Transcripts for TL1000 Seminar Videos

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**Opening Video with Judy Hayman**

So here you are in a faculty seminar, wondering what’s in store for you and also why are you doing this?

Hi... I’m Judy Hayman, Associate Dean of Academics at Southwest College. I’ve been involved in faculty development for many years and in many areas; as a participant, as an instructor, and also as a creator of courses.

Faculty development is one of the most important things that you can possibly do, because not only are you going to learn new skills, but you will learn that some of the things that you are already doing in class are very effective...and you will learn methods on how to enhance that.

Now let’s go back to “What’s in store?” Let me give you an example: You’ve developed this wonderful lecture for your students. You have gone through everything, you have discussed everything. At the end of the lecture you are reiterating all the points. You go “Point 1, Point 2”. And then all of a sudden you look at your students, and it’s like deer in the headlights! Their eyes are big; they are glassy. And you realize they didn't understand a word you said. So you take that point on and that point two an you just go “click” [pointing to her head]...because you just wasted your time.

This seminar is going to provide you with the knowledge so that this doesn’t happen to you. You are going to learn how to create a learner-centered curriculum.

What is involved in a learner-centered course and how do you design it? Those are very important key factors that all of these courses are going to assist you with doing.

The second question by the way is “Why am I doing this?” One of the big reasons is that in the HCC strategic plan, for 2012-2015, it states in there that all faculty will have learner-centered classrooms. This is very, very important because we know for a fact that students who are active in the learning have a better understanding and that is the purpose for that learner-centered design.

Now, I know that you are getting ready to get started, so let’s get to it!

**END**
In the Classroom with Dr. Cirillo

(Dr. Cirillo)  
Hi! I’m Dr. Jane Cirillo, Psychology professor here at Houston Community College. I'm moderating this course because I feel that engagement is fundamental to student success.

You'll here the word engagement a lot here at Houston Community College. Why? Because engagement is fundamental to a course that is learner-centered. Why is learner-centered important? For several reasons. Number one, it allows our students to understand what it is that they're learning and why they're learning it. The second reason...it allows our students to develop better study strategies. And the third reason...it allows our students to apply what they're learning to real life experiences.

So come on...join our class...take a seat at the table. I’m going to take a step to the side for a moment...I’m still your guide for this class, even though you don't see me. I’d like you to take a moment and reflect on your courses that you teach here at Houston Community College.

END

Introduction with Dr. Shay and Dr. Cirillo

(Dr. Shay)  
Houston Community College has moved into learner-centered instruction in a big way over the last several years. Uhm beginning with the uh..teaching and learning ..uh..excellent certificate program and moving now into the whole teaching and learning resource area. And I think it’s a very important movement that keeps HCC at the forefront of a national movement to change higher education. And, we have this incredible capacity here to make a difference not only for our students in Houston and beyond, with our online students...but to really make a...an impact nationally as so many different colleges and universities...four year schools, two year schools...are moving into teaching and learning in a big way that’s relevant to the 21st century.

END
Importance of Learner-Centered Design with Dr. Shay and Dr. Cirillo

(Dr. Shay)
Learner-centered benefits for instruction allows the instructor to create…and to feel supported in that by an incredible body of literature that says this is a successful means of learning, so that we can with confidence know, in creating very non-traditional courses, that our students are learning more and better than they have in more traditional, linear, uh…textbook-type courses. And for me, having spent years in this profession, I want to always be current with my students.

(Dr. Cirillo)
I think another benefit for our students is they become independent. I want my students to become autonomous, I want them to become independent, and I hope by the end of my course they can go through my last unit by themselves…with a little bit of guidance from me at the beginning, they can eventually be able to do this all by themselves, and eventually they can be able to take many courses by themselves. If they have a license that they have to prepare for, they know how to log online, they know how to study for the course, they know how to take the exam, and they can pass the exam. So, my…my other perspective is they become independent, and I think that’s a very valuable life lesson for them.

