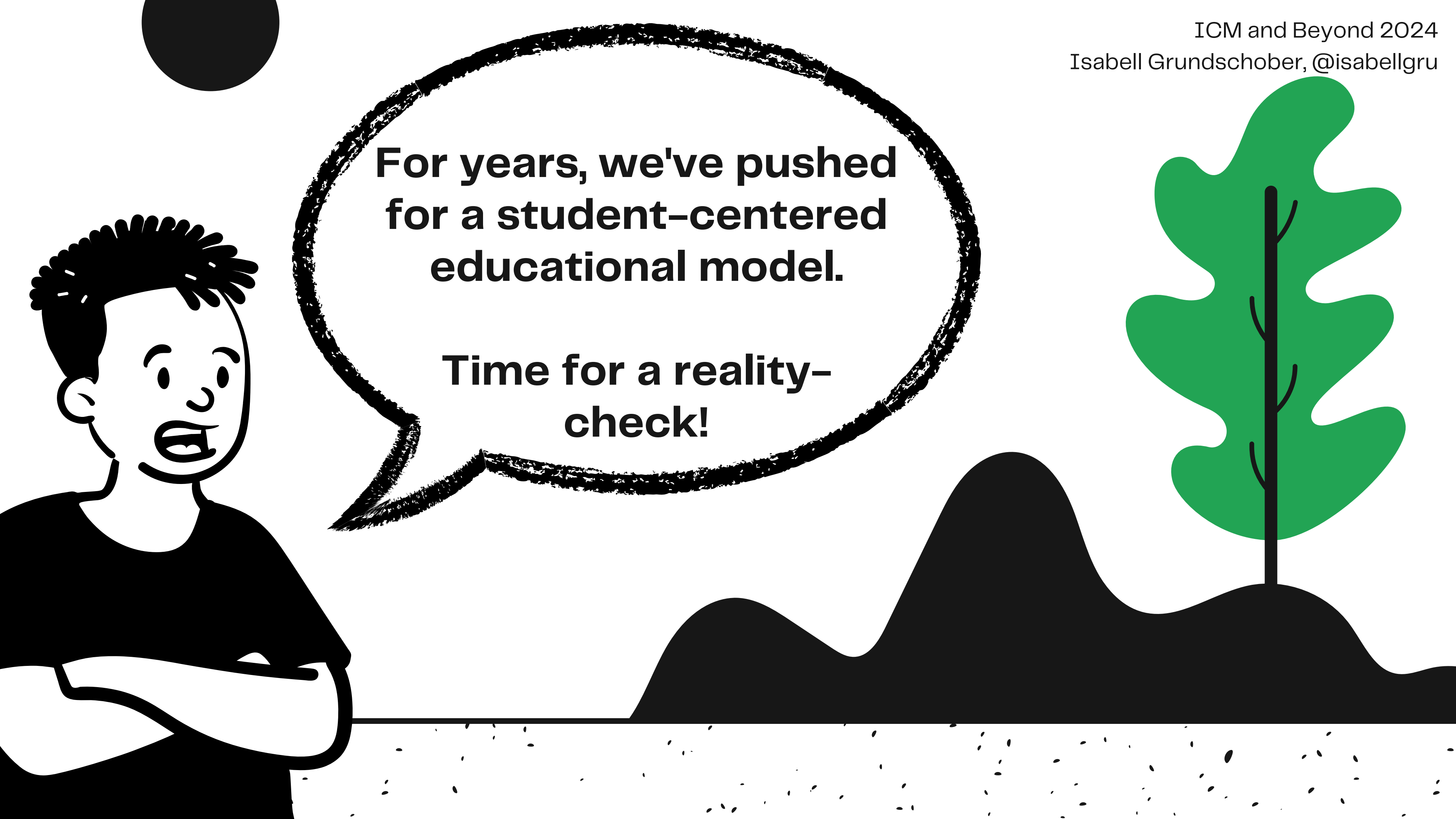




Buzzword or game changer for the future?

