

# STUDENT CENTRIC TLE APPROACH

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## History of student centric learning

The concept of student-centred learning has been credited as early as 1905 to Hayward and in 1956 to Dewey's work (O'Sullivan 2003). Carl Rogers, the father of client-centred counselling, is associated with expanding this approach into a general theory of education (Burnard 1999; Rogoff 1999). The term student-centred learning was also associated with the work of Piaget and more recently with Malcolm Knowles (Burnard 1999). Rogers (1983a:25), in his book 'Freedom to Learn for the 80s', describes the shift in power from the expert teacher to the student learner, driven by a need for a change in the traditional environment where in this 'so-called educational atmosphere, students become passive, apathetic and bored'. In the School system, the concept of child-centred education has been derived, in particular, from the work of Froebel and the idea that the teacher should not 'interfere with this process of maturation, but act as a guide' (Simon 1999). Simon highlighted that this was linked with the process of development or 'readiness', i.e. the child will learn when he/she is ready (1999).

The paradigm shift away from teaching to an emphasis on learning has encouraged power to be moved from the teacher to the student (Barr and Tagg 1995). The teacher-focused/transmission of information formats, such as lecturing, have begun to be increasingly criticized and this has paved the way for a widespread growth of 'student-centred learning' as an alternative approach. However, despite widespread use of the term, Lea et al. (2003) maintain that one of the issues with student-centred learning is the fact that 'many institutions or educators claim to be putting student-centred learning into practice, but in reality they are not' (2003:322).

## Method

### Instrument -

- A) **Questionnaire:** instrument for evaluation of pupils includes questions, which designed by teachers based on expectancy and goals of school books.
- B) **Experience:** it was in parallel to Implementation of experience of the empirical book that oral question and cooperation of the pupils group based on expectancy and goals of the empirical book have done.
- C) **Observation:** These factors including classroom skills, communication skills, Adaptive skills with others, friendship skills, tolerate of harsh behaviour and cultural skills.

### Treatment -

In this process, first students divide into four groups and each of groups has five pupils based on zip method. In this pattern utilised three strategies:

- 1) **Competitive strategy:** to benefit from the use of competitive strategy, competition was created among groups, such a way that pupils divided into groups. To ensure from learning each of members after teaching, pupils worked in group activities.
- 2) **Cooperative strategy:** to benefit from the use of cooperative strategy, cooperation was utilized among groups.
- 3) **Individual strategy:** each of pupils was evaluated in the group, such a way that the pupils should learn the collection. They learnt to be self-taught and masterly enough. Then pupils planning how should teach to the other members. Each pupil was chosen in random or rotation as a teacher.

## Introduction

### A. Traditional learning environment

Traditional Learning Environments (TLE) are those typically associated with classrooms of 25 students and 1 teacher. These learning environments are instructor centred and provide for an instructor-led approach where the student and instructor meet in a

common location for a specific duration of time. The TLE model focuses on transmitting the teacher's knowledge to the student. The student then transmits (by quizzes and testing) the information received back to the teacher and receives acknowledgement of their understanding of the subject.

In addition to the common location for students and instructors to meet, successful adoption of Extended Learning Areas (ELA's), small group rooms, student and teacher collaboration rooms, and the use of traditional spaces like commons, cafeterias, media stack areas, and gymnasiums as educational spaces. A Traditional Learning Environment can and should be planned with learning spaces beyond the traditional common location for students and instructors to meet. Non-traditional learning areas have been successfully introduced into existing facilities as school districts reconfigure space as a response to learning models. Additionally, through an educational specification development process school districts have identified and defined non-traditional spaces and their need within traditional learning environments and have successfully created these spaces through existing facility reconfigurations, renovations and additions.

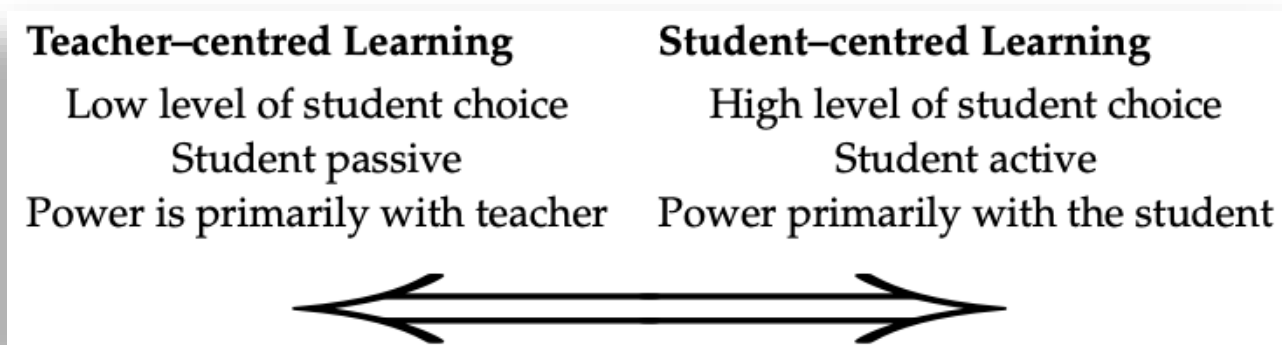
### **B. Student centred learning environments**

Our global economy has and continues to be transformed from an industrial to an information-based system in which lifelong learning and innovation are central for success. Learning environments that reflect and support information-based systems, defined as Student Centred Learning Environments (SCLE's) focus on and support the principals and activities that facilitate learning.

