



Learning Kit

2SMILE

–

*Community Based Resource
Centre for School System to
Address Behavioural Challenges*



2SMILE

2018-1-UK01-KA201-048252



Co-funded by the
Erasmus+ Programme
of the European Union



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1. The Learning *Kit*

At least since 2008 and in all European Educational Systems a push towards the implementation of LEARNING OUTCOMES approach in education is making its way. Though this trend, the adaptation of it when developing curricula and, consequently, valuing what a learner knows, understands and is able to do upon completion of a learning process – irrespective of how, when and where this learning takes place – is being seen, by many European education authorities, as an effective way to avoid potential mismatches and promote active learning and inclusive teaching. However, and so far, the focus has been predominantly on VET and Higher Education.

With our 2SMILE “COMMUNITY BASED RESOURCE CENTRE FOR SCHOOL SYSTEM TO ADDRESS BEHAVIOURAL CHALLENGES we aim to change this and to set a path that brings this approach into the world of compulsory education, therefore and specifically with the purpose of targeting all youth that is at high risk of abandoning education (or already has abandoned) namely early school leavers or those with low attainment, disadvantaged and at-risk, not fitting in, having taken part in violent incidents or having risky behaviours and those involved within juvenile justice or social protection systems. For these groups and by setting our project around the theory of student-centred learning, we believe that a fundamental change in the learning process can be obtained! For teachers, by delivering a curriculum built on knowledge, skills and competences that

learners can acquire through an interdisciplinary approach and by setting a more flexible design for learning programs, tailoring them to the needs of learners and, complementary, by applying innovative and individualized pedagogies and assessment procedures. For learners, through an outcome-based curriculum, based on profile assessment and enforcing compromise and engagement in and more “user-friendly” educational “environment” that pushes for a continuous clarification of the purpose of learning and that urges active learning as a key element of success.

Given this, one of the main tools and results within the 2SMILE project is the “Learning Kit”. Through it, we have sought out to establish a pedagogical tool designed via the incorporation of the base principles of a Student Centred and Outcomes based Learning approach aimed to deliver a roadmap on how to take usage of those principles in the adaptation of a national curriculum and in the adaptation of pedagogical and didactic practices to a classroom. For this, we have set three modules in which we contextualize the state of the art and provide guidelines on how to implement a learning process that derives from a student-centred learning approach.

In conclusion, and as set on our project proposal, our fundamental drive here is to push for a European exploratory conversation, at local community, with practitioners and stakeholders on how a change in public policies and, consequently, educational practices for compulsory education, namely for those at risk, can be successfully changed through the usage of a different “student-centred approach” and learning outcomes”. The Learning Kit is one of the possible instruments to achieve that goal!

2. The theory & practice *of student-Centred based learning*

Student Centred based learning (SCL) is drawn from the philosophy that the student is at the heart of the learning process. SCL allows students to shape their own learning paths and places upon them the responsibility to actively participate in making their educational process a meaningful one. By definition, the SCL experience is not a passive one, as it is based on the premise that "student passivity does not support or enhance learning and that it is precisely 'active learning' which helps students to learn independently" (MacHemer and Crawford, 2007, p. 11).

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). In learner-Centred classrooms, one can see much of John Dewey's social learning theory and educational beliefs in action. He viewed the classroom as a social entity for children to learn and problem-solve together as a community. In these classrooms' children are viewed as unique individuals; students can be found busy at work constructing their own knowledge through personal meaning, rather than teacher-imposed knowledge and teacher-directed activities (Schiro, 2013). Children will be seen learning-by doing in these classrooms and they will be solving problems through hands-on approaches. When teachers plan for instruction, student interests will be taken into consideration and curricular subjects will be integrated with an emphasis on project learning. The educational experience encompasses the intellectual,

whole child, not just academic growth (Schiro, 2013).

Carl Rogers, the father of client-Centred counseling, is associated with expanding this approach into a general theory of education (Burnard 1999; Rogoff 1999). 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."** He pointed out how students preferred learning environments in which they were engaged in collaborative learning activities, peer teaching, carrying out their own inquiries and classroom talk that required multiple levels of thinking. In such environments he saw teachers more as facilitators of learning.

