



Mapping and analysis of student-centred learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education

NESET Analytical Report No 2/2019, 2020
Summary

This report aims to inform the future actions of European and national policy makers, higher education institutions and other relevant stakeholders in promoting further change in learning and teaching behaviour within European higher education institutions through the implementation of high-quality student-centred learning and teaching ecosystems. The report draws from the state-of-the-art scholarship on student-centred learning and teaching, and provides high-impact practice examples.

AUTHORS

Manja KLEMENČIČ, Harvard University
Mantas PUPINIS, PPMI
Greta KIRDULYTĖ, PPMI

CONTRIBUTOR

Orestas STRAUKA, PPMI

PEER REVIEWERS

Sabine HOIDN, University of St. Gallen
Dragana AVRAMOV, NESET Scientific Coordinator

LANGUAGE EDITOR

James NIXON, freelance editor

↓ Access the full report:
bit.ly/NESET-AR2-2019



This document has been prepared for the European Commission however it reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



ABOUT NESET

NESET is an advisory network of experts working on the social dimension of education and training, set up at the initiative of the European Commission's Directorate-General for Education and Culture (DG EAC). The Network is one of the seven key knowledge providers for the DG EAC contributing through evidence-based advice.

It provides reliable, independent and rigorous scientific support, country-specific expertise, and advice to the European Commission in relation to the equity and social aspects in all the levels of education and training.

NESET acts as a knowledge broker, bridging the gap between EU policy coordination and the academic world.

NESET COORDINATION

NESET is coordinated by **PPMI** – a leading European research and policy analysis centre. PPMI began coordinating the Network in January 2015 and has successfully developed a network of **over 60 highly qualified researchers and education policy specialists from around 40 countries**.

GET INVOLVED

If you are a researcher in the social dimension of education and training and would like to be included in this database, simply complete a short online form on our website and **open yourself to new research opportunities!**



www.nesetweb.eu/experts-registration

FOLLOW THE LATEST UPDATES



[/groups/NESET.Education](https://www.facebook.com/groups/NESET.Education)



[/company/neset-network](https://www.linkedin.com/company/neset-network)



Network of Experts on Social Dimension of Education and Training (NESET)

SUBSCRIBE TO QUARTERLY NEWSLETTERS



www.eepurl.com/dOatJL

Mapping and analysis of student-centred learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education

NESET Analytical Report No 2/2019, 2020

Context

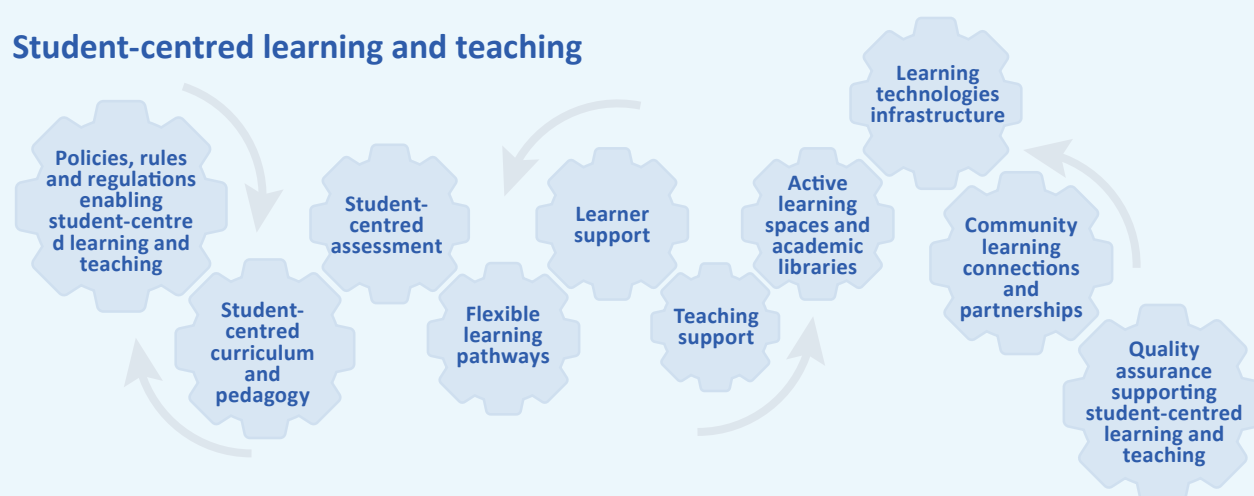
The teacher-centred approach to learning and teaching tends primarily to consider students as passive recipients of knowledge, without explicitly considering that deep learning only happens when students participate actively in the learning process. In such an approach, the teacher occupies a privileged position as the student's main source of knowledge. The main instructional methods used in this approach include lecturing, note-taking and memorising information in order to reproduce it later.

Student-centred learning and teaching, on the other hand, sets expectations for students to take responsibility for their own learning. It enables students to actively participate in the construction of knowledge, and to develop their autonomy as learners through self-reflection and improved learning skills. The application of student-centred learning and teaching within higher education requires a shift in focus from what teachers teach to what learners learn.

The report and its key achievements

This report defines student-centred learning and teaching as an overarching approach to designing higher education processes that is founded on the concept of student agency. Student-centred learning and teaching primarily concerns the capability of students to participate in, influence and take responsibility for their learning pathways and environments, in order to engage in a transformative learning experience and thus achieve deeper learning outcomes.

Student-centred learning and teaching



10 mutually reinforcing core elements

The report achieves two main objectives. First, it maps notable real-world practices of student-centred learning and teaching – namely, those practices with proven potential to contribute to the quality and inclusiveness of higher education. Second, by reviewing recent, top-level academic research on the subject, it puts into context the practices that have been mapped. As a result, the report suggests a list of 10 mutually reinforcing core elements, all of which should be implemented to have a fully functioning student-centred learning and teaching ecosystem.

The report also provides a self-assessment tool that enables higher education institutions to assess the existence and effectiveness of the 10 student-centred learning and teaching elements within their own institution.

