

Creating a Learning-Centered Classroom: A Practical Guide for Teachers

Blake, Howard E.

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Creating A Learning Centered Classroom A Practical Guide For Teachers

Richard M. Felder, Rebecca Brent



Creating A Learning Centered Classroom A Practical Guide For Teachers:

Creating a Learning-centered Classroom Howard E. Blake, 1977 Clearly sets forth the theoretical and practical aspects of learning centered teaching and includes sample learning center models for all major curriculum areas

Developing Learner-Centered Teaching Phyllis Blumberg, 2017-07-27 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

Making Learning-Centered Teaching Work Phyllis Blumberg, 2023-07-03 This is a substantially expanded and enhanced revision of Phyllis Blumberg s acclaimed and bestselling book Developing Learner Centered Teaching A Practical Guide for Faculty Jossey Bass 2009 This easy to follow how to guide provides faculty with both a thorough introduction to this evidence based approach to teaching and practical guidance on how to progressively implement it to strengthen the impact of their teaching It demonstrates how they can integrate learning centered teaching into their classroom practice without sacrificing content and rigor and how to positively engage students in the process by demonstrating its impact on their mastery and recall of key concepts and knowledge An added outcome given that learning centered teaching is correlated with improved student learning is the resulting assessment data that it provides faculty with the measures to meet the increased demands by accreditors legislators and society for evidence of improved teaching and learning outcomes Phyllis Blumberg demonstrates how to use rubrics to not only satisfy outside requirements and accreditation self studies but more importantly for faculty to use for the purposes of self improvement or their teaching portfolios She provides examples of how the rubrics can be used to ascertain whether college wide strategic plans for teaching excellence are being met for program review and to determine the effectiveness of faculty development efforts The book includes the following features Boxes with easy to implement and adaptable examples covering applications across disciplines and course types Worksheets that foster easy implementation of concepts Rubrics for self assessment and peer assessment of learning centered teaching Detailed directions on how to use the rubrics as a teaching assessment tool for individuals courses and programs List of examples of use classified by discipline and type of course Phyllis Blumberg offers Making Learning Centered Teaching Course Design Institutes and workshops on this and other teaching and assessment topics Half day to multiple day modules For more information or questions contact blumbergphyllis gmail com or IntegrateEd com

[Making Learning-Centred Teaching Work in Asia and Beyond](#) Lynette Tan, Daniel Jew, Phyllis Blumberg, 2025-11-28 This book guides readers to transition their teaching to learning centred practices Based on Weimer s 2002 2013 and Blumberg s 2009 2019 framework the authors describe their faculty learning community based journey through the adaptation implementation and assessment of a series of practical learning centred teaching strategies While

furnishing a critical discussion of challenges directions and development of learning centred pedagogy as applied to an Asian context this book provides suggested pathways for educators around the world to embark on their own journey toward learning centred teaching These pathways cover a range of disciplines and teaching contexts from architecture and engineering to systems thinking and general education illustrating the robustness and flexibility of learning centred teaching The authors provide examples of good teaching practice to help instructors instructional designers faculty developers and university administrators see how principles of learning centred teaching and assessment can translate practically into quality classroom teaching and learning The rigorous assessment methodology is both highly reflective and readily applicable to teaching assessment and portfolio development It also shows how Blumberg s 2019 rubrics and Cole Stavros 2019 SOAR Strengths Opportunities Aspirations and Results framework can be used to evaluate the impact of interventions Contributing unique insights this is a valuable guide for anyone interested in implementing student learning centred pedagogical approaches and using rubrics for assessing teaching practice

The Perfect Blend Michele Eaton,2020 Many blended learning initiatives start from the top down and are designed for specific populations or make drastic changes to a school s learning structure But any K 12 classroom teacher can find ways to leverage blended learning within the four walls of their classroom regardless of the constructs of their learning environment All they need is a willingness to rethink their role in the classroom moving from content deliverer to architect of learning In *The Perfect Blend* you ll learn how to create a homemade recipe for effective blended learning within your classroom Rather than focusing on finding and implementing a specific established model author Michele Eaton shows teachers how to embrace the flexibility of blended learning to take an active role as a designer of learning in the classroom and in the process helping students find their voices as advocates for their education

Resources in Education ,1999 **Preparation of Inexpensive Teaching Materials** John E. Morlan,Leonard J. Espinosa,1989 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 p e i s t Teaching at Its Best Linda B. Nilson,2010-04-20 *Teaching at Its Best* This third edition of the best selling handbook offers faculty at all levels an essential toolbox of hundreds of practical teaching techniques formats classroom activities and exercises all of which can be implemented immediately This thoroughly revised edition includes the newest portrait of the Millennial student current research from cognitive psychology a focus on outcomes maps the latest legal options on copyright issues and how to best use new technology including wikis blogs podcasts vodcasts and clickers Entirely new chapters include subjects such as matching teaching methods with learning outcomes inquiry guided learning and using visuals to teach and new sections address Felder and Silverman s Index of Learning Styles SCALE UP classrooms multiple true false test items and much more Praise for the Third Edition of *Teaching at Its Best* Everyone veterans as well as novices will profit from reading *Teaching at Its Best* for it provides both theory and practical suggestions for handling all of the problems one encounters in teaching classes varying in size ability and motivation Wilbert McKeachie Department of Psychology University of Michigan and coauthor McKeachie s *Teaching*