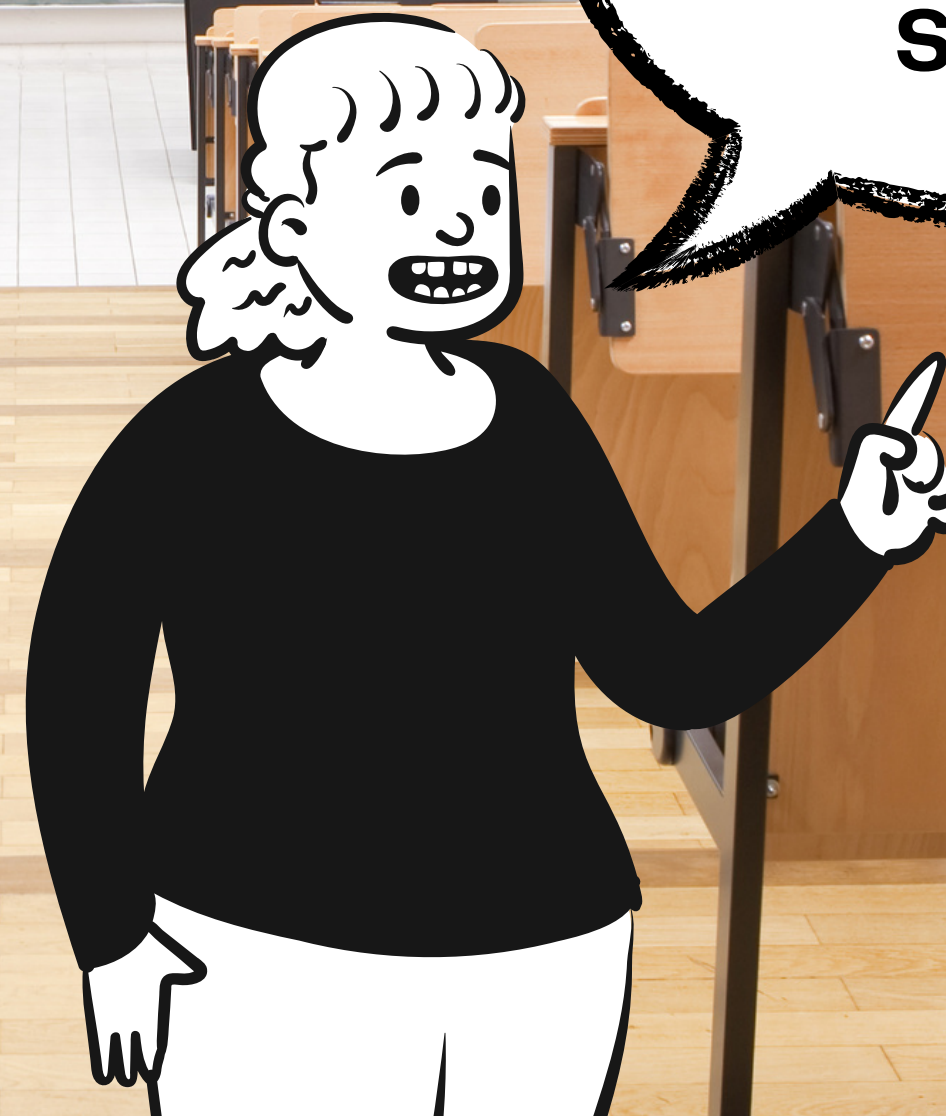
LEARNER-CENTERED EDUCATION

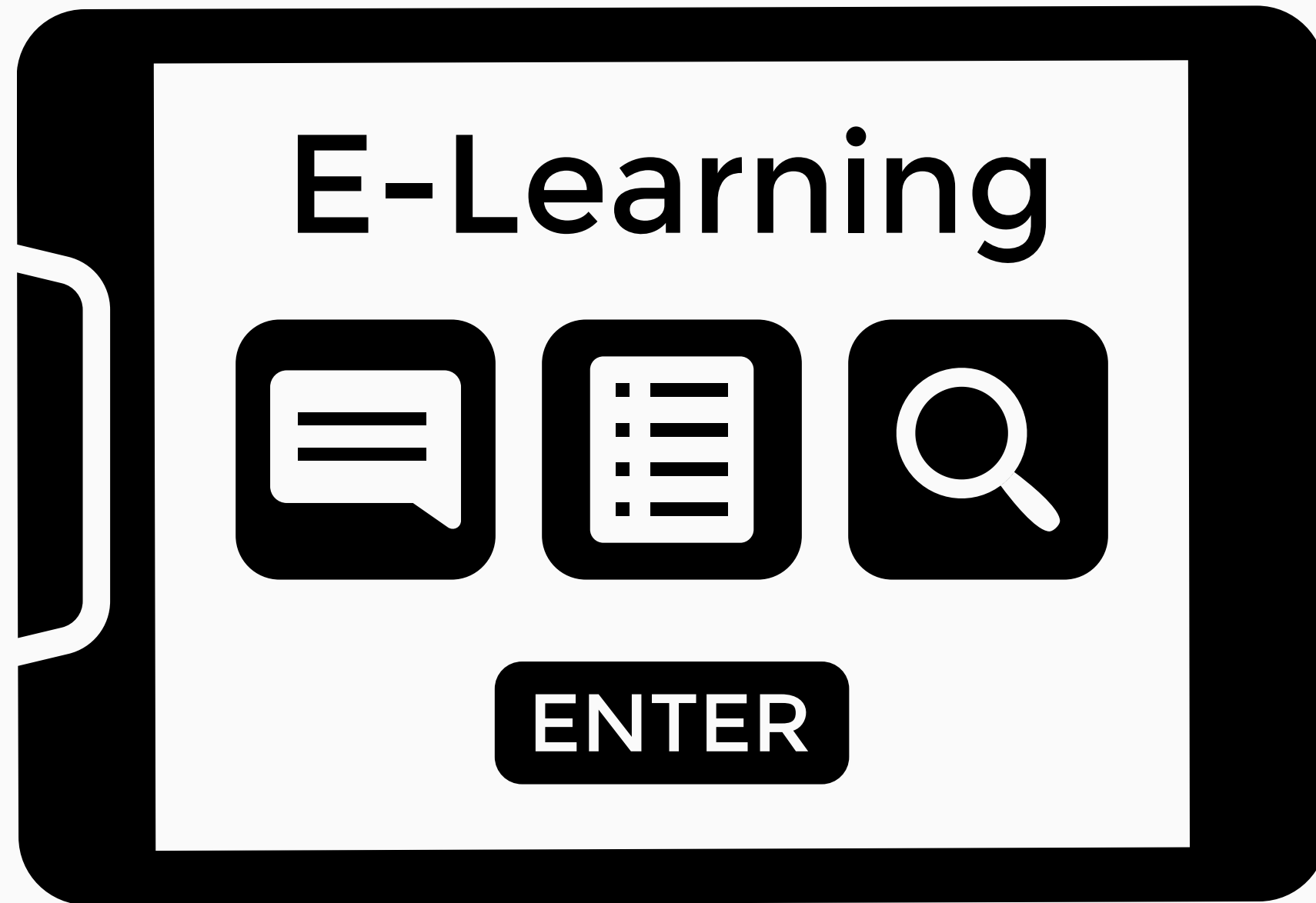


**For years, we've pushed
for a student-centered
educational model.**

**Time for a reality-
check!**

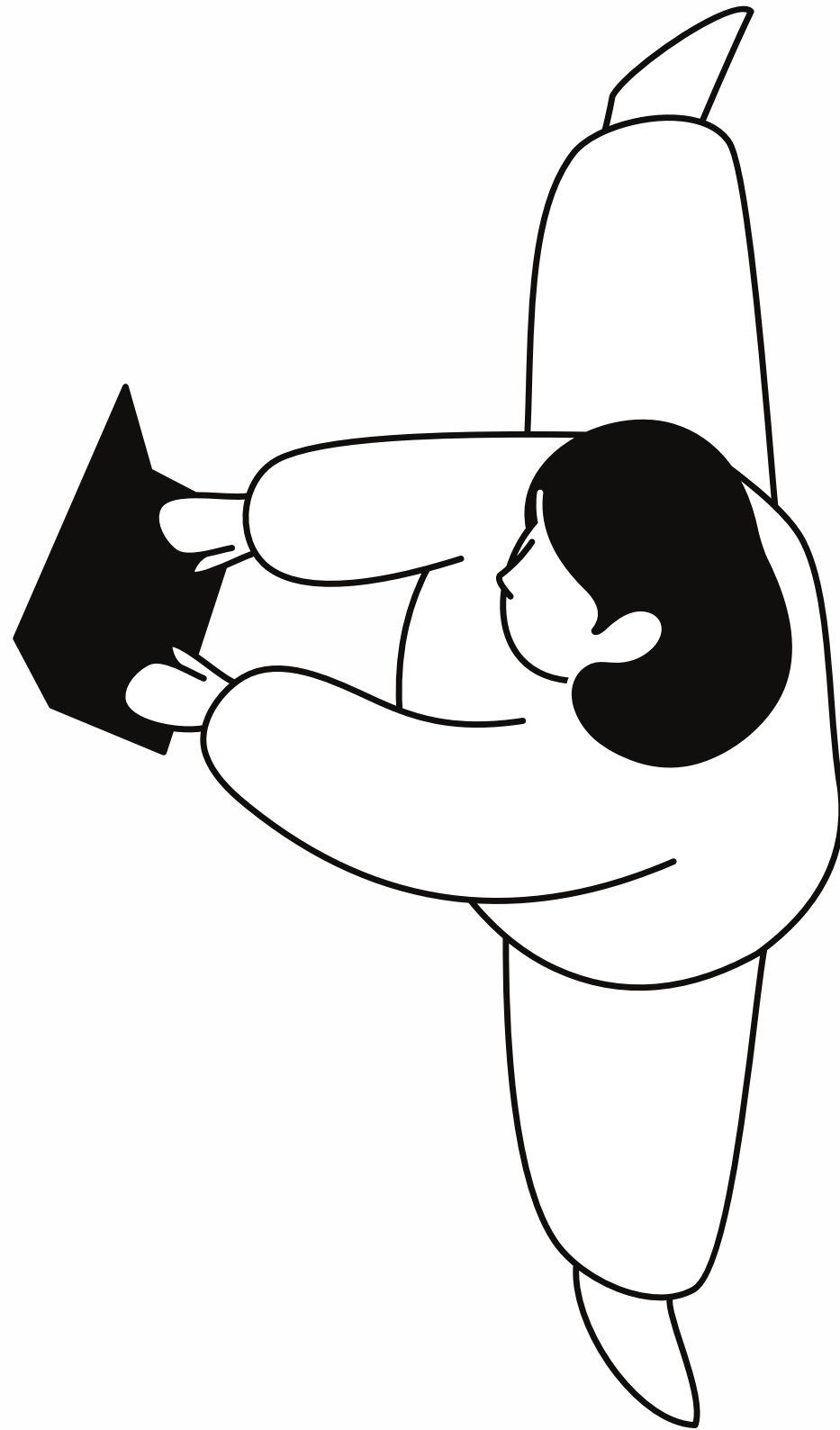
**THE LECTURE IS
ABOUT TO
START!**





**ONLY THE
LECTURER CAN
UPLOAD AND
SHARE CONTENT.**





Outline

KEY TOPICS DISCUSSED IN THIS KEYNOTE:

REALITY-CHECK AND NEXT STEPS FOR THE FUTURE

- **Reality-Check:**
 - What is learner-centered education?
 - How far has it been implemented?
 - Why learner-centered education?
- **Next Steps for the Future**
 - What to learn from the past?
 - Professional noticing and lifelong learning.
 - Overarching integration in instructional design.
- **Conclusions and Implications for Practice**



Student-Centered Education - Defined!

too broad!

