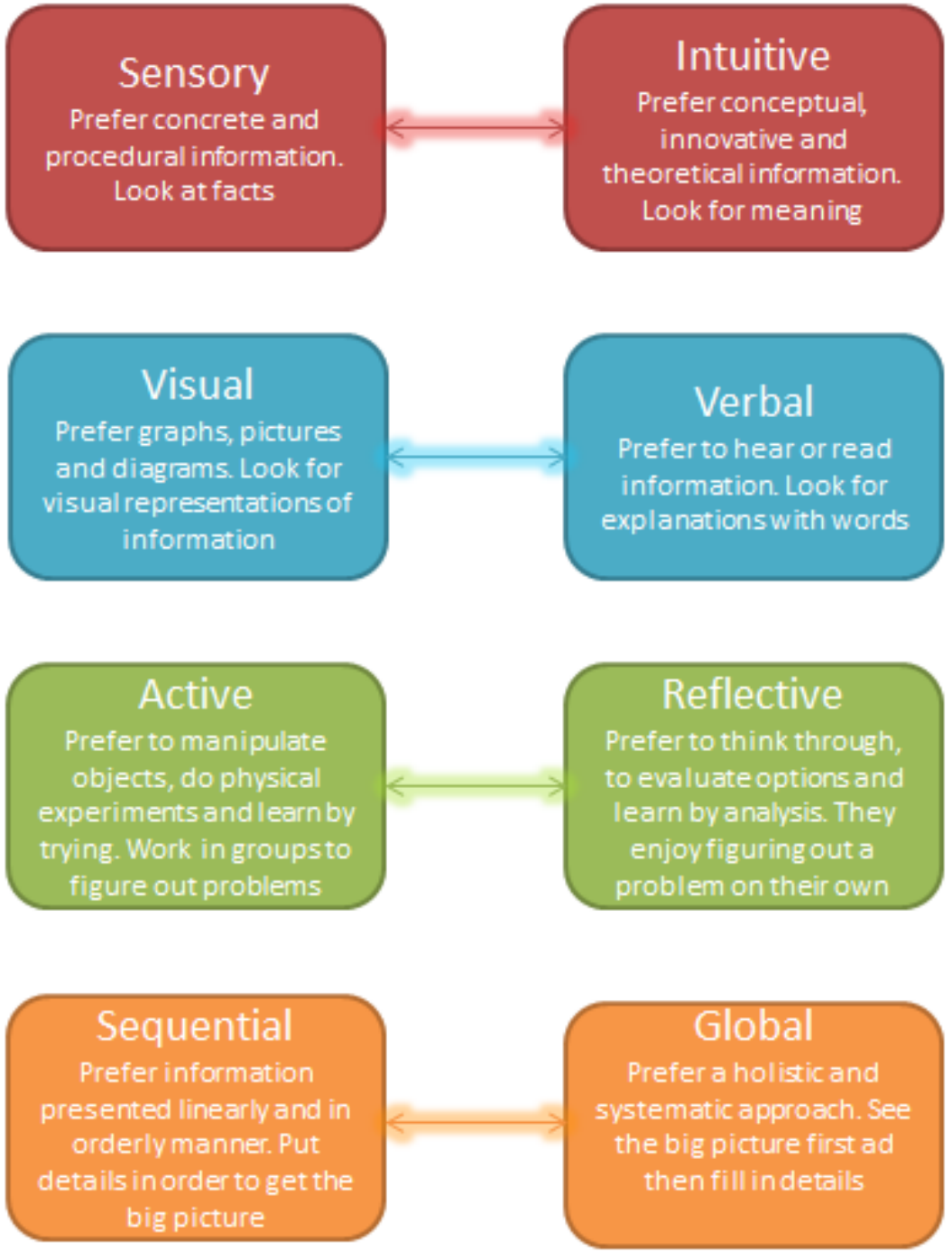
Learning Styles & Preferences

We each have preferences for the way in which we

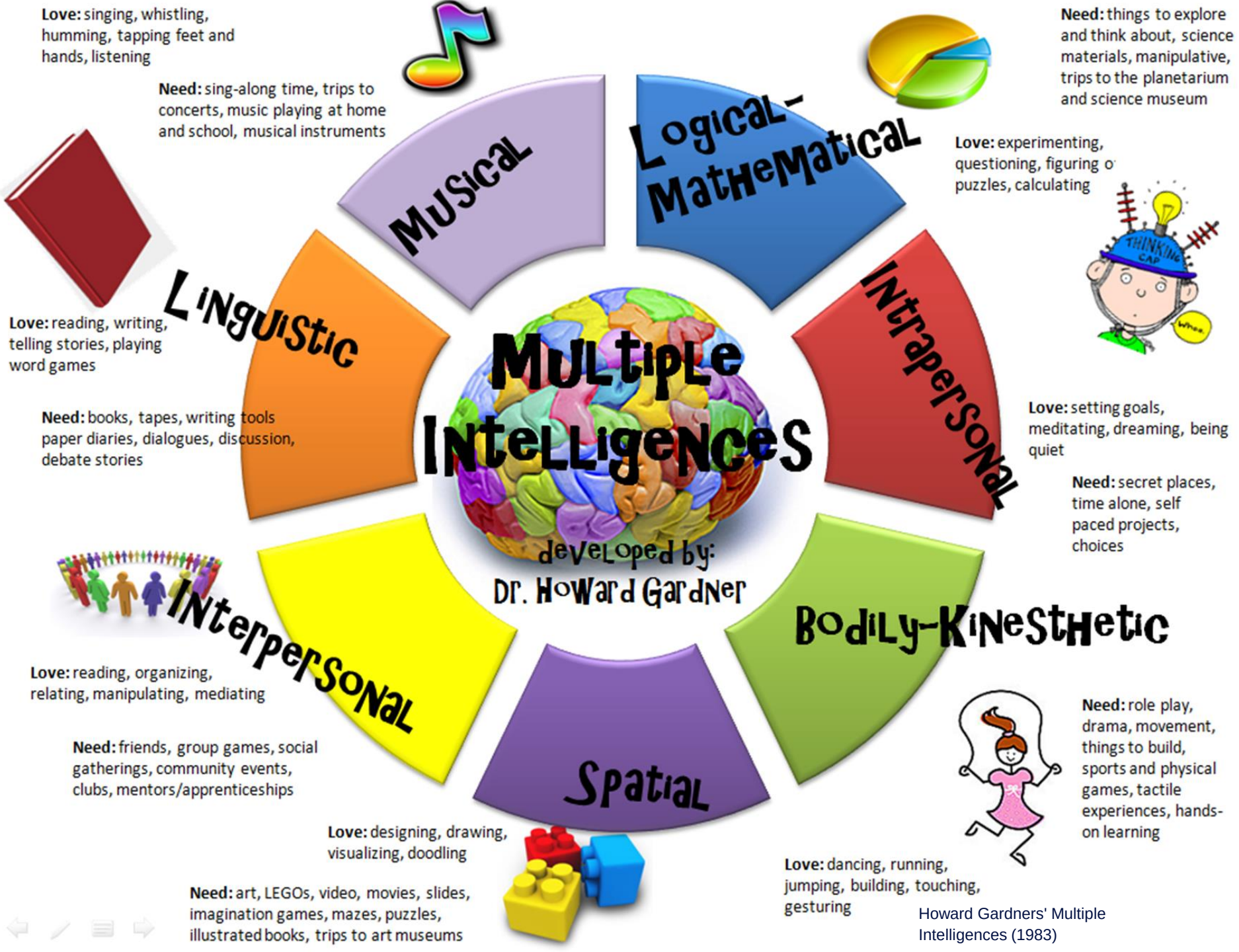
- Take information or ***content*** in
- ***Process*** information – i.e. make our own meanings and connections (some prefer to reflect, others need to be more active)
- Provide ***products*** or forms of evidence of the meanings we have made (some like essays, others prefer poems or oral presentations)
- Interact with the ***learning environment*** (some like quiet solo work, others like discussion, debate and group work)

Learning styles

The **Felder-Silverman Model** (1988) denotes four areas of personality that contribute to learning - perception, input, processing and understanding.



Multiple Intelligences



Howard Gardners' Multiple Intelligences (1983)

Instructional Preference

Learning Preferences

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Adult Learners

Adults bring different knowledge and skills to the learning environment, along with different expectations and motivations. Consider the 'six adult learning principles':

- Adults are internally motivated and self-directed
- Adults bring life experiences and knowledge to learning experiences
- Adults are goal orientated
- Adults are relevancy orientated
- Adults are practical
- Adult learners like to be respected

Activity 2 – Adult learners

YOU as the adult learner

1. What is your motivation for doing this professional learning module?
2. How self-directed are you in seeking opportunities to extend your knowledge and skills around your learning and teaching practices?

YOUR STUDENTS as adult learners

3. How do you accommodate the life experiences and previous knowledge of your students to your teaching practices?

Centred-ness of learning activities

How we design and create learning activities to engage students with course content (cognitive presence), with peers (social presence) and with the expertise of teaching staff (teacher presence) can be divided into four main categories:

1. Learner-centred activities
2. Knowledge-centred activities
3. Assessment-centred activities
4. Community-centred activities

