



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

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Summary

By drawing on the state-of-the-art scholarship on student-centred learning and teaching, and high-impact practice examples, 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.

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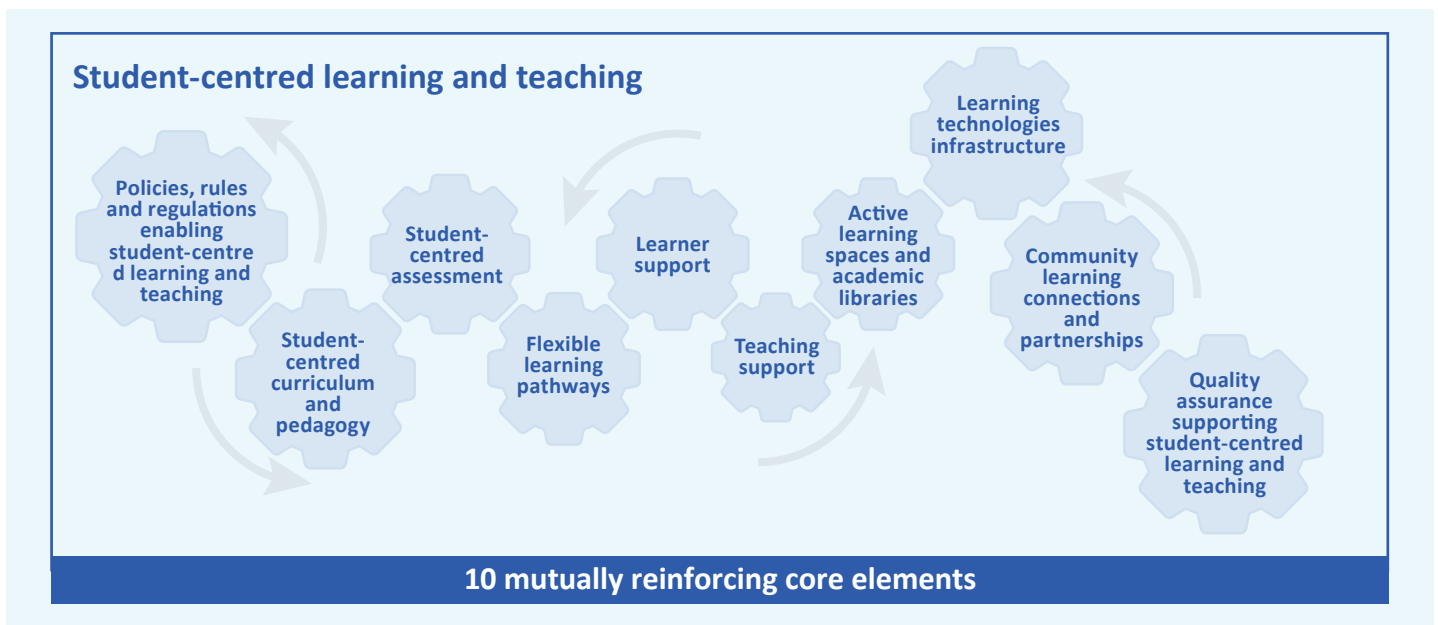
Context

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 actively participate 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, which 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 have a transformative learning experience and thus achieve deeper learning outcomes.



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.