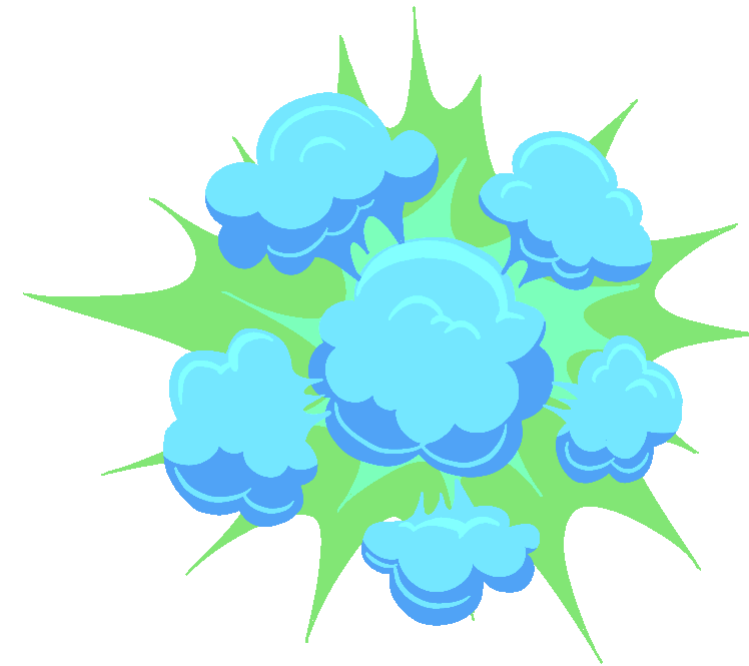
too narrow!

no definition at all!

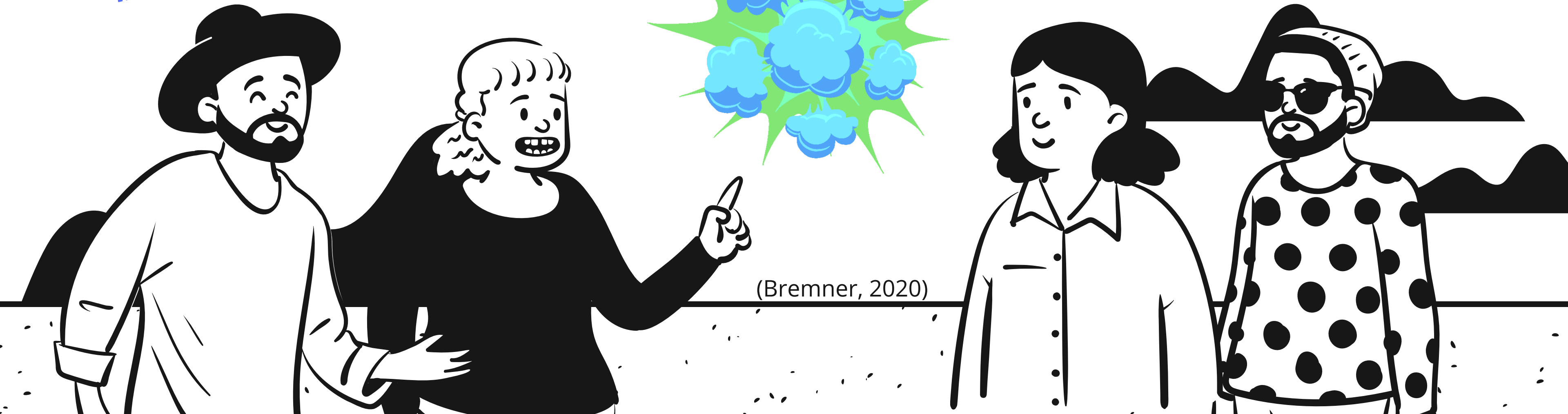
...or not defined?

inconsistent!

contradictions!



(Bremner, 2020)



“Without clarity to its meaning and specific set of indicators to assess institutional practice, almost anything can be ‘sold’ as SCL.”

(Klemenčič, 2017)

***SCL= Student-Centered Learning**



6 Aspects Framework

(Bremner, 2020)

Active participation

including interaction

Relevant skills

real-life, higher order skills

Adapting to needs

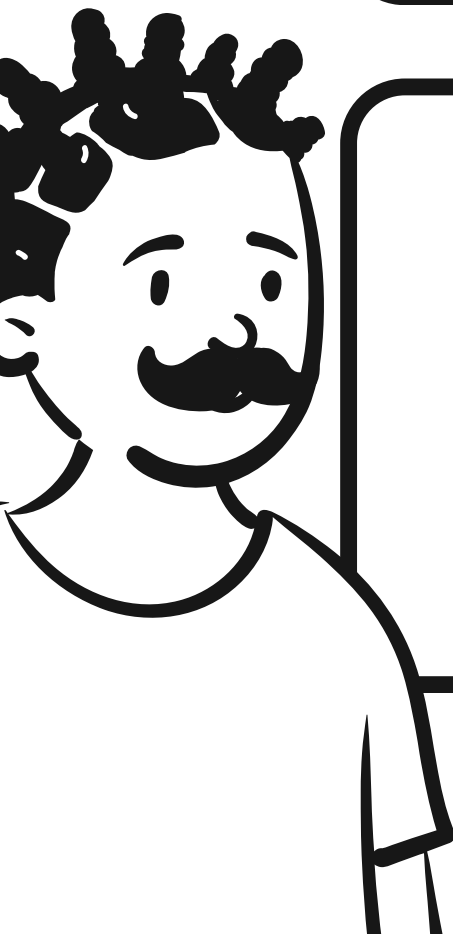
including human needs

Power sharing

Autonomy

including metacognition

Formative assessment





What is "learner-centeredness"?

Time for a survey!



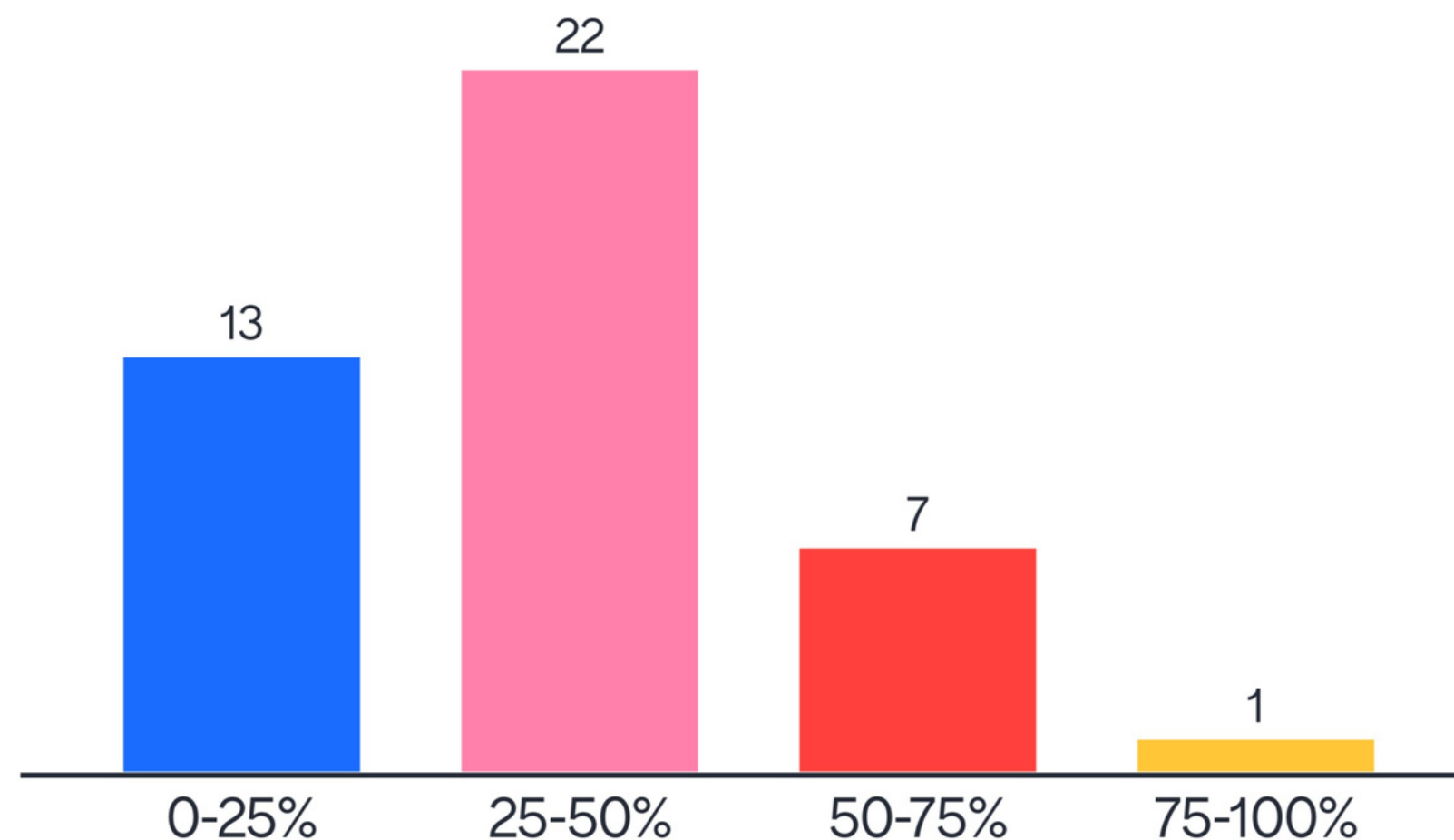
What is it?



