

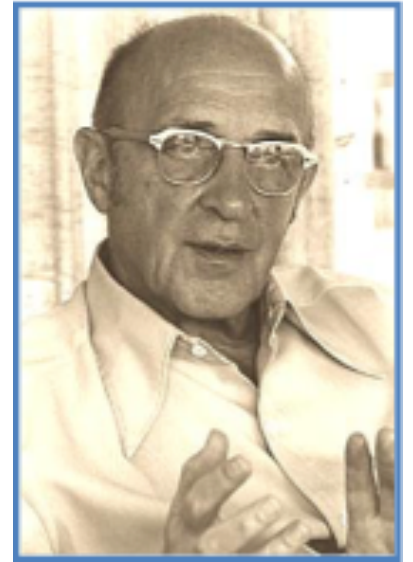
# REFERENCES AND THEORETICAL INPUT

LCL

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# THE PERSON-CENTERED EDUCATION MODEL (CARL ROGERS)

The person-centered approach is at the opposite end of conventional education. It is sharply different in its philosophy, its methods, and its politics. It cannot exist unless there is one precondition. If this precondition exists, then the other features listed may be experienced or observed at any educational level, from kindergarten through graduate school.



This precondition is:  
a leader or a person who is perceived as an authority figure in the situation is sufficiently secure within herself and in her relationship to others that she experiences an **essential trust in the capacity of others to think for themselves**, to learn for themselves. (...)

# A LIST OF ROGER'S PRINCIPLES

1. The **facilitative teacher shares with the others—students**, and possibly also parents or community members—the **responsibility for the learning process**
2. The **facilitator provides learning resources**, from within himself and his own experience, from books or materials or community experiences.
3. The **student develops his own program of learning**, alone or in cooperation with others.
4. A **facilitative learning climate** is provided. An atmosphere of realness, of caring, and of understanding listening is evident.
5. The **focus is primarily on fostering the continuing process of learning**.
6. The discipline necessary to reach the student's goals is a **self-discipline**.
7. In this growth-promoting climate, the **learning tends to be deeper**, proceeds at a **more rapid** rate, and is **more pervasive** in the life and behaviour of the student than is learning acquired in the traditional classroom.

# LEARNER-CENTERED INSTRUCTION

Carl Rogers described it as...

“Within the limitations imposed by circumstance and authority, or are imposed by the instructor as necessary for his own psychological comfort, an atmosphere of permissiveness, of acceptance, or reliance upon student responsibility, is created.”

## Description of Learner-Centered Instruction

Learner-centered instruction puts students at the center of education

Focus is on student goals, interests, abilities and learning styles while considering their backgrounds, needs and capabilities

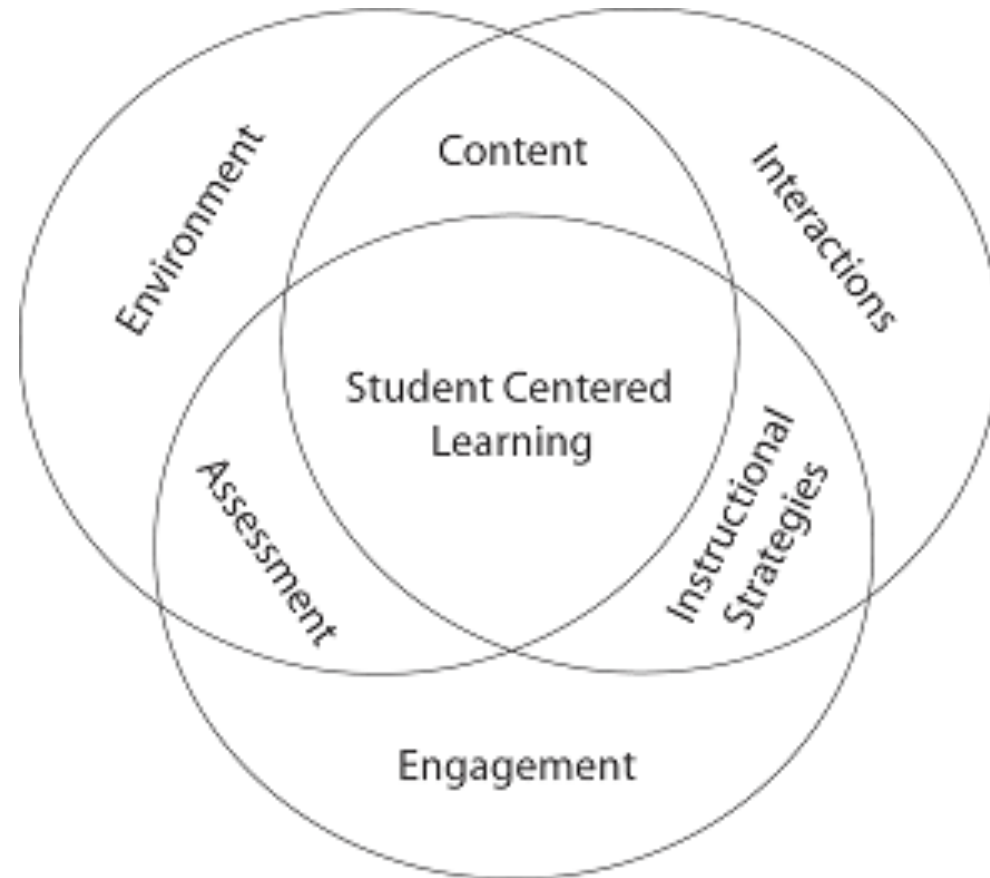
Students are actively engaged in and responsible for their learning Educators are Facilitators of learning

