

Learner-Centred Principles for Teaching in Higher Education

The following principles have been adapted from Chickering and Gamson's (1987) seven principles for good practice in undergraduate education, Ramsden's (2003) thirteen principles for effective university teaching; Weimer's (2013) five key changes to practice for learner-centred teaching, and Lizzio et al.'s (2002) conceptual model for an effective academic environment.

1. **Actively Engage Learners:** ensure learning material is stimulating, relevant and interesting; explain material clearly; use a variety of methods that encourage active and deep approaches to learning, as well as adapt to evolving classroom contexts.
2. **Demonstrate Passion, Empathy and Respect:** show interest in students' opinions and concerns; seek to understand their diverse talents, needs, prior knowledge, and approaches to learning; encourage interaction between instructor and students; share your love of the discipline.
3. **Communicate Clear Expectations:** make clear the intended learning outcomes and standards for performance; provide organization, structure and direction for *where the course is going*.
4. **Encourage Student Independence:** provide opportunities to develop and draw upon personal interests; offer choice in learning processes and modes of assessment; provide timely and developmental feedback on learning; encourage metacognition to promote self-assessment of learning.
5. **Create a Teaching and Learning Community:** use teaching methods and learning strategies that encourage mutual learning, as well as thoughtful, respectful and collaborative engagement and dialogue between all members of the classroom community.
6. **Use Appropriate Assessment Methods:** clearly align assessment methods with intended course outcomes; provide clear criteria for evaluation; emphasize deep learning; scaffold assessments to ensure progressive learning.
7. **Commit to continuous improvement:** gather formative and summative feedback on your teaching; practice critical self-reflection; consult scholarly literature on teaching & learning; identify clear goals for strengthening your teaching practice.

References

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