Activity 3 – Future Innovations

Consider how well you address the following questions in relation to your course:

- Have your students studied in the prescribed delivery mode before? Will they require additional information or supports?
- What level of academic skills or digital literacy do they bring with them or require support with?
- Are you utilising a range of learning approaches to accommodate the diverse learning needs of your students?
- What knowledge, skills or expertise are your students bringing into the learning environment that you can build upon?
- Are your students' school-leavers, mature age or international students? Do you need to consider any additional resources or supports to enable these students to engage and succeed?
- Are you utilising a range of teaching methods to accommodate a range of preferred learning styles?

Key points to ponder

The key points to take away from this module include:

- **Impact on learning**
  - How students engage with, process and demonstrate learning is an individual experience
  - It is important to actively engage adult learners in constructing their own learning
- **Impact on teaching**
  - Teachers need to understand the dynamics of learning in order to design a quality learning journey for their students
  - Being student-centred is ensuring that what the student does in learning is more important in determining what is learned, than what the teacher does

What else is on offer?

Professional Learning Modules

- Soon to be released, the PLMs are self-paced, online, FREE learning modules covering everything and anything about teaching administration, teaching practice, researching learning and teaching, and teaching award and recognition pathways
- Available to all staff who have staff access to Moodle – including partner provider staff ☺
- Digital certificate of completion provided on successful completion
- Includes identified modules group together to form a package – eg: **SPARK Training** includes PLM003, PLM007, PLM008, PLM101, PLM106, PLM107 & PLM506.
- Keep your eye out in FedNews for the grand opening (end Feb) and the monthly releases

Questions?

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