Tips This new edition of Dr Nilson's book with its completely updated material and several new topics is an even more powerful collection of ideas and tools than the last. What a great resource especially for beginning teachers but also for us veterans. L. Dee Fink author *Creating Significant Learning Experiences* This third edition of *Teaching at Its Best* is successful at weaving the latest research on teaching and learning into what was already a thorough exploration of each topic. New information on how we learn how students develop and innovations in instructional strategies complement the solid foundation established in the first two editions. Marilla D. Svinicki Department of Psychology The University of Texas Austin and coauthor McKeachie's *Teaching Tips Handbook for Effective Supervision of Instruction* Ross Linn Neagley, Norman Dean Evans, 1980

Teaching and Learning STEM Richard M. Felder, Rebecca Brent, 2024-03-19 The widely used STEM education book updated *Teaching and Learning STEM: A Practical Guide* covers teaching and learning issues unique to teaching in the science, technology, engineering, and math (STEM) disciplines. Secondary and postsecondary instructors in STEM areas need to master specific skills such as teaching problem solving which are not regularly addressed in other teaching and learning books. This book fills the gap addressing topics like learning objectives, course design, choosing a text, effective instruction, active learning, teaching with technology, and assessment all from a STEM perspective. You'll also gain the knowledge to implement learner-centered instruction which has been shown to improve learning outcomes across disciplines. For this edition, chapters have been updated to reflect recent cognitive science and empirical educational research findings that inform STEM pedagogy. You'll also find a new section on actively engaging students in synchronous and asynchronous online courses and content has been substantially revised to reflect recent developments in instructional technology and online course development and delivery. Plan and deliver lessons that actively engage students in person or online. Assess students' progress and help ensure retention of all concepts learned. Help students develop skills in problem solving, self-directed learning, critical thinking, teamwork, and communication. Meet the learning needs of STEM students with diverse backgrounds and identities. 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 a marked improvement in your teaching and your students' learning. Visit Author's site at <https://educationdesignsinc.com/book>

McGill Journal of Education, 1978 Abstracted in *Sociology of Education Abstracts*

The Language Arts Handbook Iris M. Tiedt, 1983

Early Childhood Education Barbara Day, 1988

Structured Experiences for Integration of Handicapped Children Karen Anderson, Alan P. Milliren, 1983

Strategies for Energizing Large Classes: From Small Groups to Learning Communities Jean MacGregor, 2000-05-25 This volume describes the approaches these teachers have developed from informal turn-of-neighbor discussions that punctuate a lecture to more complex small group activities to ambitious curricular reform through learning community structures. Their vision and accomplishments have deepened our belief that change and reform and increased student learning are possible even under the most challenging conditions. Jacket

Language Arts Karen D'Angelo Bromley,1992 SCC library has 1949 94 ceased publication **Conversations and Activities That Bring Parents Into Children's Schoolside Learning** Developmental Studies Center,Developmental Studies Center Staff,1995-12 Conversations and activities that bring parents into children s schoolside learning Take home activities in English and Spanish cover **Instructor's Resource Manual** Beverly Stanford,Forrest Parkay,2003-06
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Table of Contents Creating A Learning Centered Classroom A Practical Guide For Teachers

1. Understanding the eBook Creating A Learning Centered Classroom A Practical Guide For Teachers
 - The Rise of Digital Reading Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Advantages of eBooks Over Traditional Books
2. Identifying Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Creating A Learning Centered Classroom A Practical Guide For Teachers
 - User-Friendly Interface
4. Exploring eBook Recommendations from Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Personalized Recommendations
 - Creating A Learning Centered Classroom A Practical Guide For Teachers User Reviews and Ratings
 - Creating A Learning Centered Classroom A Practical Guide For Teachers and Bestseller Lists
5. Accessing Creating A Learning Centered Classroom A Practical Guide For Teachers Free and Paid eBooks
 - Creating A Learning Centered Classroom A Practical Guide For Teachers Public Domain eBooks
 - Creating A Learning Centered Classroom A Practical Guide For Teachers eBook Subscription Services

- Creating A Learning Centered Classroom A Practical Guide For Teachers Budget-Friendly Options
- 6. Navigating Creating A Learning Centered Classroom A Practical Guide For Teachers eBook Formats
 - ePub, PDF, MOBI, and More
 - Creating A Learning Centered Classroom A Practical Guide For Teachers Compatibility with Devices
 - Creating A Learning Centered Classroom A Practical Guide For Teachers Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Highlighting and Note-Taking Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Interactive Elements Creating A Learning Centered Classroom A Practical Guide For Teachers
- 8. Staying Engaged with Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Creating A Learning Centered Classroom A Practical Guide For Teachers
- 9. Balancing eBooks and Physical Books Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Creating A Learning Centered Classroom A Practical Guide For Teachers
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Setting Reading Goals Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Fact-Checking eBook Content of Creating A Learning Centered Classroom A Practical Guide For Teachers
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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