

**PUTTING THE
LEARNER-CENTERED APPROACH TO
THE CO-CURRICULUM MODEL INTO
ACTION**

2021 ASSESSMENT INSTITUTE

INTRODUCTIONS

Caleb J. Keith

Kara L. Fresk

Hannah C. Keith

Introductions

Model
Overview and
Application to
Practice

Practical
Application
and
Considerations
for Leaders

General Q&A

SESSION OUTLINE

SESSION OBJECTIVES

01

Learn

- Learn the about the five Learner-Centered Approach to the Co-Curriculum Model

02

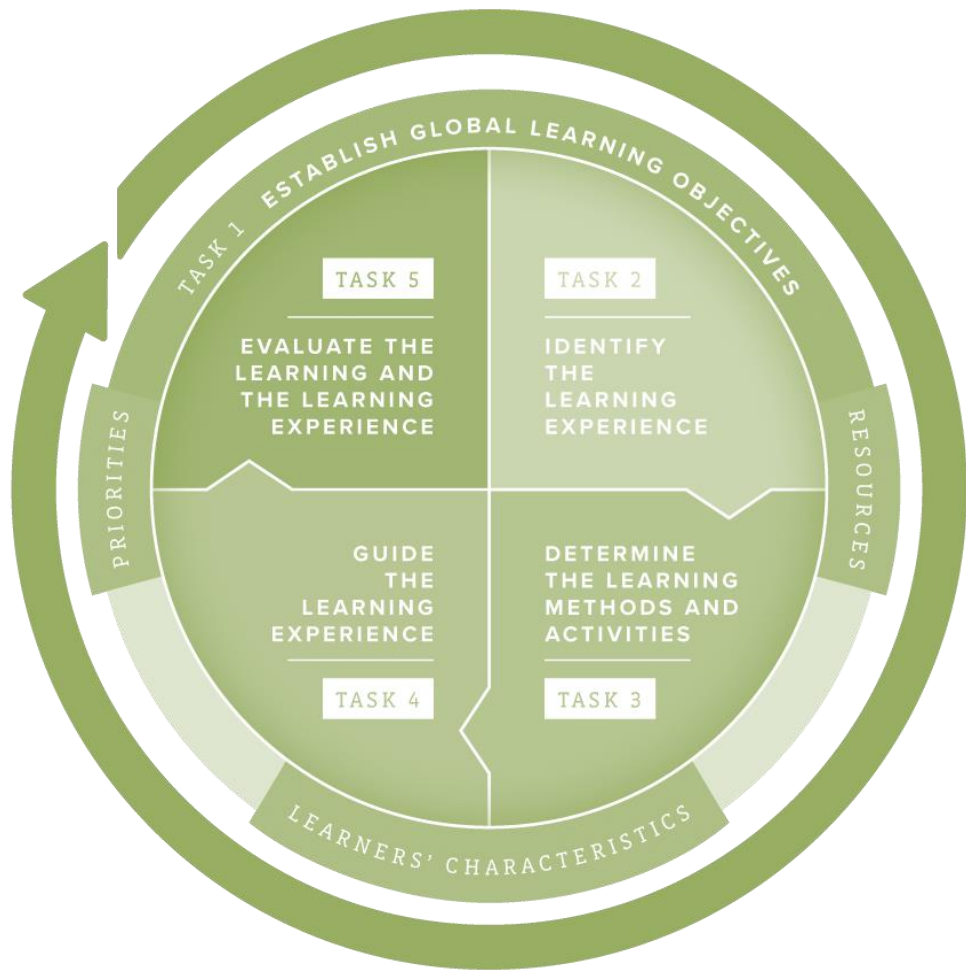
Summarize

- Summarize considerations and context associated with the model

03

Determine

- Determine potential applications of the model into their personal 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

THE LEARNER-CENTERED APPROACH TO THE CO-CURRICULUM

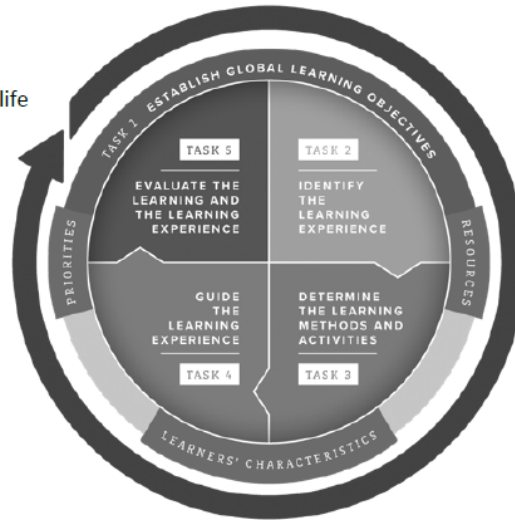
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TASK 1: ESTABLISH GLOBAL LEARNING OBJECTIVES

- Broad intended learning goals
- Transcend any specific learning experience; add value to life beyond the specific time/place context
- May relate to institutional or organizational priorities

Select one or more **global learning objectives (GLOs)** established by your institution, unit, or organization. If none exist, select GLOs from a source like AAC&U or CAS or write your own.