The term student-Centred learning was also associated with the work of Piaget and more recently with Malcolm Knowles (Burnard 1999). Student Centred Learning stemmed from the Constructivist learning theory in which students construct knowledge for themselves, and learning is established when meaning is found. Learning, according to this theory, involves language that is used which influences learning. People talk to themselves as they learn, and language and learning are inextricably intertwined. Learning is also contextual, people do not learn through isolated facts and theories of abstract pieces of information, separated from the rest of their lives. People learn in relationship to what else they know, what they believe, their prejudices and fears. Unlike the Cognitivist theory, learning is an active process that requires students to utilize their sensory inputs and constructs meaning from it. It is also a social activity, encouraging learning through interactions with peers, teachers, or other people. Also, learning occurs over time. Students need to revise and revisit the ideas they have constructed, and play with the idea repeated over new experiences.

Student-Centred teaching represents a paradigm shift from traditional teaching methods by focusing on how students learn instead of how teachers teach. The different models in learning, let us ask the question, ***“How can I improve my students’ learning?” instead of the often asked “How can I improve my teaching?”***.

Kember (1997) described two broad orientations in teaching: the teacher Centred/content-oriented conception and the student Centred/ learning oriented conceptions. In a very useful breakdown of these orientations he supports many other authors views in relation to student-Centred view including: that knowledge is constructed by students and that the lecturer is a facilitator of learning rather than a presenter of information. Rogers (1983) identified the important precondition for student-Centred learning as the need for: ***“(…) a leader or person who is perceived as an authority figure in the situation, is sufficiently secure within herself (himself) and in her (his) relationship to others that she (he) experiences an essential trust in the capacity of others to think for themselves, to learn for themselves”***.

Choice in the area of learning is emphasized by Burnard, as he interprets Rogers' ideas of student-

Centredness as ***“students might not only choose what to study, but how and why that topic might be an interesting one to study”*** (1999). He also emphasizes Rogers' belief that students' perceptions of the world were important, that they were relevant and appropriate. This definition therefore emphasizes the concept of students having a “choice” in their learning.

Gibbs (1995) draws on similar concepts when he describes student-Centred courses as those that emphasize: learner activity rather than passivity; students' experience on the course outside the institution and prior to the course; process and competence, rather than content; where the key decisions about learning are made by the student through negotiation with the teacher. Gibbs elaborates in more detail on these key decisions to include: ***“What is to be learnt, how and when it is to be learnt, with what outcome, what criteria and standards are to be used, how the judgements are made and by whom these judgements are made”*** (1995). In a similar vein in earlier literature, the student-teacher relationship is particularly elaborated upon by Brandes and Ginnis (1986). In their book for use in second level education (post-primary), entitled ***‘A Guide to Student-Centred Learning’, they present the main principles of student-Centred learning as:***

- The learner has full responsibility for her/his learning;
- Involvement and participation are necessary for learning;
- The relationship between learners is more equal, promoting growth, development;
- The teacher becomes a facilitator and resources provider;
- The learner experiences confluence in his education (affective and cognitive domains flow together);
- The learner sees himself differently as a result of the learning experience.

Other authors articulate broader, more comprehensive definitions. Lea et al. (2003) summarizes some of the literature on student-Centred learning to include the following principles:

- the reliance on active rather than passive learning;
- an emphasis on deep learning and understanding;
- increased responsibility and accountability on the part of the student;
- an increased sense of autonomy in the learner;
- an interdependence between teacher and learner;
- mutual respect within the learner teacher relationship;
- and a reflexive approach to the teaching and learning process on the part of both teacher and learner.

The main characteristics of a student-Centred approach are the considerations given to individual learners' experiences, perspectives, backgrounds, interests, capacities and needs (Harkema and Schout, 2008). Teachers consider the existing knowledge of students (Bransford, Brown, Cocking, 2000;

Protheroe, 2007), provide different opportunities for students to learn, often change teaching methods, help students who have difficulties and consider their background. Teachers discuss with students which study activities lead to good results and stimulate students to search for alternatives, namely by trying to find their own solutions.

Harden and Laidlaw (2013) emphasize that teachers who work on the basis of the student-Centred approach should provide feedback to the student, engage the student in active learning, individualize the learning to the personal needs of the student and make the learning relevant. They quote Hattie and Timperley (2007) by stating that students should receive constructive and specific feedback and all required explanations, and that the language used in doing so should be non-evaluative, given in time and with a regular frequency and that it should help learners to plan further studies. Students have individual needs regarding personal capabilities, motivation and what drives their learning goals and career aspirations, achieving mastery of the course learning outcomes on entry to the course, learning styles and the place of learning and the time of learning. Learning resources or learning opportunities can be adapted or prepared so that the students'

learning experience, as they work through the program, is personalized to their individual needs. When learning experiences are scheduled in the program, such as a session with a simulator, the time allotted for an individual student is not fixed, but is the length of time necessary for the student to master the required skills. Also, the curriculum can be designed so that it helps students' individual requirements e.g. by including experiences in the early year of the course, by encouraging a problem-based approach, by the use of virtual problems related to the subject (Harden and Laidlaw, 2013).

