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Learner-Centered

Teaching for Success

This program is designed to help teachers in all contexts provide the kind of instruction that engages students in active learning. We will discuss some of the literature on adult learning, methods of teaching, and how to focus on helping students go from information consumers to active learners.

## Introduction



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| Sage on the Stage  ("Professor Speaking on the Podium Cartoon.svg from Wikimedia Commons by Videoplasty.com, CC-BY-SA 4.0") |  |  |

A common phrase from summer associates: “no one covered that in our legal research class” and yet we had covered that, so was this about teaching or learning?

When questions came to the Ref Desk, we ask “what have you done?” Mostly – Wexis and “I must be doing something wrong because I’m not getting the results I want.”

How do I do a better job of teaching students to learn?

Learner-Centered Teaching!

## Characteristics of Learner-Centered Teaching

Student learning comes first – set learning objectives

Build the teaching around the learning objectives.

Examine each knowledge and experience component in terms of how best students will retain the knowledge and be able to transfer it to another project.

Adult learning: visual, auditory, hands-on, “see one, do one, teach one”

What to cover and how to cover it

View the teaching from how the learner will learn

## What I’ve learned

The simpler the better.

What do we want student researchers to know?

How do we convey that message?

* Use realistic scenarios
* Have specific learning objectives for each class session
* Create exercises to further the objectives
* Retrieves some results but none directly on point
* Work in class; follow up with an outside-of-class exercises = spaced practice
* Make learning cumulative – interleave learned skills into exercises later in time

## What do you have to share?

## Takeaways