

# Student-Centred Learning



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# ESU's work on Student-Centred Learning



Time for  
Student Centred  
Learning

[www.t4scl.eu](http://www.t4scl.eu)



[www.pascl.eu](http://www.pascl.eu)

# Student Centred Learning...



- ... represents both a **mindset** and a **culture** within a higher education institution
- ... is broadly related to, and supported by, **constructivist theories of learning**
- ... is characterised by **innovative methods of teaching** which
  - aim to promote learning in communication with teachers and other learners
  - take students seriously as **active participants in their own learning**,
  - foster **transferable skills**: problem-solving, critical and reflective thinking

Time for Student-Centred Learning (T4SCL) Toolkit, 2011

# Integral components of SCL

- ✓ FLEXIBILITY and freedom in terms of time & structure of learning;
- ✓ More and better QUALITY TEACHERS who strive to SHARE their knowledge;
- ✓ A clear UNDERSTANDING of students by teachers;
- ✓ A FLAT HIERARCHY within HEIs;
- ✓ Teacher RESPONSIBILITY for student EMPOWERMENT;
- ✓ A continuous ongoing IMPROVEMENT process;
- ✓ A POSITIVE ATTITUDE by teachers & students with the aim of improving the LEARNING EXPERIENCE;
- ✓ A relationship of MUTUAL ASSERTIVENESS between students & teachers;
- ✓ A focus on LEARNING OUTCOMES which enable GENUINE LEARNING & DEEP UNDERSTANDING;

Student-Centred Learning (T4SCL) Toolkit, 2011, 2014

# Principles of SCL

1. SCL requires an ongoing reflexive process;
2. SCL does not have a “one-size-fits-all” solution;
3. Students have different learning styles;
4. Students have different needs & interests;
5. Choice is central to effective learning in SCL;
6. Students have different experiences & background knowledge;
7. Students should have control over their learning;
8. SCL is about “enabling” not “telling”;
9. Learning needs cooperation between students & staff;

Student-Centred Learning Toolkit, 2014

# ESG Standard 1.3



## Student-centred learning, teaching and assessment

"Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach."

# ESG 1.3 SCL, teaching and assessment



## Guidelines

*“Student-centred learning and teaching plays an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. (...)*

*The implementation of student-centred learning and teaching*

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- considers and uses different modes of delivery, where appropriate;*
- flexibly uses a variety of pedagogical methods;*
- encourages a sense of autonomy in the learning, while ensuring adequate guidance and support from the teacher; (...)*

# SCL - Common misconceptions

- Does SCL mean anything in practice?
  - SCL is a broad concept, that incorporates a variety of methods
- But doesn't it require a higher amount of resources?
  - It requires commitment to putting students in the centre, which doesn't depend on resources.
- SCL is not appropriate to teach a large and diverse student body...
  - Especially in large courses it can enhance the experience of both students and teachers

# SCL - Common misconceptions

- Doesn't SCL undermine the teaching profession?
  - It does not devalue the role of the teacher, it just changes it.
- But students have more work to do in SCL, don't they?
  - Students' work will not increase, just change.
- And teachers have to do more preparatory work in SCL, as well...
  - In the long-run, teachers' work will not increase, just change.

# SCL - Common misconceptions

- Are you sure that it is suitable to all academic fields?
  - SCL is an approach that can be adapted to the needs of all fields.
- But with SCL students learn very little subject-matter...
  - Students acquire different, more relevant knowledge and skills.
- And not all teachers can teach in a student-centred way...
  - All teachers can implement SCL, if they get the support that they need to develop their teaching methods.



*"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"*

**BUT...** It's not enough to have it in papers or formal regulations.  
We need to see it in practice in **day-by-day activities.**

# Questions, thoughts, comments?