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Student-centred Education

Why is it important and how could you implement it?

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Outline of the presentation

1. What is student-centred education?
2. Why is it important?
3. Examples and tools from recent research
4. Suggestions
5. References & further resources

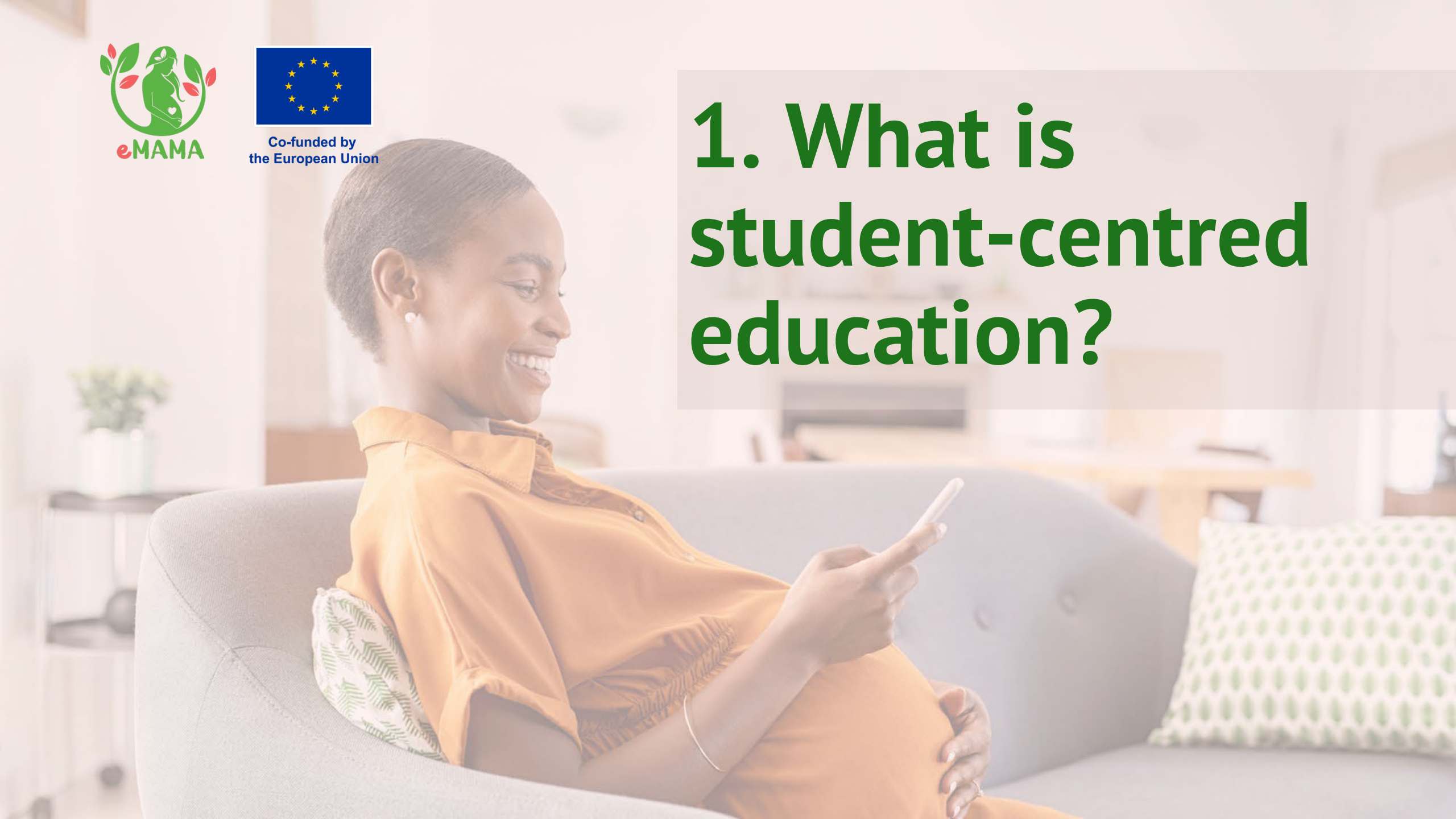


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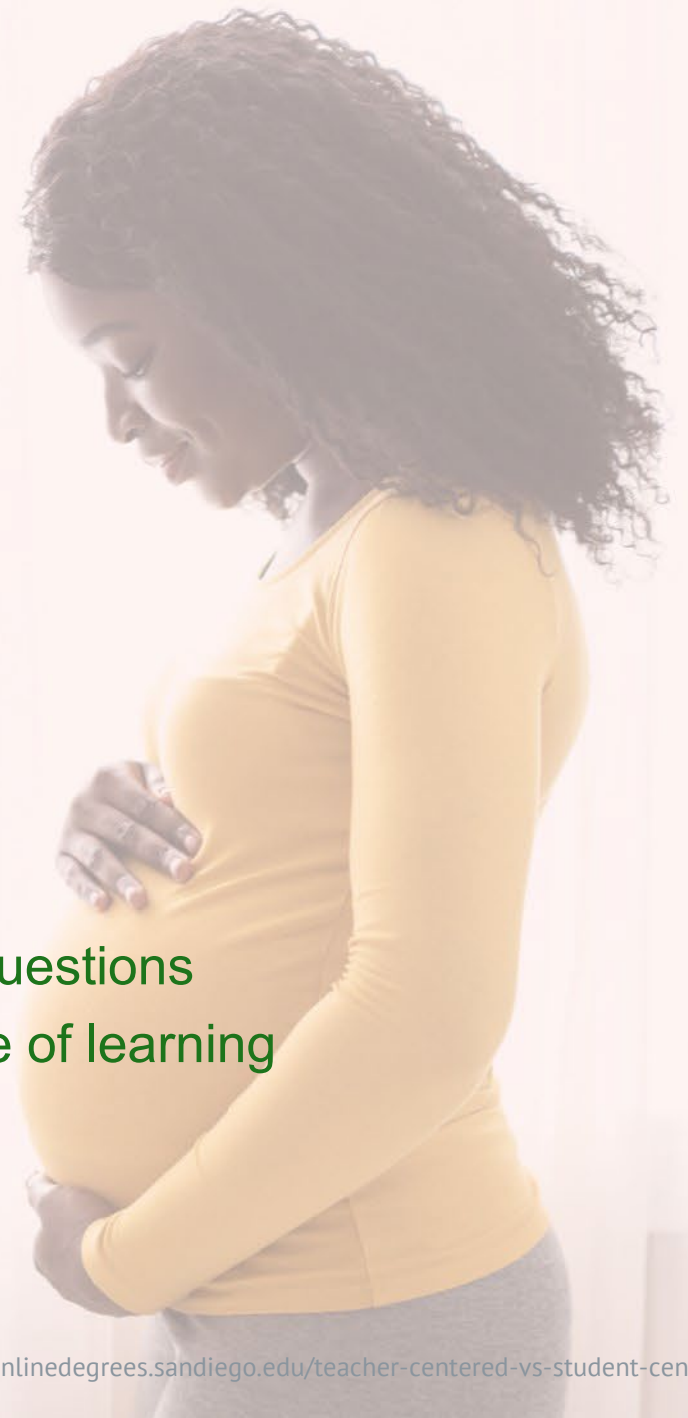
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1. What is student-centred education?



Teacher-centred education

- teacher presents information
- students are expected to passively receive the knowledge
- the focus is primarily on the instructor
- the teacher chooses the topics
- the teacher talks and the students listen
- what the teacher knows about the subject takes priority
- students work alone/independently
- the teacher monitors and corrects student work as needed
- the teacher is solely responsible for answering students' questions
- the teacher evaluates students' performance and evidence of learning
- the classroom is typically quiet



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Student-centred education

What do you associate with this term?



Photo: [Sum2000](#) from [Pixabay](#)



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Student-Centred Learning: it starts with the teacher

“Teachers encourage student-centred learning by allowing students to share in decisions, believing in their capacity to lead, and remembering how it feels to learn.”

Students need a voice in *why, what, and how* learning experiences take shape



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Presented in **1905** by
Hayward, used in **1956**
by Dewey

Expanded into a
general theory of
education in the 80s' by
Carl Rogers

Idea was to act as
guide, linked with the
concept of 'readiness'
to learn

When & how it was established?

