Five Key Aspects of Learner-Centered Instruction for Librarians [who teach short units in already established course and who teach students one-on-one, often face-to-face and hands-on].

1. **The Role of the Teacher**
   - Currently: Most instructional practice still features teacher action.
   - The Change: Instructional action should focus on students learning.
   - Examples: approaches that overcome the propensity to tell – not telling or showing the student how to search but guiding as the student searches; reference librarian as coach.
   - Implications: Facilitative roles are more difficult and no less central in student learning experiences.

2. **The Balance of Power**
   - Currently: Faculty make the key decisions about learning for students.
   - The Change: In ethically responsible ways, faculty share decision-making about learning with students.
   - Examples: answering questions by asking questions.
   - Implication: Teachers control less, but students are involved more.

3. **The Function of Content**
   - Currently: Faculty cover content with the goal of building strong knowledge foundations.
   - The Change: Content should be used to build a knowledge base and to develop learning skills and learner self-awareness.
   - Examples: approaches that do not separate learning strategies from content.
   - Implication: Teachers cover less, but student learn more.

4. **The Responsibility for Learning**
   - Currently: Faculty “force” learning on reluctant participants.
   - The Change: With students, faculty create learning environments that motivate students to accept responsibility for learning.
   - Examples: creating a climate conducive to library learning within an already existing classroom climate.
   - Implication: As students grow more autonomous, they need teachers less.

5. **The Processes and Purposes of Evaluation**
   - Currently: Evaluation activities are grade-oriented and completed exclusively by teachers.
   - The Change: Evaluation activities should also be used to promote learning and to develop self- and peer assessment skills.
   - Examples: letting students generate grading rubrics, letting students “assess” research products.
   - Implication: Accurate self- and peer assessment produces learners that are better able to self-regulate.