Format for all rubrics to measure learning-centered teaching

|  |  |  |
| --- | --- | --- |
| **1. Employs instructor-centered approaches** | **Transitioning to learning-centered approaches** | **4. Employs learning-centered approaches** |
| 2. Lower level of transitioning  | 3. Higher level of transitioning |
| Describes instructor- centered behaviors | Describes transitional instructor behaviors | Describes transitional instructor behaviors | Describes learning-centered behaviors |

Example of a rubric for the component, “Acquiring and practicing information literacy skills” which is part of *The Responsibility for Learning* dimension

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| --- | --- | --- |
| **1. Employs instructor-centered approaches** | **Transitioning to learning-centered approaches** | **4. Employs learning-centered approaches** |
| 2. Lower level of transitioning  | 3. Higher level of transitioning |
| Does not help students acquire any information literacy skills | Helps students acquire 2/5 information literacy skills | Helps students acquire 4/5 information literacy skills | Facilitates students to become proficient with all 5 information literacy skills |

Association of College and Research Libraries defined information literacy through five essential skills:

1. Frame questions in a manner that can be researched
2. Access sources
3. Evaluate sources
4. Evaluate content
5. Use information legally, ethically

***Are Your Educational Programs Learning-Centered? Can You Measure This?***

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Components of learning-centered teaching by dimension

|  |  |
| --- | --- |
| Dimension | Component |
| *The function of content* | 1. Varied uses of content including acquiring discipline-specific learning methodologies, ways of thinking in the discipline and learning to solve real world problems
 |
| 1. Level to which students engage in content
 |
| 1. Use of organizing schemes
 |
| 1. Use of content to facilitate future learning
 |
|  |  |
| *The role of the instructor*  | 1. Creation of an environment for learning
 |
| 1. Alignment of course components in terms of content and cognitive demand required of the students
 |
| 1. Teaching and learning methods appropriate for student learning goals
 |
| 1. Activities involving student, instructor, content interactions
 |
| 1. Articulation of SMART objectives
 |
| 1. Motivation of students to learn
 |
|  |  |
| *The responsibility for learning*  | 1. Who assumes responsibility for learning
 |
| 1. Acquiring and practicing learning skills
 |
| 1. Acquiring and practicing self-directed learning skills
 |
| 1. Students’ self-assessment of their learning
 |
| 1. Students self-assessment of their strengths and weaknesses
 |
| 1. Acquiring and practicing information literacy skills
 |
|  |  |
| *The purposes and process of assessment*  | 1. Assessment within the learning process
 |
| 1. Formative assessment
 |
| 1. Peer and self -assessment
 |
| 1. Demonstration of mastery and ability to learn from mistakes
 |
| 1. Justification of accuracy of answers
 |
| 1. Timeframe for feedback
 |
| 1. Authentic assessment
 |
|  |  |
| *The balance of power* | 1. Determination of course content
 |
| 1. Expression of alternative perspectives
 |
| 1. Determination of how students earn grades
 |
| 1. Use of open-ended assignments
 |
| 1. Flexibility of course policies, assessment methods, learning methods and deadlines
 |
| 1. Opportunities to learn
 |

Myths and Movements Reimagining Higher Education Assessment, Drexel University, September 2014