(Dr. Shay)
Well, and increasingly, in the workplace, employers are offering…or requiring…employee training that is essentially learner-centered, and they have to take themselves through it, particularly if it’s done online so we’re…we’re…we’re exiting our students with a real skill and, as I tell my students, “Put it on a resume…you’ve taken an online class, and you’ve navigated it, and you’ve done well in it…and you should be able to hold that out as a skill when you’re out in the workforce.”

(Dr. Cirillo)
One other piece also about the workforce is that…uhm…many of our workplaces are now our home. So, so many people are working from their home, so employers are really requiring their employees to become even more independent and disciplined, and a learner-centered approach forces students to become disciplined, and that is definitely a skill that they can translate into their work life.
Bloom’s Taxonomy with Judy Hayman

In the core seminar, *Improving Student Learning Through Active Engagement*, you’ll view a movie on the CCSSE. The CCSSE is a national survey. The outcomes of that survey provides HCC with an idea on how we can improve student learning. One of the benchmarks of the CCSSE is active and collaborative learning. That active and collaborative learning is a key component in a learner-centered designed course.

Now, before we can make a determination on activities and exams that we create for any of our courses, we must look at Bloom’s Taxonomy. If we want students just to memorize, if we want them to do the very lowest on the Bloom’s level, then all we have to do is give them a multiple choice test that comes directly out of the textbook. They can memorize that information. But if we want higher level of thinking, what we are going to have to do is we are going to have to create activities that will relate that; that will provide us with that feedback; that will help those students to better understand.

One of these things that we might want to do is put students in collaborative groups. We may want to give each group a topic and ask them to present to the classroom; very short presentation – a minute, two minutes – it doesn’t have to be anything very detailed.

We may also want them to debate certain topics. There are all types of collaborative methods that will involve the student, and engage the student, in that learning so that they are understanding and their learning will be at one of the higher level of Bloom’s.

This is very, very important that we think about this, because Bloom’s Taxonomy should be the basis for all of our decisions on our activities and on our exams in our courses. And especially when you are trying to create a learner-centered designed course.

Key points: Look at Bloom’s, from there, decide what type of active and collaborative activities are you going to have in your classroom.

**END**
Core Competencies with Judy Hayman

The core competencies of 2012 work only if you integrate them into your course content.

You need to provide your students with opportunities for learning at higher levels. We want to take these students from that very low level of memorization and to a much, much higher level of understanding. We want them to take the information from your course and relate it to real-world activities. We want them to apply what they learn in your class.

Let me give you a real good example: You are going to show a film in your class. You want the students to pay attention while you are showing that film, don’t you? You don’t want them sleeping; you don’t want them on their iPhones. So one of the things you could possibly do is provide them a chart, and at the top of the chart list the topics that are going to be in the film. Tell the students to listen carefully for those particular topics and then to take notes – very detailed notes – because they are going to do something with this after the film is over.

After the film is over, put them into collaborative groups, then give each group one topic and tell that group what you must do is take all of the information on that topic from the film and compare it to the topic in their textbook. Look very carefully. Is the information alike? Is it different? What are the differences? What are the similarities? Then have each group present to the classroom. This is a very simple 10-minute activity, yet it makes them think. And that is our goal.

