Job Aid

Incorporating Learning Centered Principles

The informaiton within this job aid will provide instructors with the steps to incorporate learner centered principles into their teaching environmet. These learning priniciples are in place to help promote an atmosphere of learning opportunities for students that are designed by them for them (Karolich, & Ford, 2013).

Personalized-Based Education

To gain the highest learning potential of a student, instructions should be personalized to fit their learning needs.

TASK #1
Personalized Goals

PMPHASE

**Step 1:The learner should create long and
short term goals**

Each learner should be instructed to set their own
short and long term goals for their success in the
course.

TASK #2

Personalized Reflection

**Step 1: Allow the learner to determine
expected results.**

Learners should understand what their expected
outcomes from the course will be, so they can set
up the anticipated process to meet those
outcomes.

TASK #3

Personalized Scaffolding

**Step 1: Allow the learner to create the
adjustment fit their need.**

Ensure the needed adjustments are catered to the
learner's method of learning.

Be mindful of making adjustments that do not
meet the needs of the learner.

Task-Centered Instructions

Create task where the learner is the primary focus. Focus on their development, goals and ability to
work independently or in group settings (Sun, 2016).

TASK #1

Environment

Step 1: Create an environment with the learner as the focus

Task should be created with the interest of the learner. Consider options for team, group or interactive interactions based on the learners' interest. Include tools such as online access, and additional technology support.

TASK #2

Scaffolding

Step 1: Make changes where needed

Adjust task to fit the needs of the learner.

Provide information when needed to help the learner when it appears, they are faltering in the task.

Mentor the learner when all previous assistance did not work.

Changed Roles Instructions

To allow the learner to be more of a participant in their education, they need to change their role from student to teacher (Gardner, et al, 2020). These following steps will guide in the direction to understand how to change the roles between the student and the teacher.

TASK #1

PMPHASE

Instructors Role

Step 1: Change your teaching mindset

The instructor's role will transition from leading the class to, facilitator, assistant, and mentor. Take more a behind the scene role in providing and defining instructions to the learner.

TASK #2

Learners Role

Step 1: Let the learner lead

Give the learner a more active role in the classroom. Allow them to review, create and participate in the design of the curriculum. The learner will be self-directed with guidance and support. Provide an opportunity for them to present information as it seems feasible from their perspective. The learner will become the instructor.

Competency-Based (Attainment) Instructions

Learner progression in a course should be based on their own abilities and not time. The following steps will outline the instructions to implement the tools need to access those abilities.

TASK #1

Progress vs Time

PMPHASE

Step 1: Track the learners progress not time

Track the progress a learner makes toward reaching their goals. Allow them to master and focus on one area before moving the next.

Avoid tracking progress with time restraints. Progress is tracked based on the learners level of accomplishment.
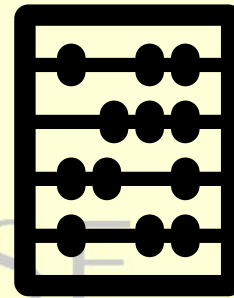
TASK #2

Assessments

Step 1: Compare students' progress to their goals and not to each other.

Give the learner a more active role in the classroom. Allow them to review, create and participate in the design of the curriculum. The learner will be self-directed with guidance and support. Provide an opportunity for them to present information as it seems feasible from their perspective. The learner will become the instructor.

TASK #3

Record Keeping/Reports

Step 1: Map the learners' progress

Learners will perform better when they can see their success align with their goals. Pass and fail are not tools that should be used to gauge development.