TASK 2: IDENTIFY THE LEARNING EXPERIENCE

- Identify one new or existing co-curricular experience that will promote your global learning objective(s).

- Identify/write situational learning outcomes for the co-curricular experience.
 - Quality learning outcomes utilize four key components in the following sequence: condition, audience, behavior, and degree of achievement (Heinich et al., 2002).
 - *Condition* is the intervention or circumstance that facilitates learning.
 - *Audience* specifies the participant, learner, or student.
 - *Behavior* refers to the action expected to be possible from the intervention. This should be specific and is commonly written in the future tense.
 - *Degree of achievement* indicates the metric by which the behavior is to be judged.
 - *Example:* As a result of attending the Diversity and Inclusion Alphabet Soup workshop [*condition*], audience members [*audience*] will demonstrate knowledge of commonly used multicultural acronyms and lingo [*behavior*] by correctly matching words to definitions [*degree of achievement*].

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Write at least two, but no more than four, quality learning outcomes relevant to your specific learning experience.

TASK 3: DETERMINE THE LEARNING METHODS AND ACTIVITIES

- Determine the most effective methods you could use to promote deep learning
 - **Information transfer:** a method of delivery in which the student or learner is a passive recipient of knowledge or information. *Example activities include: lectures, reading textbooks or employee manuals, or observing PowerPoint presentations given by a “sage-on-the-stage.”*
 - **Observation** – a method of delivery in which the student is actively engaged and watches or listens to someone else doing something related to what they are learning. *Example activities include: direct observation of a phenomenon; viewing stories via film; reading literature; or listening to oral history.*
 - **Performance** – a method of delivery in which the student is actively engaged and executes tasks related to what is desired for them to learn. *Example activities include: case studies simulations; role-playing; or facilitating an experience.*
 - **Reflection** – an important element of significant learning in which the student or learner makes meaning of a personal experience or information received as part of a learning method. Reflection may occur individually or with others. *Example activities include: journaling; discussion (group or paired); ePortfolios; blogging; original social media posts; or curriculum development.*
- Design learning activities to explicitly promote your learning outcomes.

Identify at least two learning methods and associated activities you could use to effectively convey your material or subject matter. Be as specific as possible with the learning activities you plan to facilitate.



TASK 4: GUIDE THE LEARNING EXPERIENCE

- Consider your audience or learners' characteristics. What developmental theories might be relevant to your program design?

Name characteristics of the students involved in your co-curricular experience that are relevant to their learning.



- Consider requirements to effectively facilitate the learning activities. What spaces, modalities, facilitators/people, materials, etc. are necessary?

Name resources necessary to facilitate the learning experience.



TASK 5: EVALUATE LEARNING AND THE LEARNING EXPERIENCE

- Incorporate *formative assessment*, which includes frequent and on-going feedback throughout the learning experience.

Identify at least one way you can incorporate formative assessment into your learning experience.



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- Administer a *summative assessment*, which measures the degree to which the students achieved your situational learning outcomes by the end of the learning experience.

Identify at least one summative assessment strategy for your learning experience.



- Evaluate the results of your formative and summative assessment findings.
- Determine whether your students/participants achieved your intended learning outcomes.
 - Is further or immediate action necessary to enhance student learning?
 - Consider how you might modify this program in the future to better reach your outcomes.
 - How might you need to modify your experience if your audience or learner characteristics are different?

APPLICATION



Influencing



Consulting



Strategy

QUESTIONS?

CONTACT US

Caleb J. Keith

cakeith@iupui.edu

Kara L. Fresk

kfresk@lionleadership.com

Hannah C. Keith

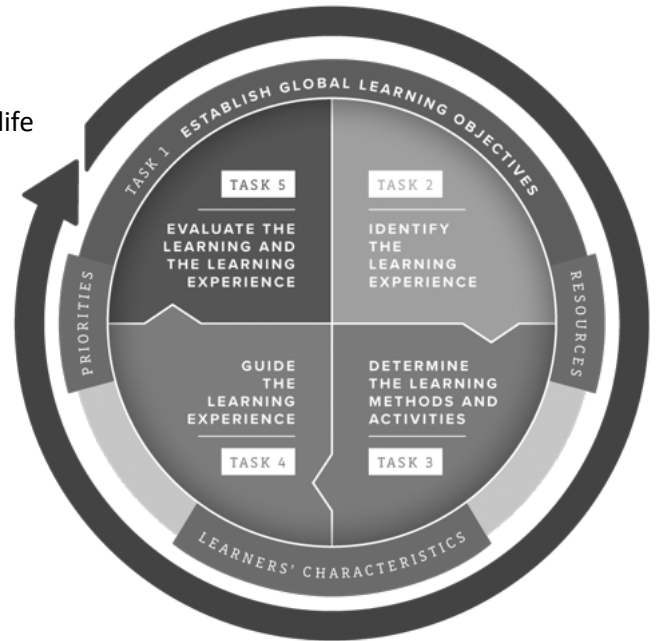
hannah-keith@zetataualpha.org

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