

Four Stage Learner-Centered Model

Course:		Class Date:	
Class #:		Facilitator's Name:	
Learning Outcomes:	In this lesson, the student will: <ol style="list-style-type: none"> 1. 2. 3. 4. ... 		
Reminders:			
Materials:			

Learning Outcome #	Time Objective	Facilitator Role	Reference (e.g., text chapter)	Student Role
	1-2 minutes	Received and quickly review written homework questions from students as they enter the classroom.		Enter the classroom and give written homework questions to facilitator.
		Select 2 to 4 questions for class discussion that most closely relate to today's learning objectives and the test students will write during this class.		Take a seat and prepare for class discussion related to written homework questions.
	1-2 minutes	Greet students, and take attendance.		Prepare to take part in learning activities.
		Share any other relevant housekeeping items.		Listen, take notes, and ask any relevant questions.
	5-10 minutes	<u>If this is the first class in a course</u> , then spend up to 10 minutes reviewing the course syllabus and answering any questions.		Review course outline and ask relevant questions.
	1-2 minutes	Visually present students with an outline/overview (list) of the various activities they will be engaged with during the class - this list should include the learning objectives for this class (Agenda for the class).		Ask relevant questions.
	5-10 minutes	Without referring to the student who wrote the question, ask the class if they can help answer the first written question.		Listen to question and participate in answering.

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		Involve as many students as possible and encourage collaboration, discussion, and respectful sharing of thoughts (provide relevant examples and engage students in one or more facilitated activities such as role play, demonstrations, experiential activities, presentations, etc.)		Collaborate, discuss, and share thoughts respectfully.
		Conclude discussion by adding any other relevant thoughts and summarize what was said (provide relevant examples).		Listen, ask questions, take notes, and seek clarification.
	5-10 minutes	Move on to second written question and repeat above steps and provide relevant examples.		Listen to question and participate in answering.
		If time allows, move on to third and fourth questions and repeat above steps and provide relevant examples.		Listen to question and participate in answering.
	Up to 20 minutes	Administer quiz: In preparation for the daily quiz, the facilitator will have reviewed, in advance, the College's Policies and Proceedings in Administering, Marking, and Reporting Test Results. (Facilitator's manual)		Take the quiz.
	15 minutes	Break		
	During Break	Facilitator will mark quizzes and record marks.		
	25-30 min.	Provide marked quizzes to students and discuss the results. The facilitator will lead this discussion by asking class members to assist each other in understanding why they got a question wrong and what the right answer is and why		Engage by asking relevant questions regarding test questions they got wrong. Return the quiz to the facilitator.
	Up to 5 minutes to review and record	Recording results: <ul style="list-style-type: none"> The facilitator will record the student's test marks as time allows during or after class. The facilitator will also record which students handed in their written questions at the beginning of the class. 		
		The remaining 2-2.5 hours of class will be devoted to stage 4		
	Case #1			
	30-60 minutes	The facilitator will lead the student's in reviewing the assigned case by going through a number of related questions.		<ul style="list-style-type: none"> Engage with the material and ask relevant questions Apply newly acquired knowledge to solve problems presented in the case

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		Students may be asked to work in small groups to determine correct answers and then share their position with the class.		Participate in group activities.
		Students may be asked to role play, debate, present, exchange solutions, participate in experiential activities, and discuss the merits of each solution.		Engage in exercises, sharing examples, reflecting, and discussions.
	5-10 minutes	Break		
Case #2				
		As a large part of the course final exam should be <i>case based</i> . <u>The facilitator will therefore structure at least 2 cases, during the length of the course, as a formal test activity.</u> During a case test, the facilitator will have the students prepare to write a test following the procedures outlined in the facilitator handbook.		Depending on the decision of the facilitator, students will either repeat the activity listed under Case #1 or write a case-related test.
	Up to 40 minutes	Each student will be given the test and will answer written questions by choosing the correct answer.		Participate in test.
	10-15 minutes	Break		
		While students are on break, the facilitator will mark the test. The facilitator will record the results.		
	Up to 40 minutes	<ul style="list-style-type: none"> Students will discuss their questions that arose from the test and the facilitator will lead the discussion. 		Engage in discussion of questions that arose from the test. Return test to the facilitator.
Homework				
		Homework: The facilitator will review with the students the homework assignments for the next class.		Review homework assignments.
		The facilitator will answer any homework assignment questions.		Ask relevant questions
	Last 30 minutes	Some programs will have a reflective Summary Activity.		Take part in the Summary Activity.
		The facilitator will meet with students after class to discuss any questions.		Ask relevant questions.