

## **Student-Centred Education**

Summer term 2019

Teacher: PD Dr. Sabine Hoidn

Guest Lecturer at IERD, Charles University

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Time: Monday and Wednesday, 09:00-12:15, March 18, 20; April 15, 17; May 20, 22

Room: M209, Myslikova 7 building, 2<sup>nd</sup> floor

Course name & code: Student-Centred Education

Credits: 6 ECTS

### **Abstract**

In an increasingly globalised world high-quality education is pivotal in order to better prepare students to actively and successfully participate in today's dynamic societies. In the last few years, student-centred learning has gained political recognition in the Bologna Process as a concept with the potential to improve both quality and equity in (higher) education. Student-centred learning is both, a mind-set and culture within a given education institution and a constructivist approach to learning and instruction. This course tackles the following guiding questions: What is the current state of implementation of student-centred learning in European higher education? What does learning science research tell us about the effectiveness of student-centred learning and instruction? How can instructors design and bring to life student-centred learning environments that provide students with opportunities for deep learning? What do student-centred practices look like in schools and higher education classrooms? Does student-centred education offer new pathways to overcome some of the inequities in tertiary educational opportunities?

Students are expected to participate actively in class. Czech students as well as Erasmus students from various countries are more than welcome to sign up for this course.

### **Syllabus**

#### **1. Student-centred learning and the Bologna Process**

Drivers of curricular higher education reforms: population projections, early school leavers, tertiary education participation and graduation rates, diverse student body, changing skill demands; common understandings of student-centred learning in European higher education; implementation of student-centred learning in EHEA<sup>1</sup> countries and implementation obstacles.

#### **2. Constructivist foundations and effectiveness of student-centred learning and instruction**

Student-centred learning versus teacher-centred learning; situative constructivist view of learning and instruction; criticism of and misconceptions about constructivist perspectives; process-outcome research on instructional effectiveness; effectiveness of problem-based learning; quality features of teaching and learning based on classroom research.

#### **3. Design and implementation of powerful student-centred learning environments**

- What are characteristic curricular design elements and quality features of student-centred classrooms (e.g., course goals and content, course activities)?
- How do the instructors scaffold participatory processes of knowledge construction?
- How do the instructors cultivate a classroom community of learners over time?
- What are the teaching and learning challenges student-centred classrooms present for instructors and/or students?

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<sup>1</sup> The European Higher Education Area (EHEA) is the result of the political will of 48 countries which aim to facilitate academic mobility, increase the comparability of studies across all the educational systems of the participating countries as well as promote Europe as a world education destination (web: <http://www.ehea.info/>).

#### 4. Student-centred classrooms and practices – examples

- An up-close look at student-centred math teaching of highly regarded US high school teachers and their students;
- Learning from four student-centred US high schools that support underserved students;
- Student-centred higher education classrooms and practices at Charles University, CZ, University of St. Gallen, CH and Harvard Graduate School of Education, US.

#### 5. Student-centred learning and equity

Social dimension in higher education; impact of students' background; potential to provide opportunities to learn for a diverse student body; policy approaches to widening access and participation in higher education; policies for improving completion rates; prospects for higher education modernization.

#### References

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