Linked approaches:

- Developmental learning (Jean Piaget)
- Self-directed learning (Malcolm Knowles)
- Experiential learning (David A. Kolb)
- Flexible learning, and Deep learning

*The need of
'... a leader or person who is
perceived as an authority figure in
the situation, is sufficiently secure
within oneself and in own
relationship to others
that she/he experiences an
essential trust in the capacity
of others to think for themselves,
to learn for themselves'*

(Rogers, 1983, p. 188)



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(O'Neill & McMahon, 2005)

Teacher-centred Learning

- Low level of student choice
- Student passive
- Power primarily with teacher

Student-centred Learning

- High level of student choice
- Student active
- Power primarily with the student



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Student-centred learning is viewed as...

- The concept of the *students' choice in their education*
- The *student doing more than the teacher* (active vs passive learning)
- A much broader definition includes both of these concepts but, in addition, describes *the shift in the power relationship between the student and the teacher*



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Student-centred education

more active and collaborative role of students:

- having some choice what topics to cover
- working in pairs, in groups or alone
- interacting with teacher and peers during the lesson
- evaluating their own learning alongside the teacher

teacher functions as coach or facilitator

- modelling a concept or challenge
- inviting the students to explain or demonstrate
- providing feedback or corrections when questions arise
- refraining from constant monitoring



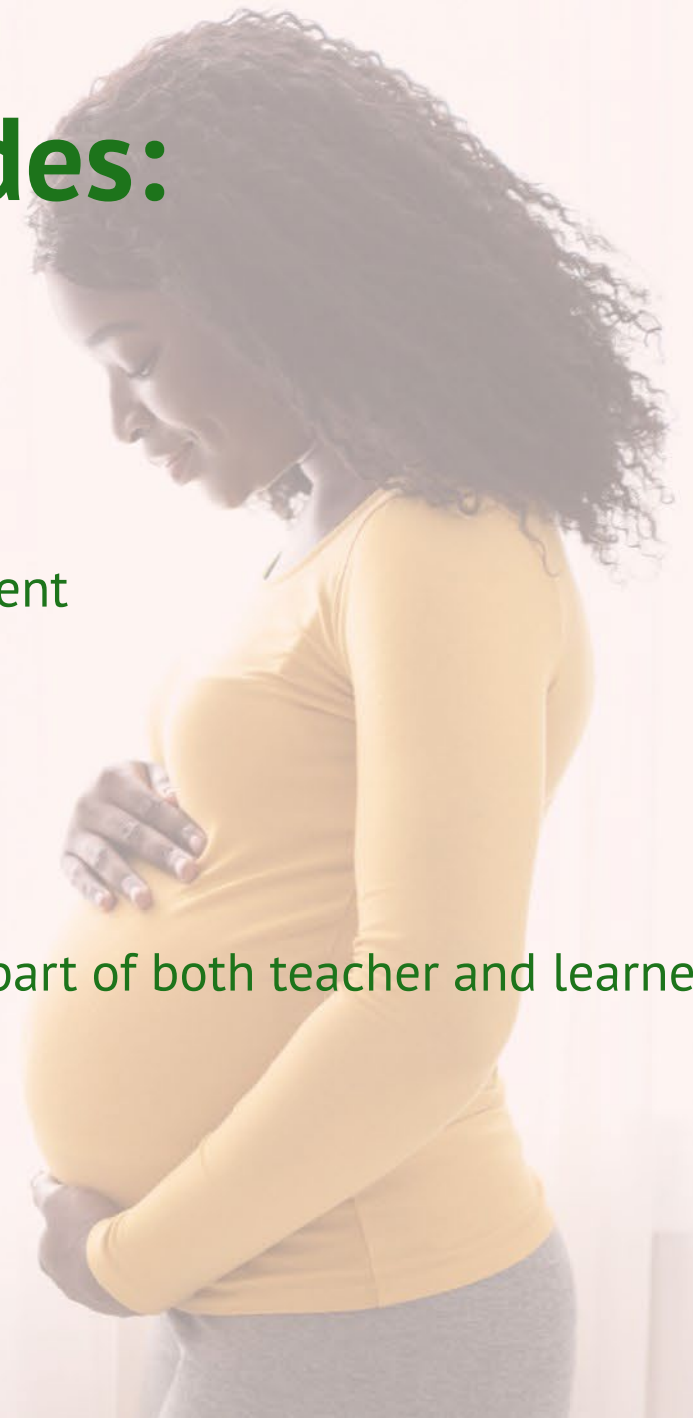
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Student-centred learning includes:

