Locally Developed Courses

Student-Centered Learning 15

For the 2023-2024 School Year

Introduction to the Student-Centered Learning 15 Course Sequence

Subject: Personal Development - Discipline: Other Personal Development

The essential understandings of **Student-Centered Learning 15 (3 credits)** are to:

- support students in developing the skills and competencies necessary to become student-centered learners and assist them in attaining their academic goals through personalized learning opportunities,

- help students discern and enhance learning strategies and philosophies that they may or may not be using effectively, and

- expose students to new ideas and learning strategies which promote flexibility within their learning context.

Student-Centered Learning 15 is designed to empower students in their learning journey by building the competencies necessary to be successful learners. This will be accomplished by focusing on the individual learning needs of students, meeting the them where they are, and supporting them to achieve their learning goals.

This course facilitates the essential relationship between teacher and student. In collaboration with their teachers, students will:

- learn how to become an effective and engaged learner,

- increase their knowledge of the secondary educational setting,

- enhance their time management and organizational skills, as well as essential procedures for a student-centered learning environment,

- develop collaborative relationships resultant of personalized instruction, and

- acquire learning strategies suited to learning style(s).

Student Need

Many students go through school and achieve reasonable grades yet never acquire the knowledge and skills to apply what they have learned. While most students are natural learners, they tend to give very little or no thought to the manner in which they learn. As they progress through high school and post-secondary study, students may become increasingly challenged by a new teacher, a new learning style, or a new subject that they have not yet studied.

These *new academic and social experiences* are a time for personal growth as things become more challenging and it

feels like there is less time to learn. The transition and growth can be much more enjoyable if students are willing to learn, develop or enhance their personal learning style.[AO1]

Through the Student-Centered Learning 15 course, students will develop honesty, integrity, and self-reliance through the application of their knowledge and skills (Ministerial Order 28, 2020). In addition, they will learn to demonstrate resilience and good judgment in a rapidly-changing world, as well as building positive relationships and taking responsibility for their personal health and well-being.

Students will be provided with opportunities to demonstrate proficiency with the following outcomes to positively shape their long-term growth journey: critical thinking, problem solving, decision making; creativity and innovation; communication, digital and technological fluency; lifelong learning, personal management and well‑being; collaboration and leadership. This course empowers the student to take more responsibility in decisions that will affect their education and challenges students to become active and engaged learners.

Courses in the Student-Centered Learning 15 Course Sequence

Student-Centered Learning 15 (LDC1234)

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- acquire learning strategies suited to learning style(s).

None

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

Credit Level	First School Year	Last School Year
3	2023-2024	2026-2027

Curriculum Outline

	Curriculum Elements	Student-Centered Learning 15-3
1	**Topic** **Develop characteristics of student-centered learning**	✓
1.1	**General Outcome** **In a student-centered learning model, effective learners will develop an understanding of the characteristics, strategies, and best practices of student-centered learners.**	✓
1.1.1	**Specific Outcome** Identify and develop an understanding of the key components and best practices of student-centered learning.	✓
1.1.2	**Specific Outcome** Explain the competencies of self-advocacy and reflective learning.	✓
1.1.3	**Specific Outcome** Recognize the value of interpersonal relationships in guiding learner and the learning journey.	✓
1.1.4	**Specific Outcome** Understand that the skills of information processing and of selecting main ideas are key characteristic of a student-centered learner.	✓
1.1.5	**Specific Outcome** Understand effective test-taking strategies as exemplary of an effective student-centered learner.	✓
1.1.6	**Specific Outcome** Identify and explore the attitudes necessary for a student-centered learner.	✓
1.1.7	**Specific Outcome** Recognize and assess ones own social-emotional barriers to a student-centered learning.	✓
1.1.8	**Specific Outcome** Explore opportunities to prepare for and complete assessments of learning in a student-centered learning.	✓
2	**Topic** **Analyze and reflect on effective characteristics of student-centered learning**	✓

