

Critical Assessment of Student Centered Learning Versus Teacher Centered Learning in Higher Education. A Review

Sunita M. Gadegone

Department of Chemistry, Kamla Nehru Mahavidyalaya, Nagpur.

sunita.gadegone@gmail.com

Abstract:-

Student-centered learning aims to develop learner autonomy and independence by putting responsibility for the learning path in the hands of students by imparting to them skills. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming notion that "significant learning is acquired through doing". One of the most critical differences between student-centered learning and teacher-centered learning is in assessment. Student-centered learning typically involves more formative assessment and less summative assessment than teacher-centered learning. Student-centered learning environments have been shown to be effective in higher education. They have been defined specifically within higher education as both a mindset and a culture within a given educational institution.

Key words:-

TLE: teaching-learning environment

I. INTRODUCTION

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student, and the basis on how to learn a specific subject and schemata required to measure up to the specific performance requirement. Student-centered instruction focuses on skills and practices that enable lifelong learning and independent problem-solving. Student-centered learning theory and practice are based on the constructivist learning theory that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

This is in contrast to traditional education, also dubbed "teacher-centered learning", which situates the teacher as the primarily "active" role while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning.

The present review deals with merits and demerits of student centered education and traditional education in higher education system.

II. RESULTS AND DISCUSSION

In recent decades, a constructivist view of learning has triggered a change in teaching-learning environments (TLEs). Teacher-centred TLEs have been replaced by student-centred ones where the teachers' approaches to teaching are more learning- than content-focused. Previous research exploring the relationship between student-centred TLEs and the quality of learning has shown contradictory results. Previous studies also indicate that various elements of TLEs may influence students' learning. The results revealed that when the teacher employed a consonant learning-focused approach to teaching, the students perceived almost all elements of the TLE as enhancing. When the teacher's approach to teaching was identified as dissonant, the students perceived several elements of the TLE as hindering. This study revealed that inclusion of student-activating teaching-learning activities is important when designing TLEs, but that it is also crucial to design elements which guide and structure students' learning.

Self-determination theory focuses on the degree to which an individual's behaviour is self-motivated and 'self-determined'. When students are given the opportunity to gauge their learning, learning becomes an incentive.

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the centre of the learning process. In the *teacher-centered* classroom, teachers are the primary source for knowledge. On the other hand, in *student-centered* classrooms, active learning is strongly encouraged. The traditional education ignores or

suppresses learner responsibility". A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a facilitator, as opposed to instructor. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby 'experiencing' content, reaffirming notion that "significant learning is acquired through doing"

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefitting the student and classroom overall.

One of the most critical differences between student-centered learning and teacher-centered learning is in assessment. Student-centered learning typically involves more formative assessment and less summative assessment than teacher-centered learning. In student-centered learning, students participate in the evaluation of their learning. This means that students are involved in deciding how to demonstrate their learning. Developing assessment that supports learning and motivation is essential to the success of student-centered approaches.

Student-centered learning environments have been shown to be effective in higher education. They have been defined specifically within higher education as both a mindset and a culture within a given educational institution and as a learning approach broadly related to, and supported by, constructivist theories of learning. They are characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning and foster transferable skills such as problem-solving, critical thinking, and reflective thinking.

"Institutions should ensure that programmes are delivered in a way that encourages students to take an active role in creating the learning process and [should ensure] that the assessment of students reflects this approach.

Education Department should promote student-centered learning across the university of the country by employing the following methods-

- Analysis of good practice by award-winning teachers, in all faculties, to show how they made use of active forms of student learning.
- Subsequent use of the analysis to promote wider use of good practice.
- A compulsory teacher training course for new junior teachers, which encouraged student-centered learning.
- Projects funded through teaching development grants, with the introduction of active learning experiences.
- A program-level quality enhancement initiative which utilized a student survey to identify strengths and potential areas for improvement.
- Development of a model of a broadly based teaching and learning environment influencing the development of generic capabilities to provide evidence of the need for an interactive learning environment.
- The introduction of program reviews as a quality assurance measure.

The success of this initiative should be evaluated by surveying the students, after two years.

III. REFERENCES

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