#### **How can you implement student-centred learning?**

Learning is often presented in this dualism of either student-centred learning or teacher-centred learning. In the reality of practice the situation is less black and white. A more useful presentation of student-centred learning is to see these terms as either end of a continuum (See Table A).

*Tab. A: Student-centred and teacher-centred continuum*



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examining how you might look at this in practice, it is worth thinking how far up the continuum you are able to move within the contextual barriers in your teaching situation. The next sections will present some examples of teacher centred learning (not student centred) & student centred learning (not teacher centred).

#### **Examples of Teacher Centred (Not Student Centred)**

1. Admonishing students to 'think.'
2. Helping students master content
3. Helping students continuously practice and revise how they perform on one assessment form.
4. Creating curriculum and instruction around standards
5. Being clear about how to do well in your class.
6. Handing students, a rubric or scoring guide
7. Letting students choose the project's product.
8. Choosing 'power standards' in a staff meeting in the middle of a summer PD with the other 4 teachers from your department or grade level
9. Allowing students to choose from two novels that are unlike anything they've ever seen or experienced in their lives
10. Worksheets, essays

11. Giving struggling readers a few extra minutes to read a 17-page short story
12. Starting class with a standard and target
13. Giving an on-demand assignment even though you just finished a writing piece or unit.
14. Framing learning in terms of letter grades and certificates and completion
15. Grading every assignment and recording those grades (which makes everything a student does a matter of their permanent record)

#### **Examples of Student Centred (Not Teacher Centred)**

1. Being clear about how you will promote, measure, and celebrate understanding.
2. Modelling 'how to think' for students
3. Helping students understand what's worth understanding.
4. Diversifying what you accept as evidence of understanding.
5. Creating curriculum and instruction around a need to know
6. Collaborating with students to create the rubric or scoring guide.
7. Letting students choose the project's purpose.
8. Choosing 'power standards' from your curriculum after meeting with both students, parents, and community members that voice their unique societal and cultural needs.
9. Letting students choose their own media form that reflects the purpose of the reading.
10. Choice boards
11. Placing struggling readers in a lit circle that gives them an authentic role that they can be successful in, allows them to hear oral fluency and reading speed model and keeps them from feeling 'broken.'
12. Starting class with a story
13. Using the on-demand writing prompt as the summative assessment
14. Framing learning in terms of process and growth and purpose
15. Choosing what's graded carefully, and considering other work as practice

#### **The effectiveness and critiques of student-centred TLE**

Student-centred learning, despite its popularity, is not without its critics. The main critique of student-centred learning is its focus on the individual learner. In addition, there are some difficulties in its implementation, i.e. the resources needed to implement it, the belief system of the students and staff, and students' lack of familiarity with the term.

#### **Some researchers also highlighted -**

*'if each child is unique, and each requires a specific pedagogical approach appropriate to him or her and to no other, the construction of an all embracing pedagogy or general principles of teaching become an impossibility' ~ Simon (1999:42)*

*'the dangers associated with student centredness in adult education where in empowering an individual there is a potential danger of 'a person's physical isolation from other learners' Edwards (2001:42)*

*O'Sullivan (2003) described student-centred learning as a Western approach to learning and may not necessarily transfer to the developing countries, such as Namibia, where there are limited resources and different learning cultures. It can be equally hard at times to see how the approach can be economical in the large classes associated with many current University undergraduate courses.*

#### **Summary**

The changing demographics of the student population and the more consumer/client-centred culture in today's society have provided a climate where the use of student-centred TLE is thriving. The interpretation of the term 'student-centred learning' appears to vary between authors as some equate it with 'active learning', while others take a more comprehensive definition including: active learning, choice in learning, and the shift of power in the teacher-student relationship. It is used very commonly in the literature and in University policy statements, but this has not necessarily transferred into practice.

Student-centred TLE is not without some criticism but in general it has been seen to be a positive experience.

*'Placing learners at the heart of the learning process and meeting their needs, is taken to a progressive step in which learner-centred approaches mean that persons are able to learn what is relevant for them in ways that are appropriate. Waste in human*

*and educational resources is reduced as it suggested learners no longer have to learn what they already know or can do, nor what they are uninterested in'. ~ Edwards (2001:37).*

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