The Learner Centeredness Scale[1]

Directions: Please circle the response that best describes your current *actual* teaching practices, and not what you think you *should* be doing.

1. How often can the following statements describe your behavior?

    a. I ask learners what they would like to get out of our interactions.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

    b. I change a learning plan based on a learner's needs.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

    c. I work with my learners to establish mutually agreed-upon goals, objectives, and ground rules.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

2. How often can the following statements during educational encounters describe your behavior?

    a. In precepting or one-on-one teaching encounters, I assess and focus on the learner's needs rather than my own agenda.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

    b. I consider the needs and interests of my intended audience before preparing a lecture or presentation.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

    c. I make an effort to organize lectures and presentations in a way that will maintain interest.

0	1	2	3	4
Never	Rarely	Sometimes	Frequently	Always

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[1] Developed by Menachery EP, Wright SM, Howell EE, Knight AM. Physician-teacher characteristics associated with learner-centered teaching. Medical Teacher. 2008;30:e137-e144.

Scoring: Please total your responses. Total:_____

Range is from 0-24 with a median of 18. "Low" scorers <18. "High" scorers >18.

Note: The learner-centeredness scale was correlated to teaching behaviors that were reflective of adult learning principles.