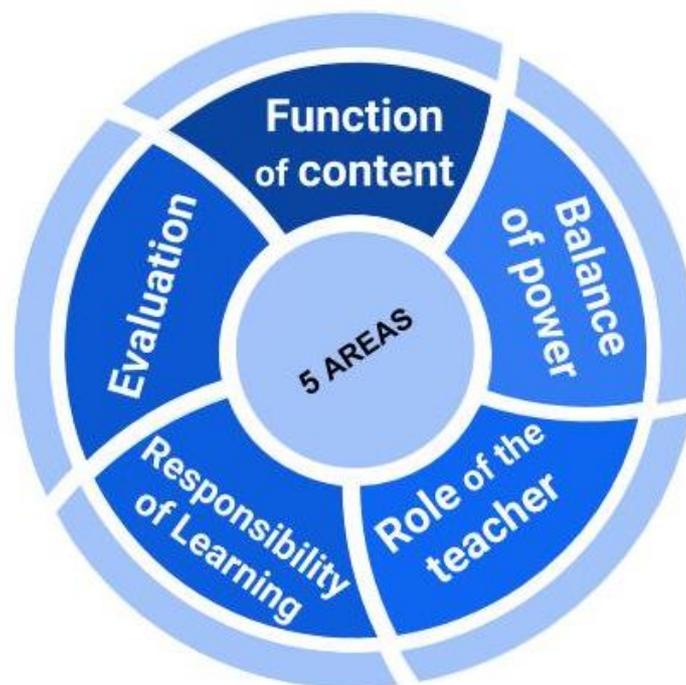


LEARNER-CENTERED LEARNING in Circus Education

LCL Checklist

Five main topics to analyse and discover how a Learner Centered approach can be used and developed in the specific situation of circus lessons:



- 1.The Role of the teacher**
- 2.The Balance of power**
- 3.The Function of content**
- 4.The Responsibility of the learning**
- 5.Assessment**



Role of teacher

- ⇒ Have I tried to be aware of the 3 leading styles: clown, nurse, police?
- ⇒ Have I tried to be aware of the 3 facilitating styles: professor, animator, model?
- ⇒ Have I used the 3 different channels to lead and transmit content: Visual, Auditory, Kinesthetic?
- ⇒ Have I used the 3 different modes of communication: verbal, non-verbal, para-verbal?
- ⇒ Am I aware of the diversity in the group?
- ⇒ Have I tried to reduce the gap between what I'm saying and what learners understand (find out about the students individual understanding of the world)?
- ⇒ Have I encouraged students to be in the here and now, aware and concentrated?
- ⇒ Have I checked the class's coherence with the long-term plan?

Balance of power

- ⇒ Have I used a more active or directive pedagogy; in the exercises, in the lesson as a whole and in the long-term plan?
- ⇒ How much freedom have I given the participants within the frame of my instructions?
- ⇒ How much and what can they choose, transform or propose?
- ⇒ How functional to technical skills development, is the frame of freedom I have given to the students?
- ⇒ Have I designed tasks so students can discover ideas for themselves?
- ⇒ Have I been flexible enough to let students reach conclusions I had not considered?
- ⇒ Have I encouraged students to learn from each other (peer learning)?
- ⇒ Have I given enough extra resources to go deeper in the learning process?
- ⇒ Have I given enough freedom to the students without losing control of the class and the learning objectives?
- ⇒ Have I tried to pay attention to the balance of the power between the students?



Function of Content

- ⇒ Have I given the students tools to learn by themselves?
- ⇒ Have I left enough space in the instruction, to allow the learners to fill it and find solutions themselves?
- ⇒ Have I tried to develop competencies, as well as skills?
- ⇒ Is the proposal stimulating enough to motivate the group?
- ⇒ Does the proposal challenge the learner's creativity?
- ⇒ Have I used games to motivate the group, encourage the physical preparation and develop expression and self-trust?
- ⇒ Have I created stimulating challenges for the students?
- ⇒ Have I used techniques or exercises to get the students into a flow state? (Flow Model)?
- ⇒ Have I tried to follow the "Obliquity" method in the proposed exercises?
- ⇒ If I have used competition, was it multidimensional enough (more than one area, such as: strength or elegance or creativity) and "multi-directed" (with others, teams, groups or myself)?
- ⇒ Have I proposed emotionally safe competitive elements to avoid frustration and to increase cooperation?

Responsibility for the Learning

- ⇒ Have I given tools to empower the students learning skills and to function as independent, autonomous learners?
- ⇒ Have I encouraged peer-learning?
- ⇒ Have I created a problem-solving setting?
- ⇒ Have I created individual learning paths, while ensuring a social process?
- ⇒ Have I left space to choose strategies, paths, goals and skills to develop?
- ⇒ Have I tried to make the group observe, reflect, rework the experience lived together (Experiential Learning Cycle)?
- ⇒ Have I worked to create a culture of self-discipline, dialogue, feedback and active listening between all students and between students and teachers?
- ⇒ Have I included participants in establishing participation policies and agreeing on planning and timetable?
- ⇒ Have I given them the possibility to push their boundaries or stay where they are, feeling comfortable?
- ⇒ Am I aware of giving step by step instructions (ZPD)?



Assessment

- ⇒ Have I put tools in practice to check the understanding of the students?
- ⇒ Have I planned a final active review, or on-going feedback exercises?
- ⇒ Do the students have the possibility to make a self or a peer evaluation?
- ⇒ Are the students able to choose goals for themselves?
- ⇒ Is the assessment multi-dimensional?
- ⇒ Have I planned an assessment for myself as a teacher or group of teachers? (by the students or my own team)?
- ⇒ Am I able to separate the behaviour from the person in the evaluation (assess "what you are doing" instead "what you are"), observing also the process of each person?
- ⇒ Am I able to praise the process instead of the result or the talent?
- ⇒ Have I encouraged a growth mindset, instead a fixed one?

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