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Student Centred Learning

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STUDENT CENTRED LEARNING

Graham Glanville

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November 2019

PEDAGOGY V ANDRAGOGY

Andragogy refers to methods and principles used in adult education, whereas **pedagogy** literally means "**leading children**"

We're doing this in our classrooms, right?

Knowles' theory (1967) can be stated with six assumptions related to the motivation of adult learning:

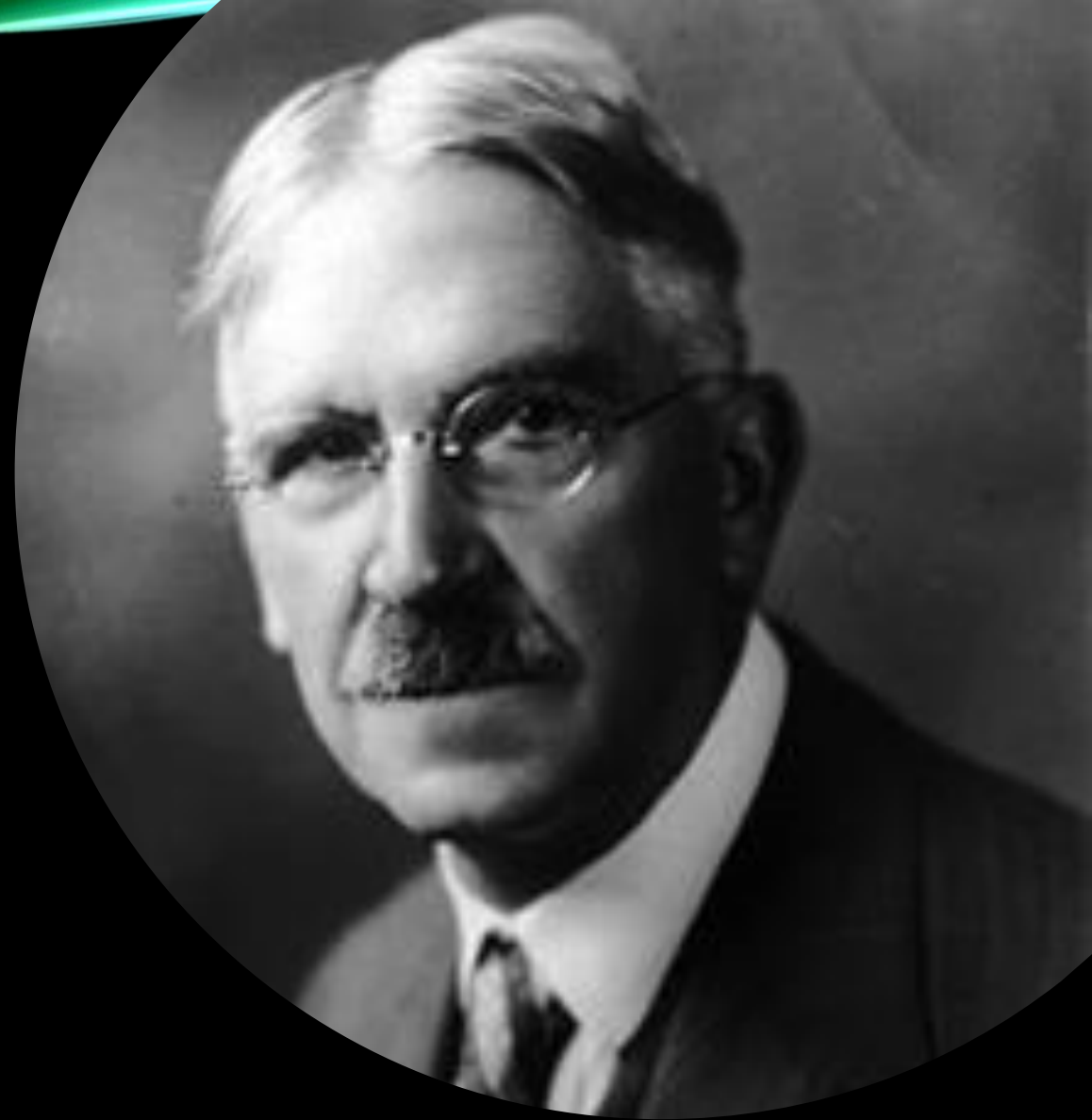
- **Need to know:** Adults need to know the **reason** for learning something.
- **Foundation: Experience** provides the basis for learning activities.
- **Self-concept:** Adults need to be responsible for their decisions on education; **involvement** in the **planning** and evaluation of their instruction.
- **Readiness:** Adults are most interested in learning subjects having immediate **relevance** to their **work** and/or **personal** lives.
- **Orientation:** Adult learning is **problem-centred** rather than content-oriented.
- **Motivation:** Adults respond better to **internal** versus external motivators.

WHO'S RESPONSIBLE FOR LEARNING?

- **The School?**
- **The Student?**
- **The Teacher?**

1. How do you know if your students are learning?
2. If you didn't assess them how would you know if they are learning?
3. Are you providing an 'equality' of opportunity for all to learn?

Dewey (1966) stressed the importance of an education system that offers ***equality of opportunity for everyone***, and the importance of thinking and reflecting on how this could be embedded into teaching practice



John Dewey

*American philosopher, psychologist,
and educational reformer*

The view from the back of the classroom



DEFINING STUDENT CENTRED LEARNING (SCL)

The term **student-centred learning** refers to a wide variety of educational programmes, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students and groups of students (edglossory.org).

