

Student-centered learning environments in higher education classrooms

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Higher education institutions have to engage in curricular and pedagogical renewal to increase not only the quantity but also the quality of higher education graduates. A paradigm and culture shift from teacher-centered to student-centered learning and instruction is crucial in order for higher education institutions to prepare their students for life and work in the knowledge society and economy of the 21st century. Based on an expansive literature review and multiple ethnographic case study research conducted at the Harvard Graduate School of Education (United States), the following research question will be explored: *How can instructors design and bring to life powerful student-centered learning environments that provide students with opportunities for deep learning?*

A situative educational model will be presented to guide the design and implementation of powerful student-centered learning environments in higher education classrooms. The model aims to support instructors, curriculum developers, faculty developers, administrators and educational managers from all disciplines and across different educational settings in making informed instructional decisions regarding course design, classroom interaction and community building.

Dr. Sabine Hoidn is a Postdoctoral Researcher and Lecturer in Education and Research Methods at the University of St. Gallen, Switzerland. She holds a PhD in Education and Economics (University of St. Gallen), a Master's in Business Education and Pedagogy (Alexander-Friedrich-University in Nuremberg; First State Examination), and a teaching certificate for comprehensive/vocational schools (Second State Examination in Bavaria). Dr. Hoidn has expertise in the fields of learning sciences research (e.g. self-regulated learning, course design and evaluation), higher and teacher education, educational management and social research methods (e.g., case study research). She has worked on scientific evaluation and learning projects in culturally diverse teams at Stanford University, London School of Economics and Harvard University with her research being supported by the Swiss National Science Foundation and by the European Commission.

The lessons will be held on Thursday, 18 February 2016, from 10:00 a.m. to 11:15 a.m. in classroom M103 (Prague 1, Myslíkova 7, 1st floor).

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