



Learner-centered teaching: A case study of an education course

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Abstract:

The purpose of this case study was to answer the following questions: What is the structure of the course that follows a learner-centered framework? and how do students respond to the structure of the course? Four graduate students participated in this case study. Data were gathered from observations in an education course, students' interview, analyzing students' course work and course syllabus. The findings revealed that the instructor structured the course in a way that involved students in the decision-making power in four areas: course textbook, course content, assignments, and students' talk. The results also suggest that the participating students developed awareness necessary to function as active responsible learners. This study's findings suggests the need to use methods that shift the role of the instructors from givers of information to facilitating student learning and create an environment that helps higher education students to practice taking responsibility for their learning, so they take this stand during their formal education and throughout their personal life.

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