How far is it implemented?



Zu wie viel % ist Studierendenzentrierung schon im Alltag Ihrer Hochschule eingesetzt?



Clustering Voting Results

47 people participated with 108 remarks via mentimeter between 2nd and 28th of February

Active participation

including interaction

18/108

Relevant skills

real-life, higher order skills

13/108

Adapting to needs

including human needs

31/108

Power sharing

13/108

Autonomy

including metacognition

15/108

Formative assessment

5/108

General remarks "learner in the center": 7

Remarks didn't fit the categories: 6

(Bremner, 2020)



6 Aspects Framework: International Comparison

How often were the aspects mentioned in papers about student-centered learning world-wide?

Active participation

including interaction

87%

Relevant skills

real-life, higher order skills

57%

Adapting to needs

including human needs

64%

Power sharing

47%

Autonomy

including metacognition

60%

Formative assessment

19%

(Bremner, 2020)



Student-Centered Education - implemented?

"For the most part, we
are still living in a
teacher-centred
paradigm."

(Klemenčič et al., 2020)

"mature SCLT
ecosystems are not
widespread across
Europe."

"fragmented pockets"
of SCLT practice in
higher education



Reasons for Differences: Context!

(Bremner, 2020; Schweisfurth, 2013)

- **Practical reasons:** Resources and tools available
- **Cultural reasons:** Summative assessment, fixed curricula
- **Based on disciplines:** Summative assessment, fixed curricula (Medicine vs. arts)
- Not suitable for the **type of learning** (lower-order thinking skills)
- Missing acceptance from students
- Focus on changing methods, **not relationships**