- Activity Theory (Vygotsky, 1920s)
- Situated Cognition (Wenger, 1991)
- Experiential Learning (Burnard, 1999)
- Flexible Learning (Taylor, 2000)

TEACHER CENTRED V STUDENT CENTRED

Teacher Centred

- Very little student choice
- Passive student involvement
- Power is mostly with teacher

Student Centred

- Student gets to choose
- Active student involvement
- Power is primarily with the student

MODERN APPROACH TO SCL

“Students have the flexibility to learn “**anytime and anywhere**,” meaning that student learning can take place outside of traditional classroom and school-based settings, such as through work-study programmes or online courses, or during non-traditional times, such as on nights and weekends”

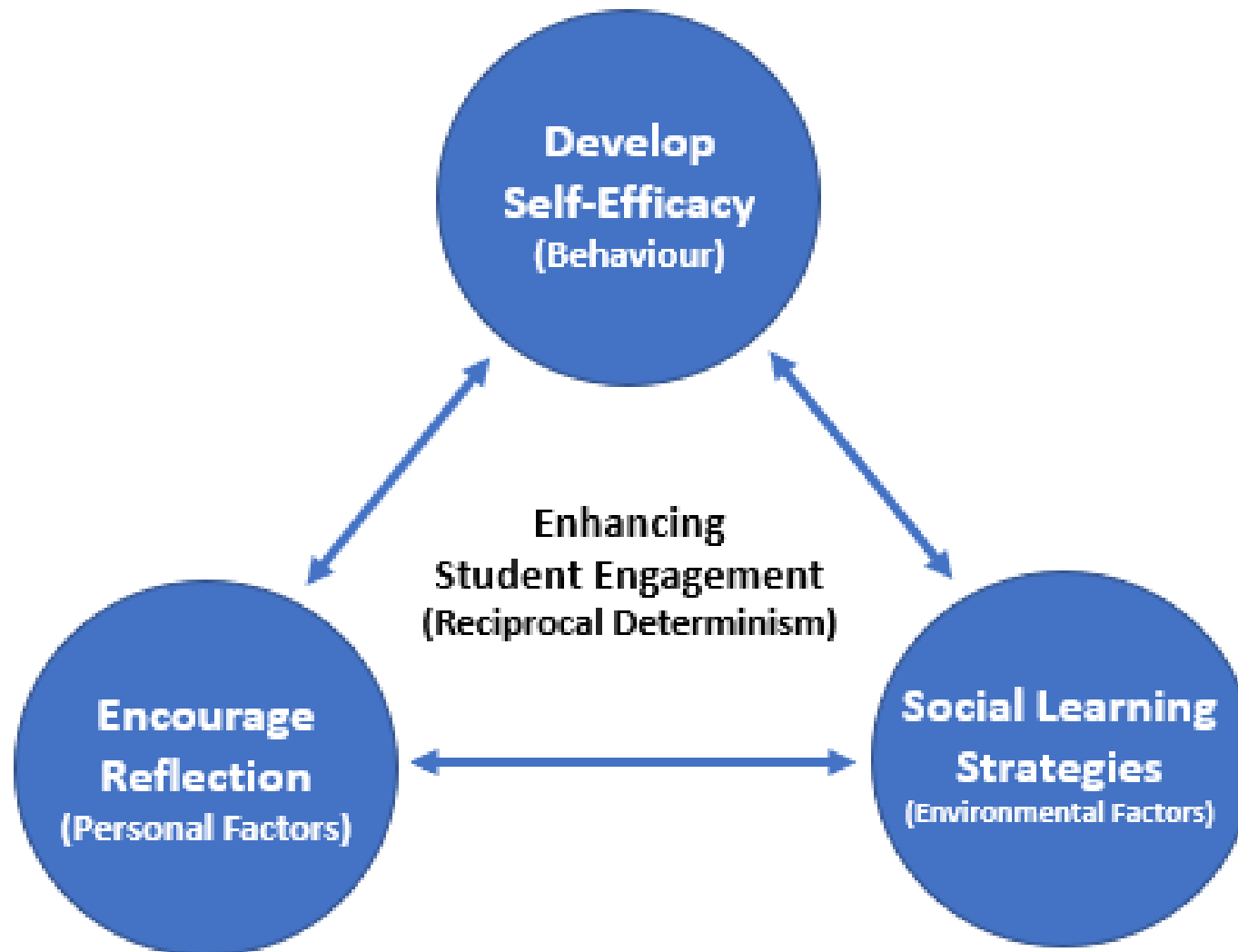
(edglossory.org)

LEARNING - ENGAGEMENT

- Intrinsic Motivation (purpose, need, goal etc.)
- Extrinsic Motivation (influence, persuasion, pressure)
- Self-Efficacy (belief in capability)

Conceptual Framework: Enhancing Student Engagement

(Adapted from Bandura's Reciprocal Determinism Model (1986))



(Glanville, 2017)



“The true direction of the development of thinking is not from the individual to the social, but from the social to the individual”

- Lev Vygotsky

HOW TO

- Peer Review
- Peer Grading
- Assessment Selection – Students choose the assessment from a selection
- Assessment Design- Students design their own assessment

STUDENT AS....

- Partner
- Producer

Check this out: <https://www.teachingandlearning.ie/our-priorities/student-success/assessment-of-for-as-learning/>

DISCUSSION

- Would you be willing to allow your students to peer assess?
- Would you be willing to allow your students to design their own assignment, subject to your approval?