



### **Why-Lighting**

*As you read, consider what main points or pieces of information are important to you and your understanding of student-centered learning. Highlight those sections. For the sections that you highlight, add comments explaining why you did so.*



## **STUDENT-CENTERED LEARNING**

*“Tell me and I forget. Show me and I remember. Involve me and I understand.” —Chinese proverb*

Student-centered learning focuses on shared control of learning environments. Students are actively engaged in multiple aspects of their learning that have traditionally fallen under the teacher’s role (Newmann et al., 1995). In learning environments like these, students’ voices and choices are central to their learning experiences. Assessments, formative or summative, can increase student-centered learning when students have the opportunity to choose how to demonstrate knowledge and understanding of complex concepts. Additionally, students reflect on their learning and evaluate their own and others’ solutions or ideas (Newmann et al., 2007).

School cultures and classroom environments should be considered when creating student-centered learning experiences. According to some scholars, teachers play a critical role in successful implementation of authentic classroom practices (Boaler, 2016; Darling-Hammond, 2000; Dennis & O’Hair, 2010; Sanders & Rivers, 1996). Teachers’ relationships both with students and with their content areas contribute to fostering learning environments where students can construct meaning for themselves and teachers guide students in inquiry-based learning and connecting learning outside of classroom settings. Because of the importance placed on relationships, respect, and classroom culture, authentic teaching and learning should not be separated from these factors.

Sources:

Bowen, R. S. (2017). *Understanding by design*. Vanderbilt University Center for Teaching.  
<https://cft.vanderbilt.edu/understanding-by-design/>

Chiu, M. M. (2008). Flowing toward correct contributions during group problem solving: A statistical discourse analysis. *Journal of the Learning Sciences*, 17(3), 415–463.

Gibbs, J., Bell, L., & Ronzone, P. (2006). *Reaching all by creating tribes learning communities*. CenterSource Systems.

Gillies, R. (2016). Cooperative learning: Review of research and practice. *Australian Journal of Teacher Education*, 41(3), 39–54.  
doi:10.14221/ajte.2016v41n3.3

Huber, R. B., & Snider, A. (2006). *Influencing through argument*. New York: International Debate Education Association.

Johnson, D. W., & Johnson, R. T. (2009). Energizing learning: The instructional power of conflict. *Educational Researcher*, 38(1), 37-51. doi:10.3102/0013189x08330540

Johnson, D. W., & Johnson, R. T. (2009). An educational psychology success story: Social interdependence theory and cooperative learning. *Educational Researcher*, 38(5), 365–379. doi:10.3102/0013189x09339057

Kukral, N., & Spector, S. (2012). Authentic to the core. *Leadership*, 41(5), 8–10.

Lillydahl, D. (2015) Questioning Questioning: Essential Questions in English Classrooms. *The English Journal*, (104)6, (July 2015), pp. 36-39

McTighe, J., & Wiggins, G. (2013). Essential questions: Opening doors to student understanding. ASCD.

Nemeth, C., & Wachtler, J. (1983). Creative problem solving as a result of majority vs minority influence. *European Journal of Social Psychology*, 13(1), 45–55.

Newmann, F. M., Bryk, A., & Nagaoka, J. (2001). Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence? *Improving Chicago Schools*, 1–41.

Newmann, F. M., Marks, H. M., & Gamoran, A. (1996). Authentic Pedagogy and Student Performance. *American Journal of Education*, 104(4), 280–312.

Newmann, F. M., & Wehlage, G. G. (1993). Five standards of authentic instruction. *Educational Leadership*, 50(7), 8–12.

Rule, A. (2006). The components of authentic learning. *Journal of Authentic Learning*, 3(1), 1–10.

Sharan, Y. (2010). Cooperative learning for academic and social gains: Valued pedagogy, problematic practice. *European Journal of Education*, 45(2), 300–313. doi:10.1111/j.1465-3435.2010.01430

Wilhelm, Jeffrey D. (2012). Essential questions. *Instructor*, 122(3), 24–27.

Wilhelm, Jeffrey D. (2014). Learning to love the questions. *Knowledge Quest*, 42(5), 36–41.

Windschitl, M., Thompson, J., & Braaten, M. (2018). *Ambitious Science Teaching*. Cambridge: Harvard Education Press.