

Student-Centered Instruction

4. Student-Centered Instruction

"In our multicultural society, culturally responsive teaching reflects democracy at its highest level. [It] means doing whatever it takes to ensure that every child is achieving and ever moving toward realizing her or his potential."

--Joyce Taylor-Gibson (*)

WHAT
Student-centered instruction differs from the traditional teacher-centered instruction. Learning is cooperative, collaborative, and community-oriented. Students are encouraged to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them. Students become self-confident, self-directed, and proactive.
WHY
Learning is a socially mediated process (Goldstein, 1999; Vygotsky, 1978). Children develop cognitively by interacting with both adults and more knowledgeable peers. These interactions allow students to hypothesize, experiment with new ideas, and receive feedback (Darling-Hammond, 1997).
HOW
<ol style="list-style-type: none"> 1. Promote student engagement <ul style="list-style-type: none"> • Have students generate lists of topics they wish to study and/or research • Allow students to select their own reading material 2. Share responsibility of instruction <ul style="list-style-type: none"> • Initiate cooperative learning groups (Padron, Waxman, & Rivera, 2002) • Have students lead discussion groups or reteach concepts 3. Create inquiry based/discovery oriented curriculum <ul style="list-style-type: none"> • Create classroom projects that involve the community 4. Encourage a community of learners <ul style="list-style-type: none"> • Form book clubs or literature circles (Daniels, 2002) for reading discussions • Conduct Student-Directed Sharing Time (Brisk & Harrington, 2000) • Use cooperative learning strategies such as Jigsaw (Brisk & Harrington, 2000)

References

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