1. The dependency on active rather than passive learning
2. An emphasis on deep learning and understanding
3. Increased responsibility and accountability on the part of the student
4. An increased sense of autonomy in the learner
5. An interdependence between teacher and learner
6. Mutual respect within the learner teacher relationship
7. A reflexive approach to the teaching and learning process on the part of both teacher and learner

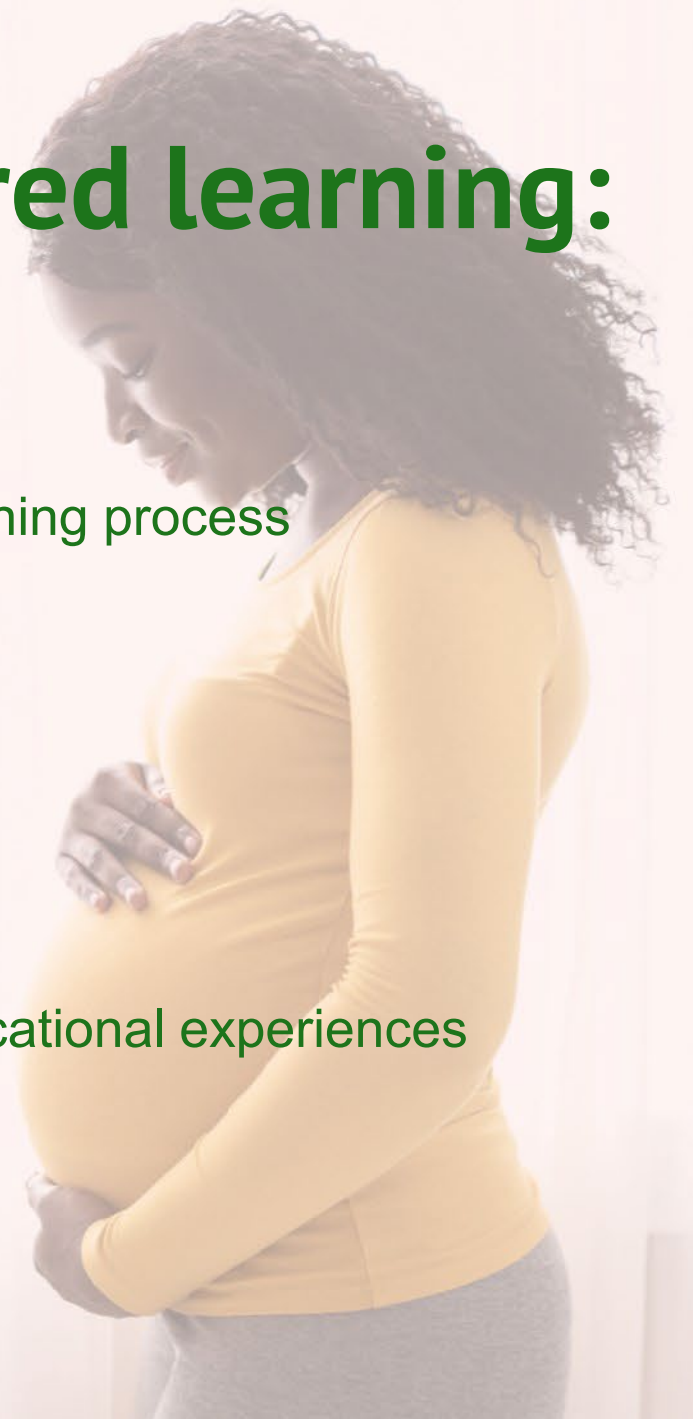


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Main principles of student-centred learning:

- Learners take full responsibility for their own learning
- Active participation and involvement are essential to the learning process
- Peer relationships foster mutual growth and development
- Teachers serve as *facilitators* and resources
- Learning integrates knowledge, skills, and personal growth
- Learners undergo personal transformation through their educational experiences



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Facilitation: focus shifts on assigned tasks

Facilitation

- Guides the process
- Provides questions
- Fosters group interaction
- Students discover by themselves
- Encourages different views
- Based on trust, respect, and the desire to serve

Instruction

- Presents information
- Provides answers
- Directs or tells skills / knowledge
- Starts with teacher's knowledge
- May encourage different views
- Maintains a formal relationship based on the status of a teacher



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2. Why is student-centred education important?