END

Giving Different Learners What They Need with Dr. Cirillo

(Dr. Cirillo)
In a learner-centered design, our students are basically getting one-on-one instruction. Uhm...our model courses are designed to tap into all of the learning styles...not just one. And, all levels of students’ knowledge...our more experienced students and our novice student. And, so... everyone is addressed...no one feels like they’re an outsider. And, that’s exciting...that’s exciting that we can reach everyone...in a learner-centered design. We’re not just teaching to the middle. The other piece that I love about learner-centered design is that it allows us to seek
excellence and not perfection. And our students get to strive towards that excellence. You know, when we have exams that students can take two or three times, those are mastery-based exams. Those exams allow students to go back and review that material one more time so that they could achieve a grade higher than they did before, so they can succeed, so it pushes them even more towards success. And, the whole goal is student success in a learner-centered course...not student failure or “A’s”, and we’ve totally missed the middle. It allows our students who are struggling to realize that they have a second chance, that it’s not an all-or-nothing experience...that they can try again... that they can...they are permitted that reflection time where they can go back and...and study in between their attempts so that they can acquire more knowledge, and what we know about learning is, is that the more that the material is presented to the students, the more they’re going to retain.

END

Aspects of a Learner-Centered Design with Dr. Shay and Dr. Cirillo

(Dr. Shay)
So, how do you design a learner-centered course? What makes it learner-centered? And, I think from the outset, it’s recognizing that the students will play an active role, whether it’s in a traditional classroom, face-to-face class or a hybrid or an online course, they’re going to be involved with the content and can even help shape the content of the course, and it can be done through a variety of different activities...active learning is a very important part of learner-centeredness. But it...it also obligates the...the faculty to allow discovery to take place. That’s a central portion of learner-centeredness is that the students are not only responsible for their learning, but they’re encouraged to go beyond the minimum requirements and to explore further those areas where they find more personal interest in a subject. So, allowing that freedom for students to continue their exploration I think is a very important part of learner-centeredness.

(Dr. Cirillo)
I believe a learner-centered course includes all of what Dr. Shay has said but I also believe that, when we develop a learner-centered course, it’s really important for the...uh...instructor to teach the student to become learner-centered. So many times students enter our course and they’re not really familiar with an online course, per se, or they’re not familiar with college, or they’re the first person in their family to have ever attended college. And so, sometimes they need to learn the ropes. And, I think it’s really beneficial for us as faculty to take time to teach them the
ropes...uhm...and look at learner-centeredness on a continuum, and that at the beginning, we might be holding their hand a little bit, and providing them with lots of information, but that information’s gonna give them the wings to fly, and that information’s going to allow them to not only go through my course, or Dr. Shay’s course, but any other course feeling independent and confident, because they know how to do this. So, I think of learner-centeredness also on that continuum, where at the beginning I might do much more hand-holding, I much ha... I might have many more directives, and then towards the end of the course, I’ll loosen the reigns, and allow the students to go off on their own...to...uhm...explore other topics...uhm... as well as to go through the unit independently and on their own and see if they can do this by themselves.

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Active, Real-World Activities with Dr. Cirillo

(Dr. Cirillo)
But now, we can use PowerPoint, now we can use...simulations...we can use...uhm...many different kinds of activities. Uhm, in our model course we have an activity where we have...students are part of a team that are creating a program uhm for a... a school, and one student is the researcher, and one student is the psychologist and one is the teacher, uhm...one is uhm...a speech pathologist, and so the students get to explore all of those different roles and they come together uhm...and create this program for this fictitious uhm...elementary school. So, we get to be so creative, which is...which is...exciting, and I think that’s probably the greatest benefit to the instructor...uhm...in a learner-centered design. And at the same time, we get to see our students blossom and become autonomous also. And we get to see our students become creative. Uhm...and we get to see our students reflect.

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Closing Video with Judy Hayman

You have spent time and energy on this seminar. You have learned information that you could have learned outside of HCC, but you would have had to pay for it. The Teaching & Learning Resource Department provides assistance and these seminars to all faculty to assist us in creating learner-centered designed coursework.

That “learner-centered” is the term that you have really learned today. You now know what a learner-centered course is, but that term is real important because it is used all over in higher education; from mission statements to strategic plans. Because it works!

The HCC Strategic Plan for 2012-2015 has that statement in it: that all faculty will develop learner-centered designed courses. You already know what it is you need to do in your courses. It won’t happen overnight, though. But it won’t happen at all…unless you start today.

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