Alternative Methods for a Learner Centered Curriculum
(These are only suggestions for supplementing your style, not substituting for it)

- Individualized diagnosis and (some) course objectives
- Learning contracts
- Programmed learning sequences
- Multi-sensory instructional activities
- Student-designed creative activities
- Organize structured drills
- Small-group activities (in and out of class)
- Paired activities
- Design task cards
- Design competitive games
- Design problem solving games
- Focus on team learning/peer teaching
- Role play
- Read aloud
- Present multiple invention and discovery techniques (brainstorming, clustering, freewriting, idea letters, graph and object relationships, meditations, dreams, art, etc.)
- Change the seating configurations
- Sit on the floor in a circle
- Go outside or meet in an alternate location
- Standard lecture
- Teacher demonstrations
- Multimedia presentations (film, CDs, audio-tapes, animated graphics)
- Computer applications
- Listserve, online forums
- Student presentations (encourage multi-sensory supports)
- Cancel class and meet students individually
- Socratic dialogue (question-answer-deeper question)
- Chunk knowledge and connect chunks to make “big picture”
- Speedwriting
- Split Page (key phrases on one side, commentary on other)
- Color code ideas in documents and lesson plans (already known, yet-to-learn, still negotiating)
- Reverse question (look at answers and solutions first; create a question that it answers next)
- Treat objective questions an essay questions