

learner-centered approaches

outline

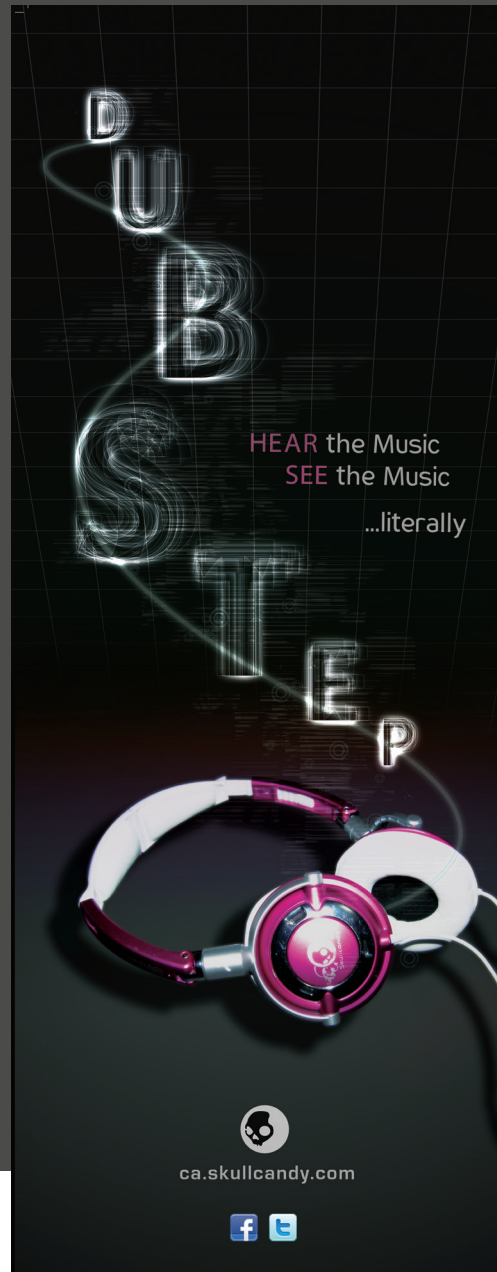
The purpose of this presentation is to outline three learner-centered approaches I wish to introduce into my curriculum. I believe these approaches will help students achieve much more in-depth learning.

COURSE: GRAPHIC DESIGN 2
APPROACH: FLIPPED CLASSROOM

topic one

The **outcome** of this assignment is for students to develop comprehensive skills in research, design and production, through the creation of a large format banner advertisement which should meet industry standards.

EXAMPLE



COURSE: GRAPHIC DESIGN 2
APPROACH: FLIPPED CLASSROOM

process

- Students will be given instructions including learning outcomes.
- Students will then use their own time to chose/research the client and product or service featured in their banner advertisements.
- During class time Instructor guidance will be available to help direct the designs to completion.

COURSE: GRAPHIC DESIGN 2
APPROACH: FLIPPED CLASSROOM

benefits

- Students will become more engaged when a client within their own interest area is chosen by them.
- Students will develop their own varied inquiry processes.
- Students will boost strategic thinking in the creation of their own written content and imagery.

COURSE: DESIGN MANAGEMENT 2
APPROACH: ROLE PLAYING

topic two

The **outcome** of this exercise is for students to effectively analyze the often complex relationships between designer and client. Students should gain deeper insight into client management.

ROLE-PLAYING



COURSE: DESIGN MANAGEMENT 2
APPROACH: ROLE PLAYING

process

- Students will be given instructions including learning outcomes.
 - Students will break into groups or pairs.
 - Various scenarios will be set out by the Instructor.
- A problem must be identified, acted out and discussed.

COURSE: DESIGN MANAGEMENT 2

APPROACH: ROLE PLAYING

benefits

- A fun, creative environment will be created in place of teacher-centered lecturing.
- Student's insight of their own attitudes will be discovered.
- Student problem solving skills will improved when they put themselves in a real-life/industry situation.

COURSE: ADVANCED ELECTRONIC PUBLISHING

APPROACH: COOPERATIVE LEARNING

topic three

The **outcome** of this assignment is for students to utilize effective cooperative and time management skills. As well as develop entry industry level design and production skills, through the development of a multi-page tourism publication.

COOPERATIVE LEARNING



COURSE: ADVANCED ELECTRONIC PUBLISHING

APPROACH: COOPERATIVE LEARNING

process

- Students will be given instructions including learning outcomes.
 - Students will be placed in groups of four and must work together to be successful in solving the problem of producing a multi-page publication.
- In addition, the Instructor will demonstrate electronic software techniques and discuss production theory and processes.

COURSE: ADVANCED ELECTRONIC PUBLISHING
APPROACH: COOPERATIVE LEARNING

benefits

- A dynamic and energetic learning environment will be created.
 - Active participation and individual accountability will promote student growth.
- Student's will challenge their ability to work cooperatively, and will improve their social skills.

in summary

- Curriculum will be more dynamic and engaging
 - Student learning will be greatly enriched
- Stronger thinking, communication and social skills
 - Will promote success in the real world!