

# NHCUC & CCNH 18th Annual Academic Affairs Fall Conference

## Learner Centered Teaching: Putting the Research into Practice

Featuring

**Terry Doyle**

**Ferris State University, Big Rapids, Michigan**

Professor Doyle is a faculty member, author, and highly sought after presenter. He has conducted sixty-five workshops on teaching and learning topics at regional, national and international conferences since 2002.

**Friday, November 4, 2011**

**8:30 am to 2:00 pm**

Dining Center, Banquet Hall, Southern New Hampshire University  
2500 North River Road, Manchester, NH, 03106

(Parking available across from the main entrance, or the new lot on East Side Drive)

[Driving Directions](#) - [Campus Map](#)

### Registration Fees

\$35 members \$100 non-members

[Click here to register](#)

### Additional Information / Questions

Brenda Perry - (603) 225-4199 x 341 or [perry@nhcuc.org](mailto:perry@nhcuc.org)



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# NHCUC & CCNH 18th Annual Academic Affairs Fall Conference

Please join your colleagues from New Hampshire's colleges and universities for this professional development conference.

## Schedule of the Day - November 4th

**8:30 - 9:00**      **Registration and Coffee**

**9:00 - 9:15**      **Welcome & Opening Remarks**

Thomas Horgan, President & CEO, NHCUC

Paul LeBlanc, President, Southern New Hampshire University

Mel Netzhammer, Provost and Vice-President Academic Affairs, Keene State College

**9:15 - 9:45**      **Keynote Address**

**Learner Centered Teaching: Putting the Research into Practice**

Terry Doyle, Ferris State University, Professor of Reading and Learning Disabilities

Terry is a professor, author, and highly sought after presenter. He has conducted sixty-five workshops on teaching and learning topics at regional, national and international conferences since 2002

**9:45 - 10:15**      **Dialogue with Participants**

**10:15 - 10:30**      **Break**

**10:30 - 11:45**      **Campus Discussion**

Academic Leaders will discuss how *Learner Centered Teaching* is impacting their students/institutions.

1. Learner/student centered teaching
2. Facilitating students' learning
3. Learning in harmony with our brains
4. Moving from a teacher centered to learner centered campus
5. The one who does the work does the learning
6. The new science of learning

**11:45 - 12:30**      **Lunch and Poster Session**

Campus-based poster session profiling innovative practices in Learner Centered Teaching (LCT) with Terry

**12:30 - 1:45**      **Roundtable Discussions on Learner Centered Teaching**

**1:45**                **Closing Remarks**

Debby Scire, Executive Director, CCNH

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## Terry Doyle

### Ferris State University, Big Rapids, Michigan

Professor, author, and highly sought after presenter of sixty-five workshops on teaching and learning topics at regional, national and international conferences since 2002.

From 1997 to 2009 Terry Doyle was the Senior Instructor for Faculty Development and Coordinator of the New Faculty Transition Program for the Faculty Center for Teaching & Learning at Ferris State University. He has worked with faculty on 60 campuses across the country on how to develop a learner centered teaching practice and has spoken at over sixty-five national, international,

and regional conferences on topics of teaching and learning since 2002. He is a regular featured presenter at Lilly conferences. He is a Professor of Reading and Learning Disabilities at Ferris State, where he has taught for the past 35 years.

### Putting the Research on Learning into Practice

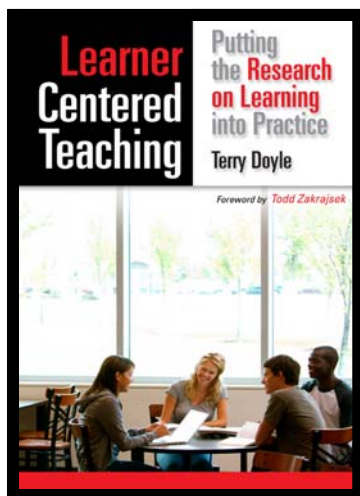
This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen.

LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimize student learning.

Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning.

To enable faculty to navigate this shift, Terry Doyle presents a LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques.

The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.



## Conference Sponsors

### **New Hampshire College & University Council (NHCUC) Campus Compact for New Hampshire (CCNH)**

NHCUC and CCNH are pleased to sponsor this annual Academic Affairs Professional Development Conference on behalf of our public and private higher education member institutions.

## Conference Host

### **Southern New Hampshire University**

Our thanks to Paul LeBlanc, President of Southern New Hampshire University and the entire SNHU community for hosting this year's conference.

"I invited Terry Doyle to Keene State College a couple of years ago and the impact on the faculty was transformational. Terry connected the science of how students learn with pedagogies that promote learning in a way that truly engaged the faculty and staff and led to year-long discussions of student learning. I encourage you to attend the conference."

--- Mel Netzhammer  
Provost and Vice-President Academic Affairs  
Keene State College



**Campus Compact** *for New Hampshire*

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