- Facilitators employ a diverse array of innovative methods and strategies based on a set of beliefs founded in humanist and constructivist theory

“It promotes the highest levels of motivation and learning

for all kinds of learners.” (Reigeluth & Carr-Chellman, 2009)

# Visual Representation of Learner-centered Instruction



# Key Features of Learner-Centered Education

“This approach to education emphasizes the person doing the learning” Weimer, 2002

**Learner-centered Instruction is best understood when compared to the traditional Teacher-centered Instruction strategy:**

Teacher-Centered	Learner-Centered
Focus is on instructor; students are passive	Focus is on students; students are actively engaged
Instructor transmits knowledge to students Instructor talks; students listen and take notes	Students construct knowledge by gathering, synthesizing and integrating information while developing skills like inquiry, problem solving, communication, and critical thinking
Lecture is the main method of teaching	Instructor is a coach, model and mentor who lectures sparingly
Instructor makes decisions; sets learning objectives, assignments and assessment criteria	Students are involved in decision-making, participate in developing learning objectives, defining assignments and assessment criteria
Knowledge acquisition is gained apart from its use in real life	Learning to use knowledge effectively, collaborating with others to address real life situations and problems
Students work alone	Students work in pairs, groups, or alone
Instructor monitors and corrects students	Instructor provides feedback/encouragement/correction
Instructor answers students' questions	Students answer each other's questions, using instructor as an information resource. Focus on asking better questions
Instructor evaluates student learning Assessment is used to monitor learning	Students engage in self-evaluation, peer-evaluation in addition to receiving teacher-evaluation. Assessment promotes learning. Students provide teacher with feedback on facilitation process

Adapted from: The University Experience. Retrieved from: <http://silkweb.com/sst/The%20University%20Experience/screen2.html>  
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# INTENDED LEARNING GOALS OF LEARNER-CENTERED LEARNING

- To offer a better way of educating
- To improve how students learn and teachers teach
- To actively engage students in learning
- To share responsibility with students for learning
- Holistic learning that considers the whole person
- Move toward student guided instruction
- To prepare learners with 21<sup>st</sup> century skills
- To incorporate technology in learning
- To grow life long learners

# UNDERLYING THEORY OF LEARNER-CENTERED LEARNING

## Five Hypotheses of Learner-centered Education

1. A person cannot teach another person directly; one can only facilitate another's learning
2. A person only learns things related to maintenance or enhancement of self; making relevancy essential for learning
3. Experience that involves a change in self tends to be resisted, open-mindedness must be encouraged and information must be relevant
4. Trust is essential for students to be open-minded about learning and explore beliefs that vary from their experience or threaten their concept of self
5. To promote risk taking instructors need to create a safe learning environment by assuming role of mentor, frequently interacting with students, being open to learning from students and connecting students to subject matter

Adapted from Carl Rogers Five Hypotheses of Learner-centered Education published in Client-centered Therapy in 1951



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