FLEXIBLE 6 Aspects Framework

Active participation

including interaction

Relevant skills

real-life, higher order skills

Adapting to needs

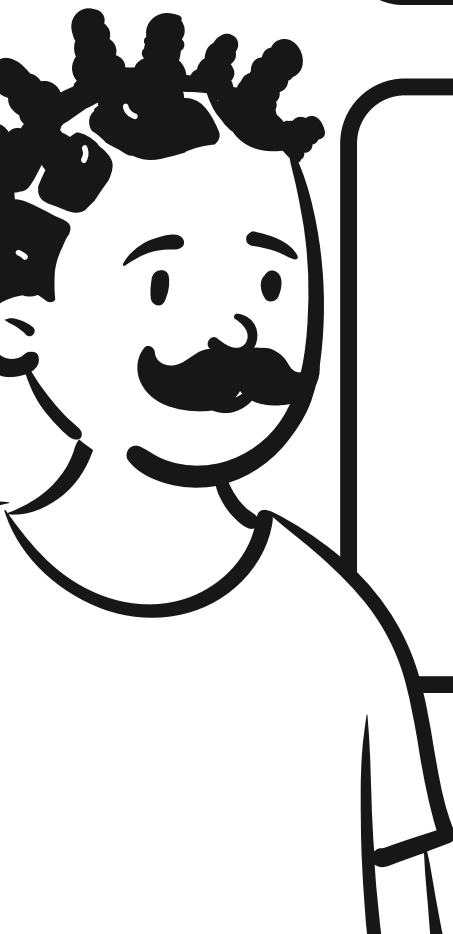
including human needs

Power sharing

Autonomy

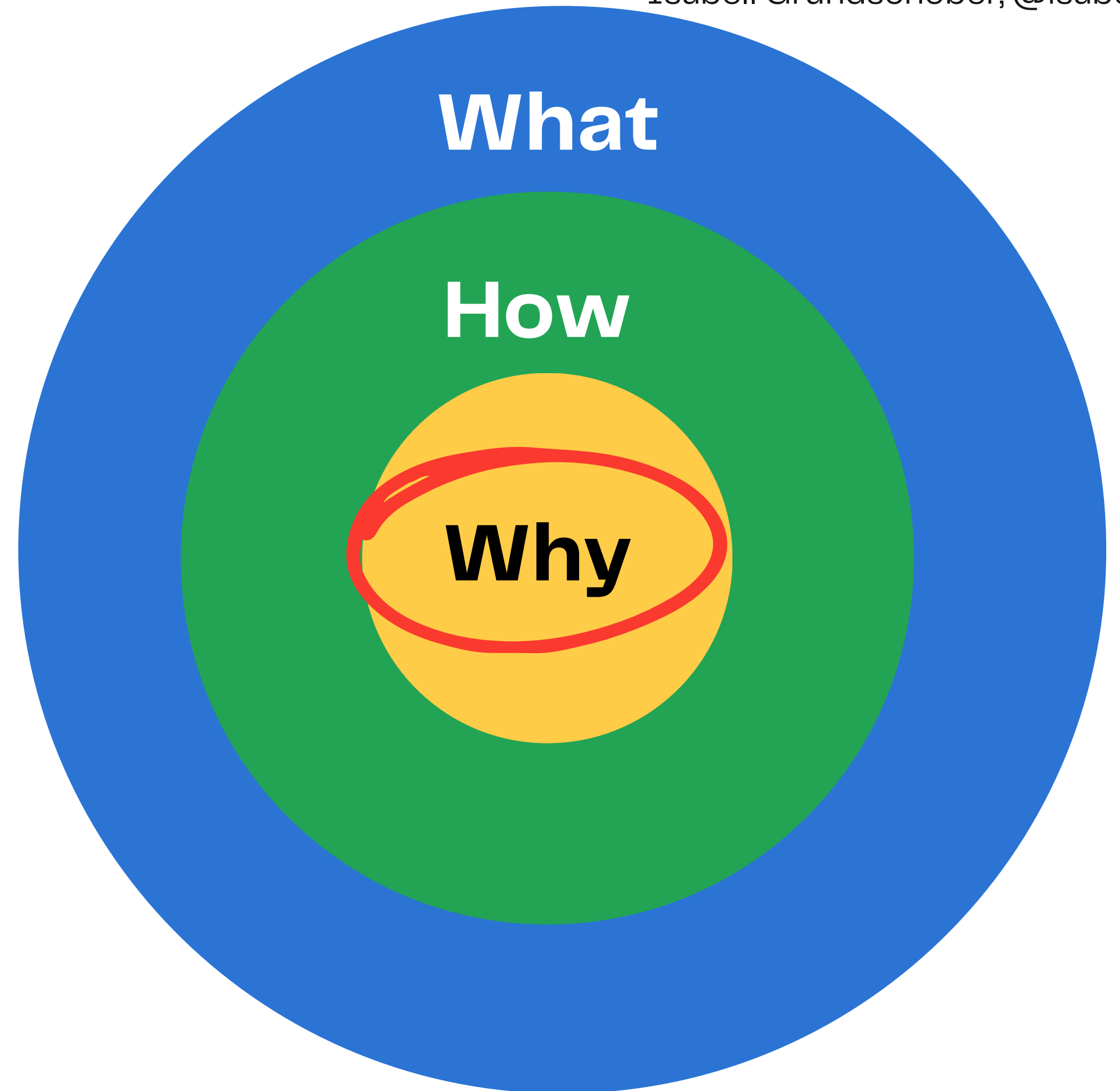
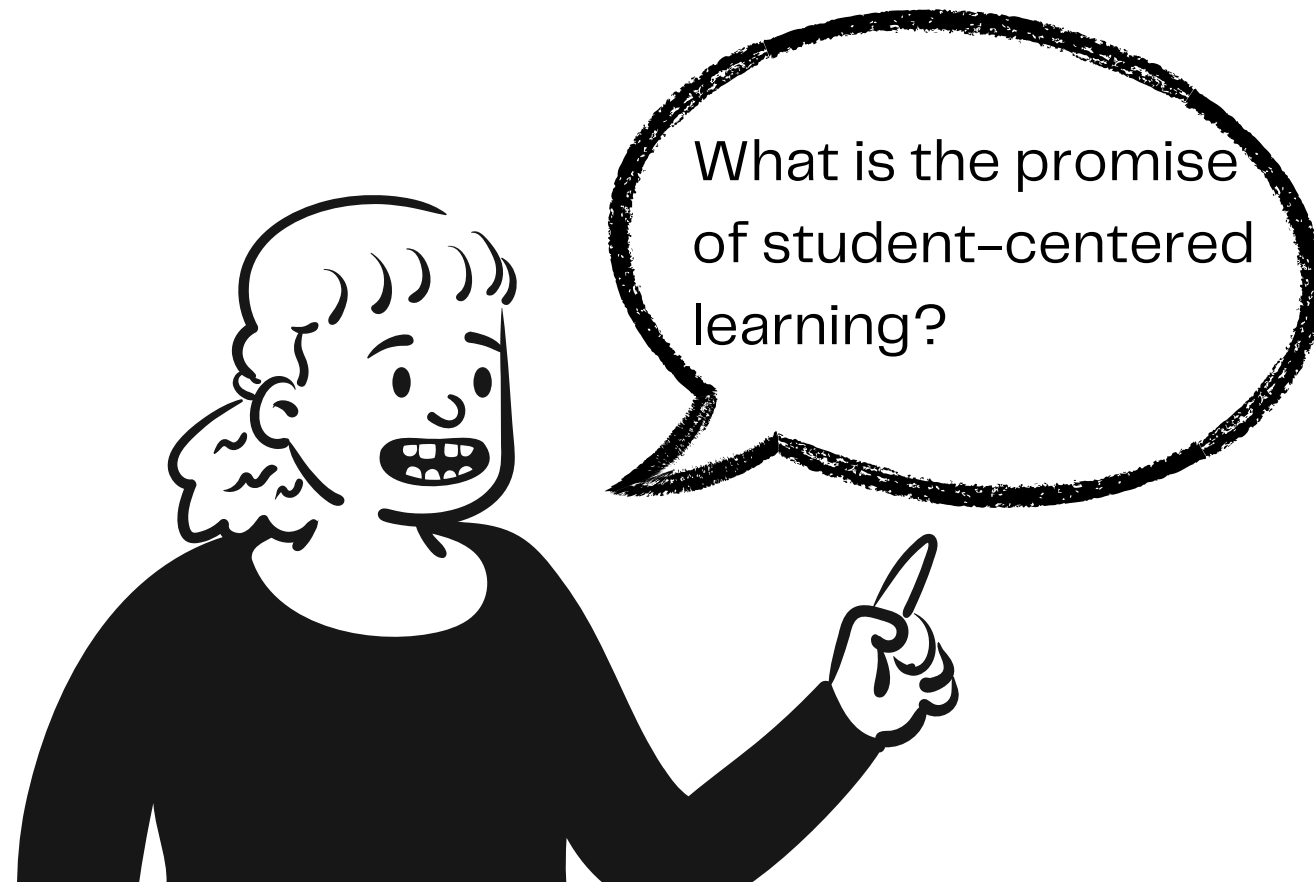
including metacognition

Formative assessment



The Golden Circle

- **Why:** Goals, beliefs, attitudes, purpose behind.
Why does the organization exist?
- **How:** How are the goals achieved?
- **What:** Describing the service or product is offered by an organization (outcome)
(Sinek, 2009; Straker & Nusem, 2019)





History of Competence Strategy in the EU

1992–2000

Foundational period

Challenges brought by new demographic trends, change in gender roles, globalization, and digitalization in the late 1980s and early 1990s.

Growing awareness of the **rapid obsolescence of disciplinary knowledge > knowledge and skills as determinants of economic independence** (social investment paradigm)

(Telling & Serapioni, 2019)

2000–2013

Institutional period

Competence-based learning as a **political strategy** in the EU, growing awareness of the **conceptual confusion** of the notion of "competence"

Convergence processes, harmonization, mobility

(Lisbon Agenda in 2000, Key Competence for LLL in 2006 and the EQF in 2008)

2013– now

Transformational course

- 1) **Normative weakening** of national education systems and change of organizational culture
- 2) Institutions will **try to regain normative authority**

(Telling & Serapioni, 2019)



Consequences of EU Competence Strategy for HE



Education as
**prerequisite for
success in the
economic sphere**
and the **basis for
well-being.**



**University is not
an ivory tower
anymore!**

Transition from being
institutions for only a
few to **institutions for
many**



Heterogenous
learners:
**Student-centered
and competence-
oriented** approaches
are needed

Student-Centered Learning: 3 Justifactory Narratives

Schweisfurth (2013)

Cognitive Narrative

- Based on **cognitive psychology** as well as
- **constructivist understanding** of learning,
- **more effective**/sustainable learning
- **intrinsic motivation** through learning something significant

Emancipative Narrative

- Resonates with the spirits of **Freire & Dewey**
- Education as the **guardian of individual liberation**
- Development of ability to **transform society**
- Students critically **question received knowledge** and **unequal structures** of society which they support

Economic Narrative

- Development of **higher-order thinking skills**
- Flexibility, creativity, critical thinking, entrepreneurial thinking
- Supporting **employability**
- Staying **competitive** in a fast-paced, ambiguous world



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Economic Narrative

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Future!





Thinking about the Future

Predictions are not reliable.

Failing is inevitable.

We choose how to handle failure.

LLL Role-Model: The Teacher as Learner

Showing students how to make use of formative feedback, how to integrate it, how to gain empathy for the stakeholders, how to deal with iteration, that didn't result in the intended outcomes.



Improving Practice through Professional Noticing

(Rooney & Boud, 2019)

Noticing failure, learning from mistakes:
Observing – noticing – interpreting – reacting.

Prerequisites:

- Willingness to learn
- Alertness
- Knowledge (Factual and procedural)

Taking a
closer
look...



Teacher Noticing

What to observe?

- What students do,
- what students create,
- what happens around “us”,
- mistakes, and
- the potential for improvement.



Teacher noticing

What to notice?

- Aspects of student-centeredness (e.g. needs)
- learning process,
- student **achievement**,
- **comparing** actual learning outcomes with intended learning outcomes,...

“**Observation form**” and “**reflection form**”
for student-centered learning in **each phase**
of learning design.