Understanding students' values and diversity of needs

Create a learning process that is:

- **Individualised** for level of study and competency (e.g. skills, digital or health literacy)
- **Accessible** regarding infrastructure (e.g. time, physical distance, technologies)
- **Inclusive** for people of any age, with special needs, commitments, learning or other disabilities



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Engaging students: consultative leadership

“Share” power by empowering learners

Students need to:

- **Understand why** subject, vocabulary or skills are relevant to them
- **Choose what** to explore deeper/ focus on
- **Decide how** they can demonstrate their learning best

Change your leadership style:

- from directive “Do as I say”
- to consultative “Let’s co-develop and act based on your needs”

Involve students in decisions:

- planning
- implementation
- assessments



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3. Examples and Tools

Common features of programmes

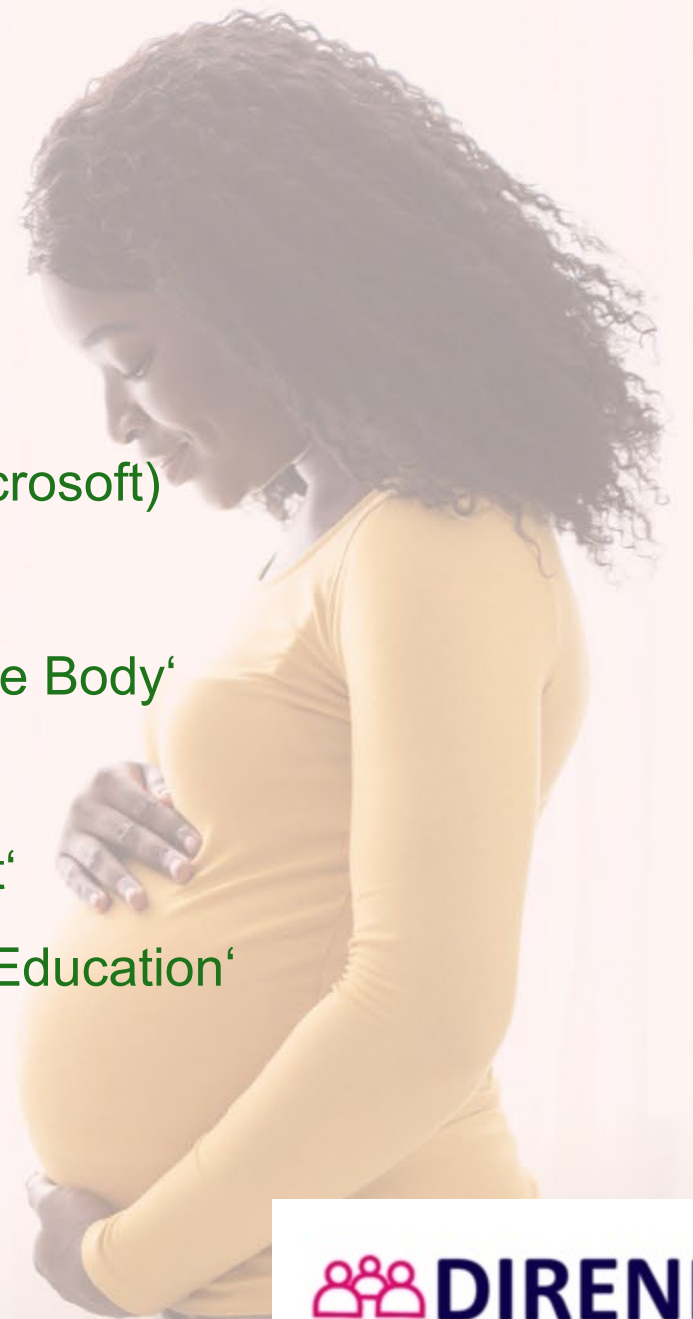
- Connection between curriculum and student interests
- Learning plans tailored to individual students
- Project-based, interdisciplinary (lab, field,...)
- Collaborative actions, adaptable by students (e.g. TedX event, storytelling,...)
- Meaningful feedback opportunities or platform
- Assessment as tool to measure and grow from learning



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Tools to facilitate interaction

- **Quiz tools:** 'Kahoot!' or 'Quiz Academy'
- **Polls or surveys:** 'Mentimeter', 'Forms' (e.g. Google or Microsoft)
- **Collaboration board:** 'Flinga' or 'Padlet'
- **Learn Anatomy:** 'Anatomy Quiz Lite', 'AnatomyX' or 'Visible Body'
- **Content Creation:** 'Articulate', 'H5P' or 'Thinglink'
- **Video Conferencing:** 'Zoom', 'MS Teams' or 'Google Meet'
- **Learning Management Systems:** 'Moodle' or 'Google for Education'