Çubukçu (2012) lists a number of characteristics of the student-Centred teaching program, emphasizing tasks that attract students' interests, namely organizing content and activities around subjects that are meaningful to the students, determining clear opportunities that let all students develop their own learning skills and progress to the next level of learning, organizing activities that help students understand and improve their own viewpoints, developing global, interdisciplinary and complementary activities, supporting challenging learning activities even if the learners find them difficult, and emphasizing activities that encourage students to work with other students in cooperation. In student-Centred

learning environments it is essential that students take responsibility for learning and that they are directly involved in the discovery of knowledge, choosing the materials used so that they offer them a chance to activate their background knowledge and ensuring that the planned activities are based on problem solving. Various institutions and outside-class activities are incorporated to support students' learning (Çubukcu, 2012, 53). The time dimension should be evaluated in psychological terms. It is important that the students have enough time to construct the information cognitively and connect the new knowledge to real life. The students should have enough time for communication, for learning, synthesizing, observing and applying new knowledge to social life, work, family and society. It's important to underline that, when talking about "location" of student-Centred learning we should include all the places where students learn: schools, libraries, museums, workplace and home.

The European Students' Union seems to have the most detailed and concrete list of what constitutes student-Centred learning. They emphasize the importance of feedback in learners' progress, students' rights to decide about curriculum content, teaching and evaluation methods, using committees to evaluate the quality of the institution, the use of credits, stressing that prior learning should be recognized, emphasizing the importance of group-work, the use of projects, different forms of assessment, simulation, research, the collaboration of librarians and teachers, and innovative teaching methods. Additionally, in the classroom, there is practical implementation of an SCL approach that includes a number of following components: problem-based learning, group project work, student-Centred active learning, resource-based learning, use of the case method, role plays, classroom workshops, group presentations, use of a web-conferencing environment,



particularly in distance education, small group work that enables students to learn how to work in a team, in the process of which they identify and fill the gaps in their knowledge. They also stress the importance of involving students after the task is completed, making self-assessment comments, making peer-assessment feedback comments, suggesting self-assessment grades and negotiating self-assessment grades.

Student-Centred methods have repeatedly been shown to be superior to the traditional teacher-Centred approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

In SCL we should individualize the learning to the personal needs of the student. Aslan in Reigeluth (2013) state that modern educational systems should address the needs of contemporary students, facilitate the study process and prepare students for social life. Each educational system should look at each individual student as a student with special needs and should not require that all students

learn in the same way. The theoretical recommendations that it is necessary to develop the competence and confidence of each learner through teaching and learning, that every student should enjoy the study choice, proceed through the course at their own pace, that there is tutorial support and individual assessment of each of the courses, that lectures should motivate students rather than deliver content based courses as well as the empirical results suggest that we should develop personalized learning (whether it is a learning strategy or a teaching method).

The teacher in student-Centred learning has become a facilitator and/or mentor of studies but he/she still has the main role in forwarding the education. This new teacher's role requires plenty of new knowledge which can be acquired by teachers acquaintance with SCL (not just with its teaching methods), encouragement of teachers to use this approach, development programs for personal growth, exchange of good ideas, discussion of additional workload and financial rewards.

The teachers in this new teaching and learning paradigm should develop different main abilities: holistic thinking and practice to integrate different subjects, cultures and points of view while at the same time taking

into account local and global perspectives; strategic thinking (ability to foresee different future alternatives as well as their implementation possibilities based on the critical analysis and understanding of the past and current situations); implementation of changes and innovations (teacher's role, teaching and learning methods, organization of studies and changes in the study system). Teachers do not need only didactic knowledge but should develop their abilities to work in a team, to communicate with national and international partners, therefore, they must be able to prepare the study materials, provide distance learning possibilities, participate in scientific activities, etc. The teacher's professional performance is also conditioned by psycho-sociological aspects which are important both for the teacher's scientific activities as well as study quality and the relation between education institutions and society.