Curriculum Elements			Student-Centered Learning 15-3
2.1	**General Outcome** **Student-centered learners will analyze and reflect on their learning profile in terms of their existing skillset, competencies, and attitudes and application thereof in a student-centered learning environment.**		✔
2.1.1	**Specific Outcome** Analyze strengths and weaknesses relative to the key components and best practices of student-centered learning.		✔
2.1.2	**Specific Outcome** Analyze strengths and weaknesses relative to competencies of self-advocacy and reflective learning.		✔
2.1.3	**Specific Outcome** Analyze strengths and weaknesses relative to the value of developing interpersonal relationships to guide and support learners.		✔
2.1.4	**Specific Outcome** Analyze strengths and weaknesses relative to the skills of information processing and selecting main ideas as characteristic of a student-centered learner.		✔
2.1.5	**Specific Outcome** Analyze strengths and weaknesses relative to effective test taking strategies of a student-centered learner.		✔
2.1.6	**Specific Outcome** Analyze strengths and weaknesses relative to the requisite attitudes of a student-centered learner.		✔
2.1.7	**Specific Outcome** Analyze one's own potential social-emotional barriers to successful student-centered learning.		✔
2.1.8	**Specific Outcome** Evaluate and analyze one's level of awareness of different opportunities to prepare for and complete assessments of learning in a student-centered learning environment.		✔
3	**Topic** **Apply characteristics and strategies of student-centered learning**		✔

Curriculum Elements		Student-Centered Learning 15-3
3.1	**General Outcome** **Student-centered learners will apply their knowledge and skillset to their learning and self-reflect to prioritize areas of growth required to become successful learners.**	✓
3.1.1	Specific Outcome Apply the key components and best practices of student-centered learning.	✓
3.1.2	Specific Outcome Apply self-advocacy and reflective learning strategies.	✓
3.1.3	Specific Outcome Apply the concept of the value of interpersonal relationships in guiding learners.	✓
3.1.4	Specific Outcome Apply the concepts of information processing and selecting main ideas as characteristic of a student-centered learner.	✓
3.1.5	Specific Outcome Apply the appropriate test taking strategies of a successful student-centered learner.	✓
3.1.6	Specific Outcome Apply the appropriate attitudes of a successful student-centered learner.	✓
3.1.7	Specific Outcome Investigate, reflect upon and prioritize areas of growth to support overcoming potential social-emotional barriers to learning.	✓
3.1.8	Specific Outcome Apply awareness of different opportunities to prepare for and complete assessments of learning.	✓

Statement of Overlap with Existing Programs

Similar / Overlapping Courses	Description of Similarity / Overlap - Rationale
Career & Life Management	Dimensions of Wellness, Attitudes, Values and Lifelong Learning
	CALM 20 is about preparing students to become adults in the future whereas SCL 15 is about becoming a conscious student in the moment to prepare for future skills and lifelong learning.
General Psychology 20	Principles of Learning, Learning and Thinking, Acquiring, Processing and Retaining Information, Facing Frustration and Conflict
	General Psychology 20 focuses on the theory whereas SCL 15 is focused on building skills.
Health Services Foundations	None
	There is minimal overlap.
Learning Strategies 15	Test taking, resiliency, time management and organizational skills
	SCL 15 is an orientation to learning how to learn in a self-directed learning environment. Learning Strategies is intended to involve ongoing progress over three years. SCL 15 is intended for the general population for one semester whereas Learning Strategies is intended for diverse learners at three different levels.
Learning Strategies 25	Test taking, resiliency, time management and organizational skills
	SDL 15 is an orientation to learning how to learn in a self-directed learning environment. Learning Strategies is intended to involve ongoing progress over three years. SDL 15 is intended for the general population for one semester whereas Learning Strategies is intended for diverse learners at three different levels.
Learning Strategies 35	Test taking, resiliency, time management and organizational skills
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Personal Psychology 20	None
	There is minimal overlap.