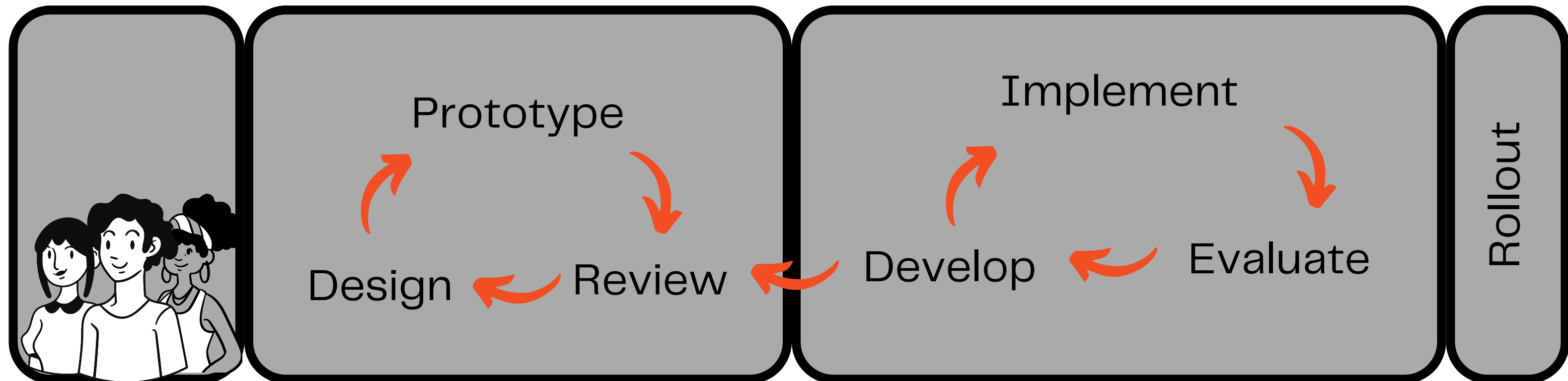
Student-Centered Learning Design

A holistic, incremental, participative practice.

Context- and
Target group
analysis

Design-Phase

Development
& Piloting
Phase



(based on SAM by Allen & Sites, 2012)



Context- and Target Group Analysis

(based on SAM by Allen & Sites, 2012)



Relevant skills

real-life, higher order skills

Adapting to needs

including human needs

(Bremner, 2021)

- What is the context of your institution?
- Available online and offline learning environments?
- Which prior knowledge, skills, and attitudes?
- What are the students' learning contexts?
- What are the students' needs, pain points, and motivations?

MAKRO

Policy, EQF, educational standards

Higher Education Institution

Curriculum

MESO

Module

(e.g. between 3–15 ECTS points)

Course

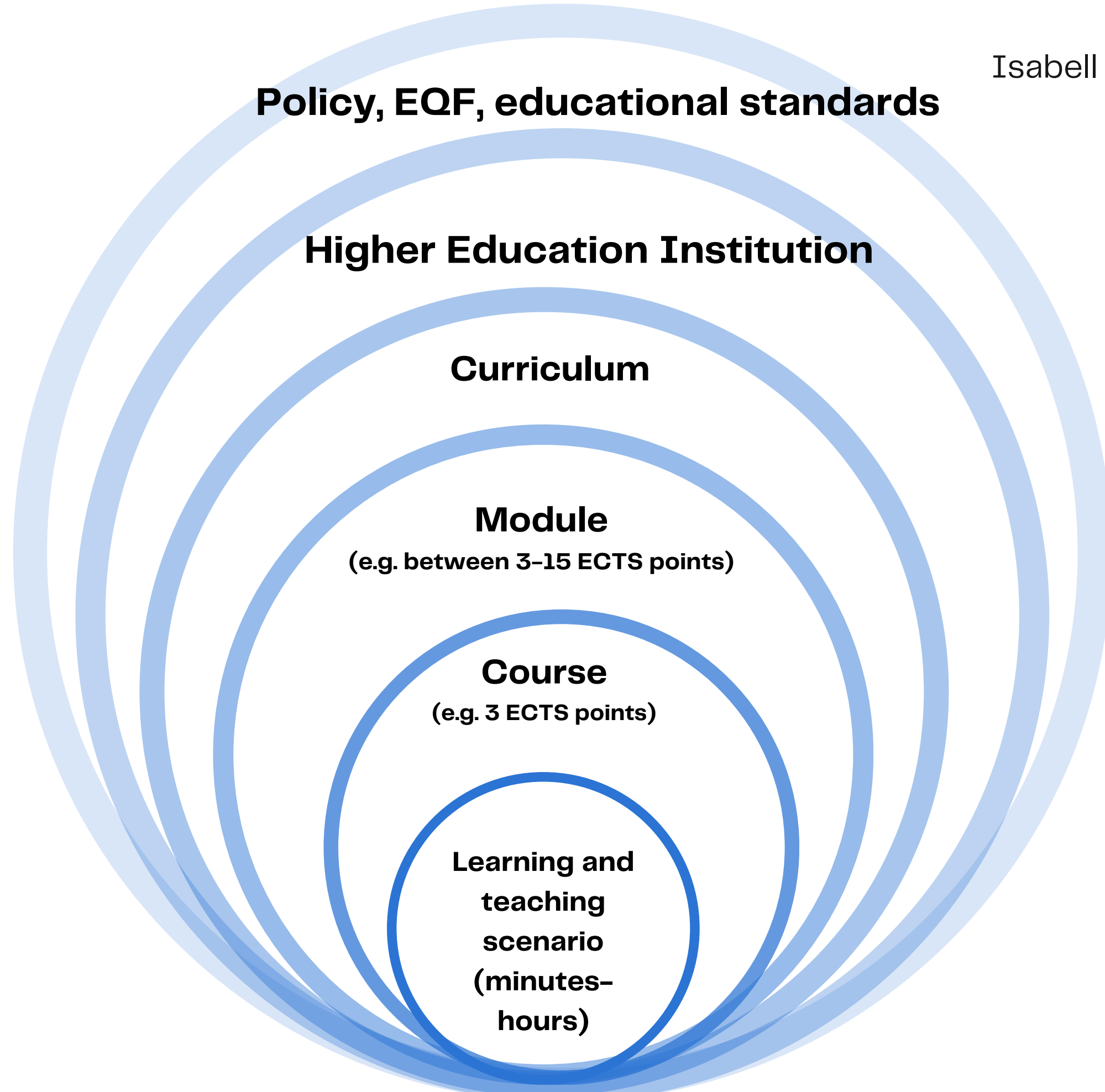
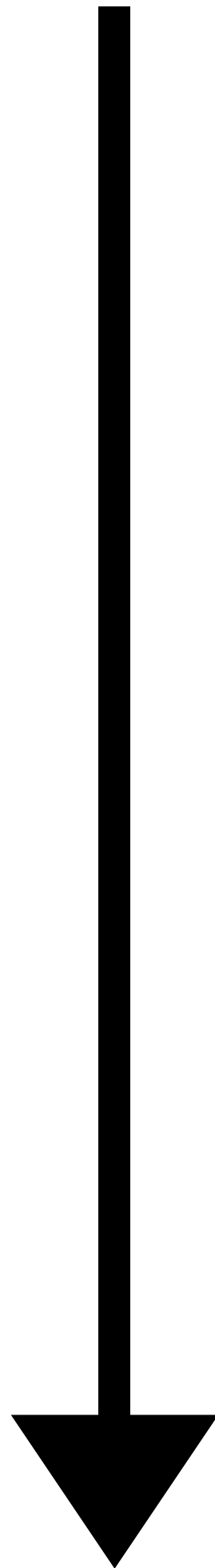
(e.g. 3 ECTS points)

MIKRO

**Learning and
teaching
scenario
(minutes-
hours)**

Inclusive Hierarchy of Learning Design Levels

based on Baumgartner (2017): Module3 Presentation Slides. For the VALERU Project, slide 24.





Wants to keep her business during Covid19

Demographical/Psychographical Information	
Name	Susanne Huber
Country	Austria
Age	36
Gender	female
Family situation	Divorced, one daughter
Life goals	Having a meaningful job and earning enough for her family
Life values	It needs teamwork to create something great!