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(DIRENE, 2023)

Questionnaire from students' perspective

- *Measuring flexibility in the classroom*
- Adapted from Bergamin et al. (2012) and added the criteria of Clarke and James (1998)
- 5-point Likert scale (1=not true at all; 5=completely true)

Scale of flexibility	Item
Flexibility of time management	<ul style="list-style-type: none">▪ I can decide when I want to learn▪ I can decide my own learning pace▪ I can repeat the subject matter at will▪ I can arrange the learning time
Flexibility of teacher contact	<ul style="list-style-type: none">▪ I can contact the teacher at any time▪ There are different ways of contacting the teacher
Flexibility of content	<ul style="list-style-type: none">▪ I have a say regarding the focus of the topics of the class▪ I can prioritize topics in my learning▪ I can choose between different learning forms, including on-campus study, online study, and self-study▪ I can study topics of special interest
Flexibility of assessment	<ul style="list-style-type: none">▪ I can set the pace of my assessment▪ I can select my method of assessment▪ I can decide the value assigned to each assessment▪ I can set the criteria for my assessment



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<https://www.torontomu.ca/content/dam/learning-teaching/teaching-resources/teach-a-course/flexible-learning.pdf>

(Ryerson University)

Mobile learning needs in Africa

Needs regarding educational design:

1. Explanation of assignment and tools in easy language
2. Support of an educator during and after the course
3. Contact with other or former participants
4. A mix of shorter and a bit longer learning units
5. Additional optional classroom lessons



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(Pietsch, 2023)

<https://phaidra.fhstp.ac.at/detail/o:5160>

Mobile learning needs in Africa

Needs regarding technical design:

1. Use of videos with interactive elements
2. Subtitles in native languages and English
3. Access to learning materials via smartphone, app or browser
4. Access to a digital device with stable electricity supply
5. Offline content, saving of achieved progress
6. Ensuring data security



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Mobile learning needs in Africa

Further needs:

- Financial support for course fees
- Downloadable certificate
- Confirmation of the quality of the course

A [guide for educators](#) to create mobile learning units for working and aspiring health professionals was developed based on these needs.



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(Pietsch, 2023)

<https://phaidra.fhstp.ac.at/detail/o:5160>

Student attitudes towards online learning: Example from Greece (n=1103)

Confidence in prerequisite “skills” higher in

- Males
- Those with Greek nationality

Positive “beliefs” about online learning more in

- Those not studying health sciences
- Those whose decision concerning their place of residence was influenced by health reasons related to the pandemic and financial reasons

For both

- Students aged > 21 years old
- Those very satisfied with their living conditions



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4. Suggestions



Preparing for class

Define learning outcomes:

- ✓ Select outcomes based on the aim (*e.g. from a competency framework*)
- ✓ Provide them to the students beforehand, ask them to assess themselves

Align assignments with the learning outcomes:

- ✓ Offer activities: students decide what material and how they learn it

Choose an evaluation strategy:

- ✓ Create a situation that allows you to observe the learning outcomes
- ✓ Instruct students to assess themselves, or anonymously their peers
- ✓ Reflect the findings from the assessments with your students



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Facilitate, mentor, or coach

Create individual learning processes

- ✓ Give students the choice to specify their focus within the assignment

Interaction is easier with trust, respect and mutual understanding

- ✓ Create collaborative spaces (e.g. seat in circles, use an easy language)
- ✓ Encourage questions, ease insecurities (e.g. use examples, humour,...)

Develop yours and the students' reflection skills

- ✓ Feedback with tact, listen, be open to different views (*do not push*)
- ✓ Establish time and space to reflect the individual learning process



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Examples of student centred learning methods

Outside of the lecture format

- Independent projects
- Group discussion
- Peer mentoring of the students
- Debates
- Practice
- Reflective diaries, learning journals
- Online assisted learning
- Choice in subjects for study/projects
- Writing article
- Portfolio developments

