



**INTRODUCTION TO THE
LEARNER-CENTERED APPROACH TO
THE CO-CURRICULUM MODEL**

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INTRODUCTIONS

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SESSION OUTLINE

- Introductions
- Introduction to the Topic & Literature Review
- Model Overview
- Example of Using the Model
- Reflection & Application
- General Q&A

SESSION OBJECTIVES

Learn the 5 tasks of the
Learner-Centered Approach
to the Co-Curriculum Model

Identify how you can apply the
Learner-Centered Approach
to the Co-Curriculum Model
into your own practice

INTRODUCTION TO THE TOPIC



Started as work performed at UGA c. 2015



*Is It Time to Rethink Assessment
in the Co-Curriculum?*

Keith (2019)



*The Learner-Centered Approach
to the Co-Curriculum Model*

Keith, Fresk, & Keith (2020)

LITERATURE REVIEW



LITERATURE REVIEW

- Greater calls for accountability in higher education, increasing rigor from regional accrediting agencies, and scholarship within the field of student affairs lead to articulated intended learning outcomes*
- Increased emphasis on assessment and student learning objectives within the literature#
- Articulations are both internal and external



THE PROBLEM

SCARCE ATTENTION IS GIVEN TO THE ACTUAL FACILITATION OF THE INTERVENTION, ARGUABLY THE MOST CRUCIAL COMPONENT OF THE LEARNING PROCESS.

EVEN CALLING IT AN "ASSESSMENT CYCLE" TAKES THE EMPHASIS AWAY FROM THE INTENDED LEARNING AND PLACES IT ENTIRELY ON THE ASSESSMENT.

LITERATURE REVIEW

We argue the moniker of
“assessment model” misplaces
the emphasis of this shift toward
facilitating learning



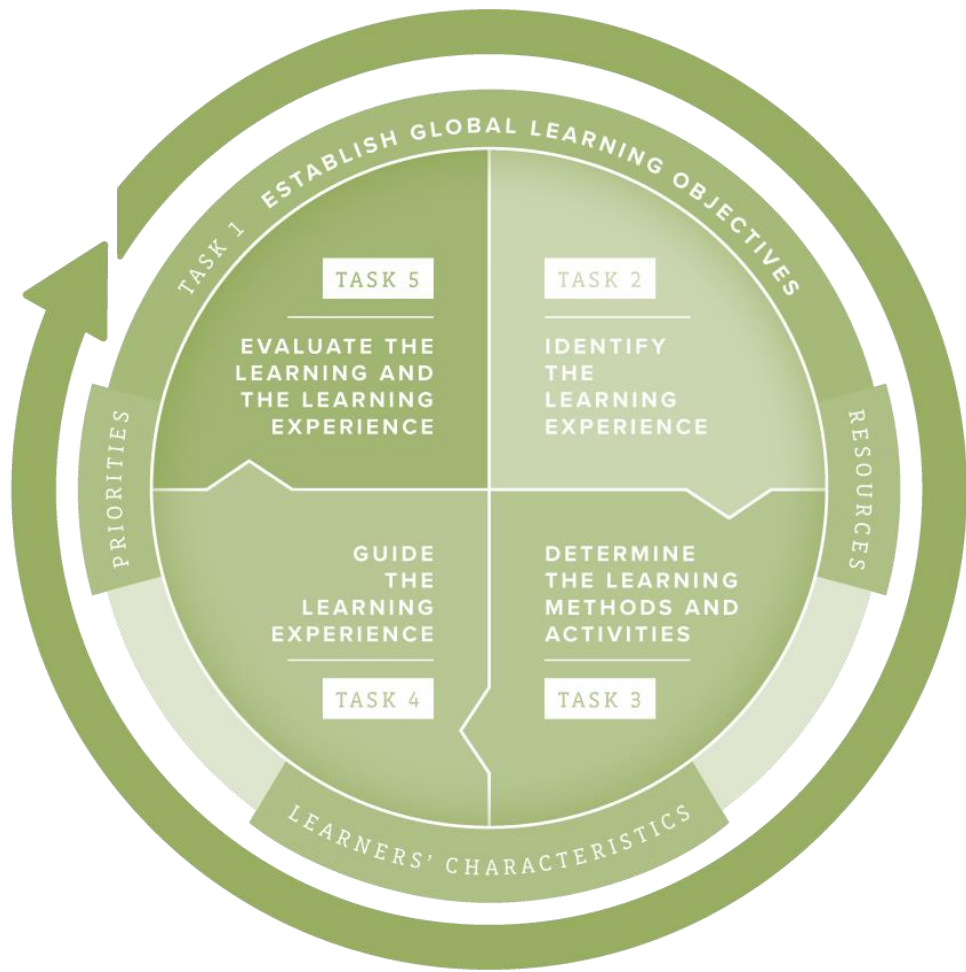
LITERATURE REVIEW

Focus on learner-centered educational practices; Scholarship of Teaching & Learning

