Creating Student-Centered Instructional Design – A Matter of Style

All virtual learning...

- Requires the subtle interplay between
  - **Content** – The right material for the medium
  - **Instruction** – The right instructional design and techniques (effectively blending teaching with learning styles)
  - **Technology** – The right tool to support learning and learning management

Common Teaching Styles

- **Expert** – concerned with transmitting information and ensuring that students are well prepared
- **Formal Authority** – Concerned with the correct, acceptable, and standard ways of doing things and with providing students the structure they need to learn
- **Personal Model** – Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then emulate the instructor’s approach
- **Facilitator** – Overall goal is to develop in students the capacity for independent action, initiative, and responsibility
- **Delegator** – Concerned with developing students’ capacity to function in an autonomous fashion

Adult Learning Styles

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Characteristic</th>
<th>Instructional Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active</td>
<td>“Let’s try it”</td>
<td>Discussions, problem solving</td>
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<tr>
<td>Reflective</td>
<td>“Let’s think about it”</td>
<td>Thinking, summarizing, questioning</td>
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<tr>
<td>Sensing</td>
<td>Facts, details, memorizing</td>
<td>Practical applications</td>
</tr>
<tr>
<td>Intuitive</td>
<td>Possibilities, innovation, concepts</td>
<td>Interpretation, theories</td>
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<tr>
<td>Visual</td>
<td>Use of images</td>
<td>Pictures, graphs, diagrams, video</td>
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<tr>
<td>Verbal</td>
<td>Use of words</td>
<td>Summarize, outline or present</td>
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<tr>
<td>Sequential</td>
<td>Logic, linear, steps</td>
<td>Chunking, provide overview</td>
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<tr>
<td>Global</td>
<td>Big picture, connection to prior knowledge</td>
<td>How topics relate, draw on previous experiences</td>
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Essential Elements for Design

- Learning is a social activity
- Integrate learning into life
- Enable learning by doing
- Encourage learning by discovery
- Remember that individuals have different mental receptors for material
- Make it fun
- Build assessments but don’t delude yourself into thinking you can measure learning

Practical Suggestions

- Give students choices with assignments
- Draw upon and use the students’ own experiences – (discussions, journals, etc)
- Reflect throughout on the learning journey and how it applies practically
- Give timely feedback and push critical thinking
- Design interactions to be engaging! *(mind versus screen! Think like a radio producer!)*
- Make the implicit explicit
- Expect (and embrace) the diversity of thought and experience in the class and use it