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

Campus Compact for New Hampshire

www.compactnh.org

Commitment Through Collaboration

New Hampshire College University Council

www.nhcuc.org
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
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