In the Lecture

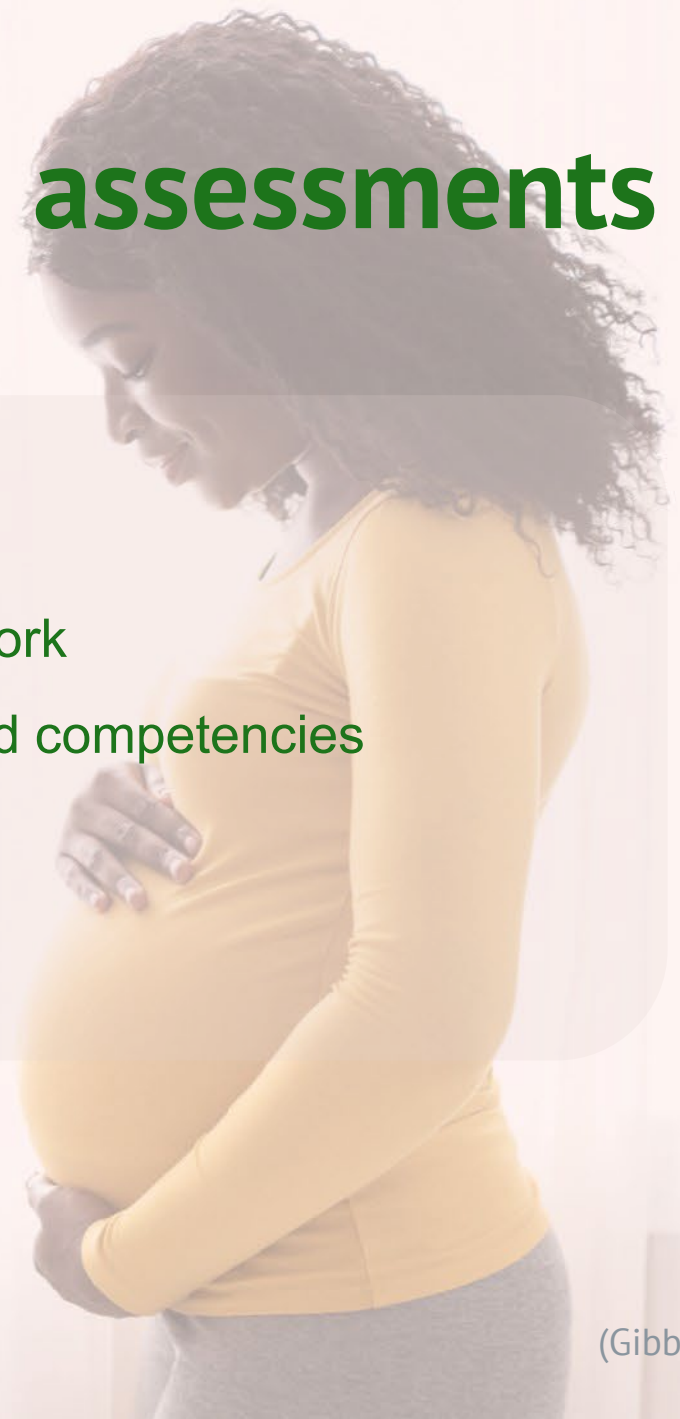
- Buzz groups (short discussion in twos or more)
- Cross-overs (mixing students into groups by letter/number allocations)
- Rounds (giving turns to individual students to talk)
- Quizzes
- Writing reflections on learning (3-4 min)
- Students' class presentations
- Role play
- Producing mind maps in class



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Examples of student-centred assessments

- Diaries, logs and journals
- Portfolios
- Peer/self assessment
- Learnings contracts and negotiated assessment
- Projects
- Group work
- Skills and competencies



Assessment process and students-centred learning

Involving students at the stage when the task is set:

- Choosing the assessment task
- Setting the assessment task
- Discussion the assessment criteria
- Setting the assessment criteria

Involving students at the stage after the task is completed:

- Making self-assessment comments
- Making peer-assessment feedback comments
- Suggesting self-assessment grades/marks
- Assigning self-assessment grades/marks
- Assigning peer-assessment grades/marks



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(Brown, Rust, & Gibbs, 1994)



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Tools

- <https://kahoot.com/>
- <https://university.quizacademy.io/cms/dashboard>
- <https://www.mentimeter.com/>
- <https://www.microsoft.com/en-gb/microsoft-365/products-apps-services>
- <https://flinga.fi/>
- <https://en.padlet.com/>
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- <https://zoom.us/>
- <https://www.microsoft.com/en-gb/microsoft-teams/log-in>
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