Doyle's (2011) *Learner-Centered Teaching: Putting the Research on Learning Into Practice*

Fink's (2003) *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*

Weimer's (2002) *Learner-Centered Teaching: Five Key Changes to Practice*



THE MODEL

Task 1: Establish global learning objectives

Task 2: Identify the learning experience

Task 3: Determine the learning methods and activities

Task 4: Guide the learning experience




Task 5: Evaluate the learning and the learning experience

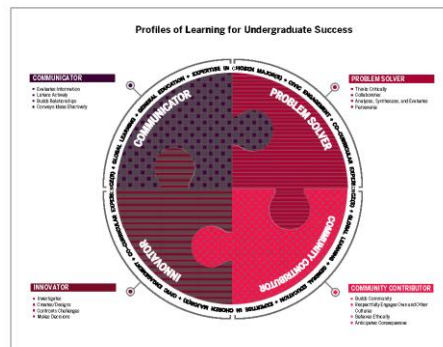
TASK 1: ESTABLISH GLOBAL LEARNING OBJECTIVES

Task 1: Establish Global Learning Objectives



Middlesex Community College
Institutional Student Learning Outcomes
Co-curricular Engagement Opportunities

 Critical Thinking	 Written & Oral Communication	 Multicultural & Global Literacy
Example Activities Open on Campus* Open Dialogue Student Government Meetings Peer's Advisory Council Hearings ACSA Conference coordinator Practical Cardiac Resuscitation Workshop Learning information Radiology Quiz Bowl Competition Sports Team Competition Strategy	Example Activities Freshman Year & Freshman Semesters Awards Ceremony Speeches SGA's various reports Club Meeting Agenda Internal Research for Journal/Forum Election Speeches Open Mic, then Poetry Event Creative Writing Hour	Example Activities Museum of Fine Arts Field Trip Subaru Show/Quarter Trip Phoenix at Symphony Science Exhibit Events at Japan Speak Out at Day of Science LGBTQ+ Day Framing Qualified Master Lecturer & Discussion Culture Fair
Example Evidence SGA minutes DAC reports & dissenting opinions Advisor accounts of improved analysis Rubrics for observed behavior Measurements for student value College-wide committee participation	Example Evidence Applications to attend conferences Reflection Papers Prepared Speech Introductions Educated Program & Events that reflect use of relevant info, timely skills	Example Evidence Recreated Anecdotes Survey Results Demonstrated intellectual knowledge Ability to respect diverse opinions Reflection of historical perspectives when making decisions



