Format for all rubrics to measure learning-centered teaching

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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 |
| 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

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| 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 |
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| *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 |
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| *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 |
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| *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 |
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| *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