Professional Information	
Job description	Head and owner of a small company (3 employees)
Years of experience	11 years
Company	Travel Agency
Sector	Tourism
Digital competences	High digital competences in daily life and work
Used devices	Does almost everything with smartphone and laptop
Professional goals and values	<p>Wants to keep her company.</p> <ul style="list-style-type: none"> • Staying in business means lifelong learning • Time is money! • It needs teamwork to stay in competition.
How is she/he staying up to date in professional development?	<p>She receives the newsletter of tourism section of the economic chamber</p> <p>She reads news regarding tourism: Newspapers online and offline, she is taking part at the Austrian Tourism Association</p>
Problems they will be able to solve after the DigiCulTS course	<p>Due to Covid19, a lot of problems emerged and it is difficult to organize travels abroad. Also face-to-face contact to customers is not possible. She would like to get new ideas how to deal with this situation.</p>

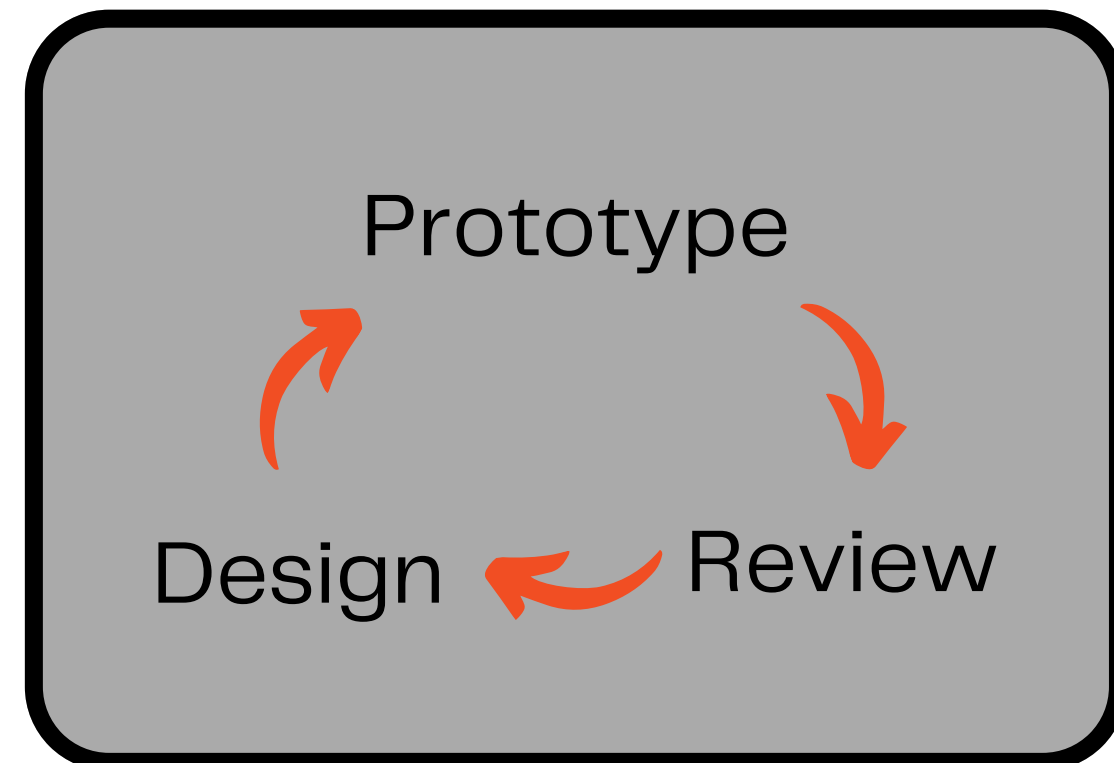
Learning Information	
Highest level of education	Master of business administration
Where does she/he find information?	Website of the Economic Chamber, peers in the Sector followed on LinkedIn and Facebook, Tourism Association, newspapers, online and offline, female leaders network online, Ted talks, documentaries
Role of learning in life and for profession	Susan perceives herself as lifelong learner and active networker in the tourism community
Learning places	At home in the living room on the laptop,
Learning time	Flexible, she needs to take care of her daughter in the evenings
eLearning experiences	She once tried out a MOOC but dropped out after a few weeks
Learning interests	Digital customer relationships, new business models
Types of learning	Informally online and at work through colleagues and networking, non-formal courses at Volkshochschule and Wifi about digital working and online marketing

Too long and not relevant learning units, taking too much of my time, this is frustrating!

I want to keep my travel agency in this unstable times. This is my motivation.

Design Phase

Based on context- and target group analysis

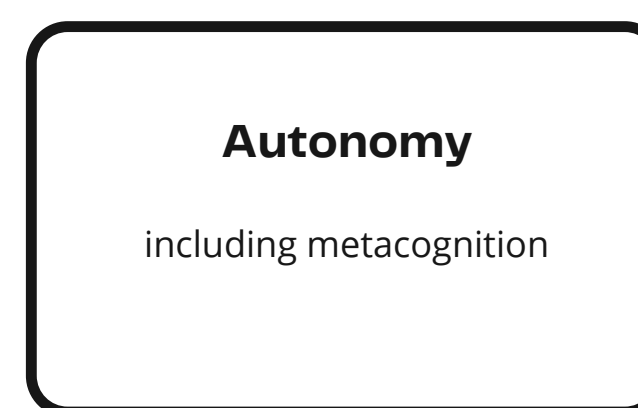
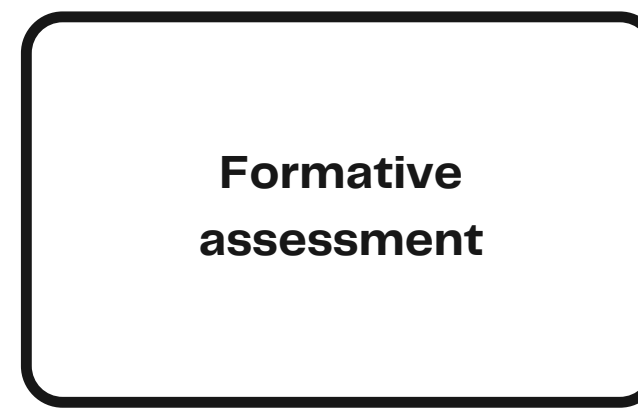
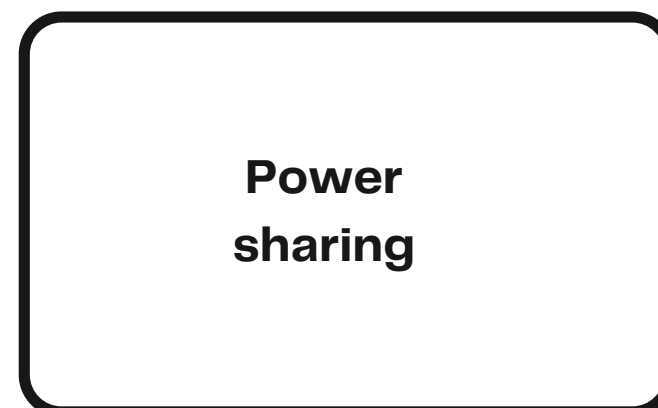
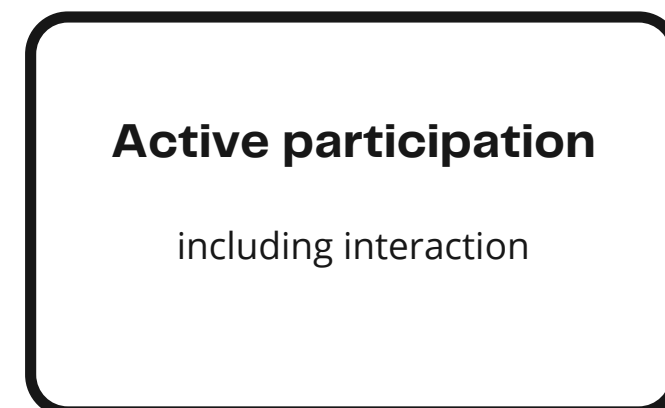


(based on SAM by Allen & Sites, 2012)

Negotiation and Constructive Alignment of

- Learning outcomes
- Learning and teaching activities
- Choosing suitable digital tools
- Assessment methods

