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Autore	Doyle Terry <1951->
Titolo	Learner-centered teaching [[electronic resource]] : putting the research on learning into practice // Terry Doyle ; foreword by Todd Zakrajsek
Pubbl/distr/stampa	Sterling, Va., : Stylus Pub., 2011
ISBN	1-00-344563-2 1-000-97140-6 1-003-44563-2 1-57922-744-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (225 p.)
Disciplina	370.15/4
Soggetti	Student-centered learning Active learning Effective teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Follow the research -- Getting students to do the work -- The power of authentic learning -- From lecturer to facilitator -- Who are our learners and how do we get to know them better? -- Sharing control and giving choices -- How teachers can facilitate student discussions without talking -- Teaching to all the senses -- Patterns: a major element in effective teaching and learning -- Repetition and elaboration are the keys to recall -- Is a revolution coming? movement, exercise, and learning -- Getting others to embrace LCT.
Sommario/riassunto	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 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 they would like to achieve in their teaching and the knowledge and strategies needed to make it happen. LCT keeps all of

