

Learning-centered vs. Teaching-centered Approach – *a resource*

Consider the difference between a learning-centered vs. teaching-centered approach.

- *What can you do to continue moving toward a learning-centered approach?*

Teaching-centered approach	Learning-centered approach
Trainer* “covers” content, usually by telling.	Learners do something with the content <i>in order to learn it</i> .
Content and sequence are based on the trainer’s priorities.	Content and sequence are influenced by the learners and their situations and decided on by the trainer.
Teaching plan is predictable—not very flexible to what is happening in the room.	Learning is structured and intentional but flexible enough to respond to learner’s needs.
Interactions are trainer-to-learner and learner-to-trainer. Trainer’s perspective doesn’t usually grow as a result of teaching.	Interactions are multi-directional (learner-to-learner, trainer-to-learner, learner-to-trainer). Trainer’s perspective often grows as a result of teaching.
Evaluation of learners happens at the end — “Did you meet my standard?” or “Did you pass my test?”	Evaluation of learning happens throughout — “Did you demonstrate that you’ve learned what you needed or wanted?” or “Do I know you know by something you just did?”
Trainer hopes the content is relevant and useful but is usually unsure how it will be used, if at all.	Trainer has to work to ensure the content is relevant, and time is often given during the event to plan next steps for how content will be used by individual learners.
Trainer does most of the talking.	Learners engage throughout the event in a variety of ways to ensure the personalization of the content being learned.
Knowledge (and power) is seen to be held by one: the trainer.	The trainer is responsible to teach something new, but also values the expertise and knowledge in the room. In this way power is shared.

*The word “trainer” is used here but we can also say “teacher”, “facilitator”, “professor”, “leader”, “presenter”, and more (!) depending on the context.

Ensuring a Learning-centered Approach – *a tool*

	What can you do more or less of next time?
How can/did you ensure a learning-centered approach <u>in the design</u> of this learning event/program?	
How can/did you ensure a learning-centered approach <u>in your facilitation</u> ?	
How can/did you arrange or change <u>the space</u> to ensure learning?	
What can/did you <u>ASK, STUDY, OBSERVE</u> to learning about the participants, their situation, and the change they want or need?	