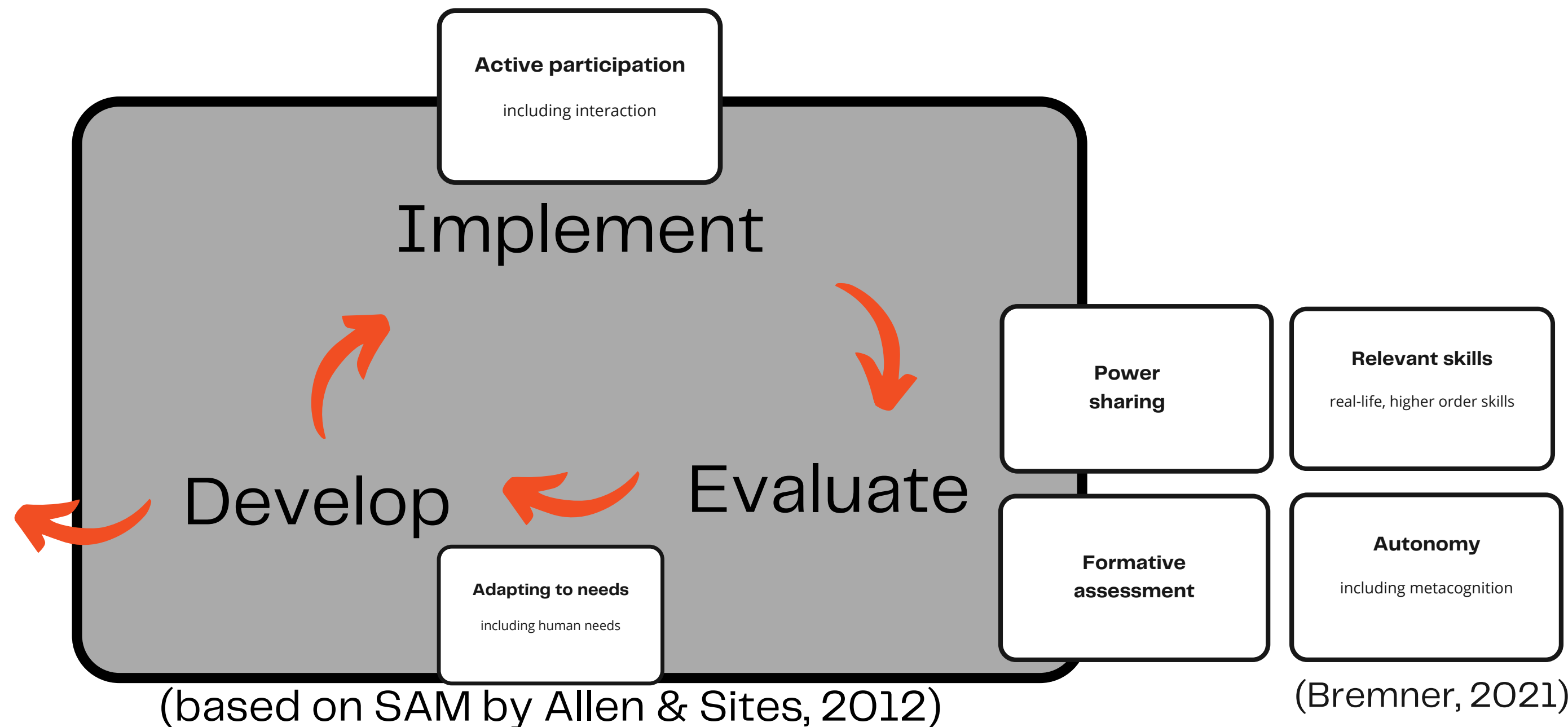
(Biggs & Tang, 2011)



(Bremner, 2021)

Development & Piloting Phase

Developing resources and learning environment, first implementation



“IRRODL no longer accepts submissions describing teaching interventions or surveys on pedagogical approaches that make no reference to student achievement, performance, or retention.”

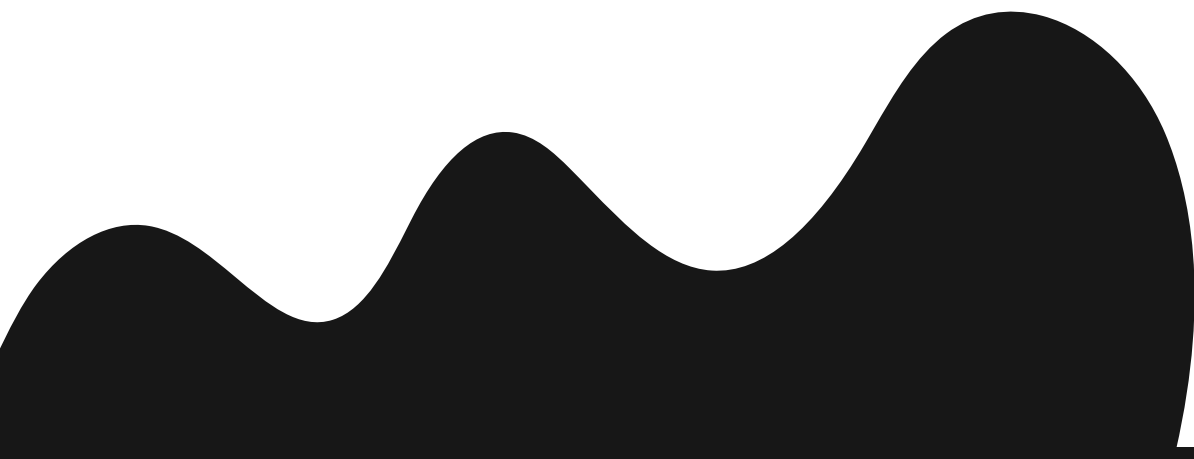
([McGreal](#), Editor in Chief)

***IRRODL= International Review of Research in Open and Distributed Learning**



5 Conclusions

1. The justificatory narratives are **“future-oriented”**.
2. Student-centered learning and teaching stays an **empty buzzword**, as long as it is not defined.
3. Student-centered learning and teaching need to **be adapted to the context**, therefore it needs a flexible definition.
4. Student-centered learning is **more than just a method**. It is a **change of relationships**.
5. Is student-centered learning **keeping its promise**? It needs a **connection** between goals, interventions, and evidence of student achievement.





5 Implications for Teaching and Learning

1. **Change of wording.** From lecturer to teacher.
2. **Informed choice of learning environment** (online and offline)
3. **Description (how) and analysis (why)** of your practice:
 - a. **What aspects** of student-centered learning are you already covering?
 - b. **Why** are you implementing these aspects?

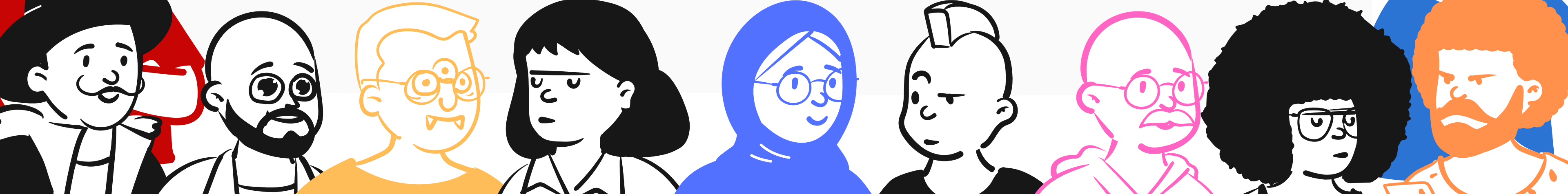


5 Implications for Teaching and Learning

4. **Evaluation** of your practice:

- a. Connect “**why**” and “**how**” with **student achievement**.
- b. **Which learning** does your course promote?
- c. Collect data on **student achievement**. More than student satisfaction.

5. Embracing a **holistic** student-centered learning model:

- a. Teachers as lifelong learners and **role models**.
 - b. Integrating **professional noticing** as a lifelong learning practice.
- 



Let's stay in touch

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