

Student-Centered Learning Task 1.7.3

Executive Summary

Delivered by an experienced and enthusiastic faculty presenter, and well-received by participants, the Student-Centered Learning and Teaching Institute resulted in significant improvements in participants' self-reported knowledge and abilities related to integrating more and/or improved student engagement activities into their instruction. Institute specific goals were to develop active learning strategies and tools to assess the effect of teachers' actions on student engagement and learning; to confirm that engagement affects learning; and methods to disseminate findings to campus colleagues and to colleagues nationwide. Upon completion, participants reported leaving with a firm grasp of student engagement as well as the desire to continue expanding that knowledge. Several participants voiced the desire for follow-up discussions and activities to learn more about student engagement techniques and assessment methods. Central findings are summarized as follows.

Strengths of the Institute

- Results show significant increases in participants' knowledge of student engagement post-institute.
- Results show significant increases in participants' ability to develop and integrate student engagement learning activities into their lesson plan, and to develop strategies to assess the activities post-institute.
- Group activities that *engaged* the participants in the learning process not only added to learning among the participants, they also *modeled the engagement process* such that faculty were able to *experience* engagement as would their students under analogous conditions in the classroom.
- Participants valued the various discussions and ample resources provided by the facilitator.
- Reflecting on the 2006 outcomes, the institute continues to impact participants by significantly improving their self-reported knowledge and abilities related to student engagement and integrating more and/or improved student engagement learning activities into their instruction.

Opportunities to Improve Future Institutes

- Participants' reported ability to develop and assess student engagement activities had the lowest ratings, which suggests that participants would like more knowledge on developing and assessing student engagement. Participants further voiced their desire for more information on developing assessment measures in the open-ended questions.
 - Develop and distribute assessment resources.
- Develop assessment methodologies to use as examples for participants to better understand how to assess student engagement learning techniques, in order to determine if the engagement activities are impacting student learning.

- Compared to the 2006 findings, although ratings from both institutes are significantly higher at institute completion, the overall ratings from 2006 to 2007 did not change.
- Participants voiced a need for follow up discussions and/or activities to acquire more knowledge/resources on the topic and/or to compare and discuss strategies between colleagues.
 - Provide follow up sessions for following academic year.

Action Plan for Current Institute

- Develop follow up support meetings, discussions, and resources.
- Develop follow up methodology to determine if participants' ratings of understanding and ability increase after having had the opportunity to integrate the engagement learning activities/techniques and assessments into their lesson plans.