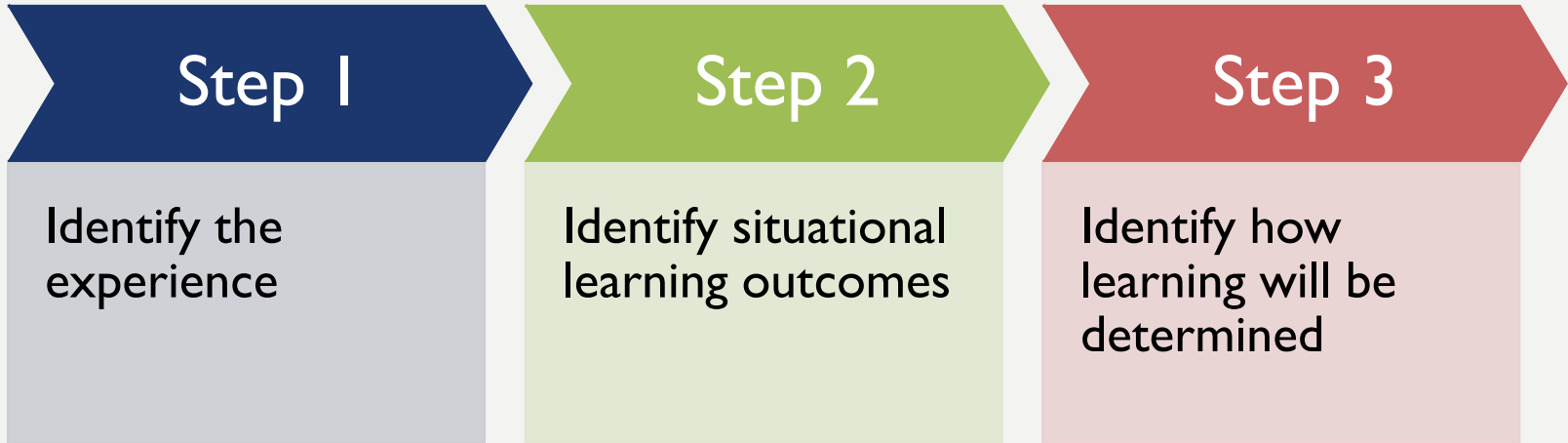
NINE KEY VALUES EXPLAINED

LIFELONG LEARNING <ul style="list-style-type: none"> • actively seek learning to advance self • continuously assess learning goals and progress to date • actively learning opportunities throughout life 	LEADERSHIP <ul style="list-style-type: none"> • inspire, lead and others during the process as well • take responsibility for others and their success • take an actively to find new opportunities and ideas 	RESPONSIBILITY <ul style="list-style-type: none"> • understand an obligation • be accountable • take direct action to resolve problems
BEING BETTER THAN SEEMING <ul style="list-style-type: none"> • show humility and allow others to shine • recognize skills of others as well as own • show gratitude in giving to those others 	GENE AND PHILANTHROPY <ul style="list-style-type: none"> • show both of love and concern for others • take responsibility for others and their success • help others find and fulfill their needs 	SEEING UNDERSTANDING THAT BE SEEN CAN TAKE WISDOM <ul style="list-style-type: none"> • be open to other perspectives • be able to take in to account all different backgrounds • recognize the value and truth in a contrasting view
HUMILITY <ul style="list-style-type: none"> • don't let ego define self or impede self or others • recognize the success of others • acknowledge the success of others 	LOYALTY AND COMMITMENT <ul style="list-style-type: none"> • love others and respect the integrity • recognize the success of others • stand by for others 	LOVE <ul style="list-style-type: none"> • love others much better than self • love others unconditionally, unconditionally and lovingly • recognizing others for who they are

CAS Council for the Advancement of Standards in Higher Education



TASK 2: IDENTIFY THE LEARNING EXPERIENCE



TASK 3: GUIDE THE LEARNING EXPERIENCE

Step 1

Determine the Learning Methods

Step 2

Identify the Learning Activities

TASK 4: GUIDE THE LEARNING EXPERIENCE

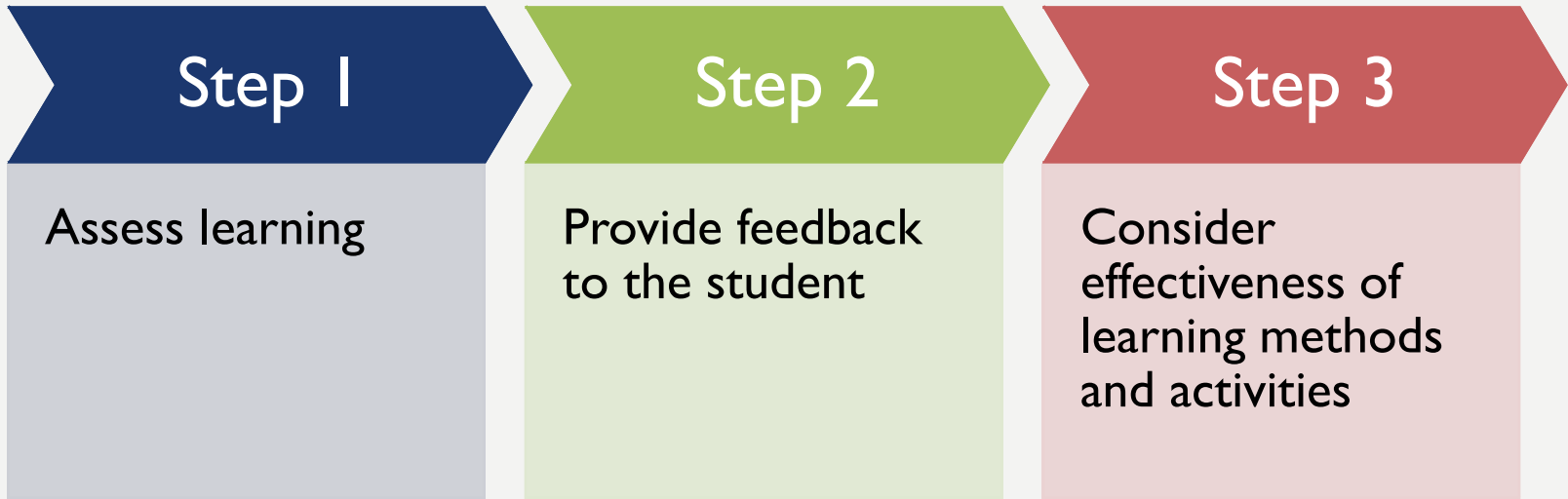
Step 1

Consider relevant student affairs theories and best practices

Step 2

Guide the learning

TASK 5: EVALUATE THE LEARNING AND THE LEARNING EXPERIENCE



REFLECTION & APPLICATION

Which tasks are you currently doing consistently?

Which tasks are you doing well?

Which tasks do you need to focus on more?

What barriers might prevent you from utilizing this model?

- Which of those barriers can you remove?

QUESTIONS?

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