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# ***“From teacher-centered learning to student-centered learning”***

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# SCL in the Leuven Communique (2009): Student - centred learning and the teaching mission of higher education

- Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures
- Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths.

- Higher education institutions should pay particular attention to improving the teaching quality of their study programmes at all levels.
- This should be a priority in the further implementation of the **European Standards and Guidelines for quality assurance.**

# SCL in the Bucharest Communique (2012)

- Commit to “establish conditions that foster student-centred learning, innovative teaching methods and a supportive and inspiring working and learning environment, while continuing to involve students and staff in governance structures at all levels”.
- By focusing on academic learning and research, students should acquire the ability confidently to assess situations and ground their actions in critical thought.”

# SCL & the European Commission (2013)

Recommendations:

- Authorities should provide adequate funding and design SCL strategies
- Curriculum development in partnership with stakeholders
- Mandatory certified teacher training for professors – all teaching staff to be certified by 2020
- Continuous teacher training and development

- Under;

Standards and guidelines for Internal evaluation

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”**

# THE CONCEPT OF Student-centered learning (scl)

- The reliance on active rather than passive learning
- An emphasis on deep learning and understanding
- Increased responsibility and accountability on the part of the student
- An increased sense of autonomy in the learner
- Mutual respect within learner-teacher relationship, and
- A reflexive approach to the teaching and learning process on the part of both the teacher and the learner

## Principles underlying SCL

- Principle 1, SCL Requires an ongoing reflexive process
- Principle 2, SCL doesn't have a <One-Size-Fits-All> Solution
- Principle 3, students have different learning styles
- Principle 4, students have different needs and interests
- Principle 5, choice is central to effective learning in SCL



## Principles underlying scl

- Principle 6, Students have different experiences and background knowledge
- Principle 7, students should have control over their learning
- Principle 8, SCL is about “enabling” not “telling”
- Principle 9, Learning needs cooperation between students and staff

# The benefits, benefits for students

- Making students an integral part of the academic community
- An increased motivation to learn
- Independence and responsibility in learning
- Due consideration for student needs

# The benefits, benefits for teachers

- A more interesting role for teachers
- Solution to tackling massification and diversity
- Positive impact on working conditions
- Continuous self-improvement
- Increased learner motivation and engagement
- Professional development for academia

# The wider benefits of SCL

- Quality enhancement
- The status of the teaching profession
- Increased representation in governance structures
- Better retention rates in higher education
- Attracting students
- An ongoing improvement process
- Fostering a lifelong learning cultures

# Implementation by teachers

## The learning continuum

Teacher-Centered learning	Student centered learning
Low student choice	High student choice
Passivity of students	Activity of students
Teacher as holder of power	Student empowerment

**Thank you for your attention!**