In conclusion, as an approach to learning and, above all, as a model that aims to shift the educational paradigm through a change in both the culture and the mind-set, SCL and the usage of learning outcomes, ***takes students as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking***. To explore the concept, relevant authors present important features of the contemporary student-Centred approach such as: considering individual learners' experiences, perspectives, backgrounds, interests, capacities and needs. SCL requires that teachers should provide different opportunities for students to learn, often change teaching methods, help students who have troubles, discuss with students which study activities lead to good results, expose students to find their own solutions, provide different learning environments in which learners feel safe and accepted, develop global, interdisciplinary, and complementary activities, emphasize activities that encourage cooperation, provide different study materials and give students enough time to construct the information cognitively and connect the new knowledge and real life.



3. Adapting the national curricula to the concept of student Centred based learning

3.1. Introduction

In this section we will present and describe the steps that should be taken to adapt the national curriculum to a format compatible with the theory of student-Centred learning. For this purpose, we have set a combination of steps that encompass the fundamental aspects of the procedure and the necessary elements that should be put together to achieve a successful outcome both through the adaptation and, further on, through the process of its implementation in a classroom. Its key elements are organized around three stages.

The first consists of an assessment of the groups/classes in order to develop a profile that integrates all the relevant information about the class in general and each learner in particular (interests, needs, relationship with the school, etc.).

The second consists in the establishment of how the learning outcomes should be defined. These outcomes will provide the main goals and they will be based on the curriculum and the profile of the learners. For this purpose and given the theory of student-Centred learning, learning outcomes should be perceived as competences that should be acquired and thus focus more on what the learner is able to do/achieve and less on the content that is transmitted by the teacher.

The third consists in establishing an objective assessment model with clear, understandable and verifiable criteria that derive from the learning outcomes and assessment and that are according to the national regulations.

3.2. ASSESSMENT of the group/learner situation, its needs and interests

Our purpose here is to establish a baseline that provides for a clear, comprehensive and concise characterization capable of integrating all relevant points of information related to learners into a detailed portrait of both the group and, in particular, each individual. For this, data such as school achievement, strengths, needs, interests, ways he or she learns best and preferences should be included. The following aspects should be considered:

- Personal identification;
- School background;
- Health characterization;
- Family background;
- Interests/Occupation;
- Expectations;
- School relations;
- Personal skills;
- All other aspects relevant to define the profile of the learner.

Given that in the majority of cases, the information required is already gathered either through interviews or via biographic data of each learner collected in the school, our aim here is to provide guidance about the necessary elements that must integrate a comprehensive Assessment. This means that when the information already exists, independently of the format in which exists, and as long as that information accomplishes the goal stated here, the requirement is simply to organize it in a document

that establishes the profile of each learner. For this, the format of the document is not set being that it can be what suits the school or teacher providing that guarantees the required topics above.

3.3. DEFINITION of learning outcomes

For the purpose of this document and given the literature that sustains our approach, learning outcomes will be considered as goals that are set according to the curricula and learner profile. As such, they'll allow the learner to perceive what is expected of him and what he is supposed to achieve. Their aim, when established, is to define what each learner necessarily needs to achieve within a unit/module and, with it, the path to do it. Therefore, and by doing it, the subjects to be learned must be correlated with what the learners will be able to attain when completing a unit/module.

Complementing this and to ensure the verification of the outcomes and path, in parallel, what must be assessed and in which way, will also be established.

Given the above, learning outcomes must focus on what the learner will be able to do and achieve, rather than on the content being covered by the teacher. This practice is an indication of the move towards SCL in curricula and helps to shift the object towards the learner. Hence the Emphasis in the skills rather than content or subjects. Therefore, when establishing the learning outcomes, we perceive them in accordance to the concept of competence as defined by OECD (2016).

Accordingly, and to clarify the concept of competence: it's the ability to mobilize knowledge, skills, attitudes and values, alongside a reflective approach to the processes of learning, in order to engage with and act in the world. Given this, Knowledge may be defined as a body of information

that is possessed by an individual; skills are defined as the capacity for carrying out a complex and well-organized pattern of either thinking (in the case of a cognitive skill) or behaviour (in the case of a behavioural skill) in order to achieve a particular goal; attitudes is defined as the overall mind-set which an individual adopts towards an object (e.g. a person, a group, an institution, an issue, a behaviour, a symbol, etc.) and typically consists of four components: a belief or opinion about the object, an emotion or feeling towards the object, an evaluation (either positive or negative) of the object, and a tendency to behave in a particular way towards that object.

Consequently, learning outcomes will be the central element of the learning plan established for each learner.

3.4. ESTABLISHMENT of an assessment model and evaluation criteria based on the learning outcomes

Assessment, supported through a formative dimension, is an integral part of teaching and learning. Its central aim is to improve, through a continuous process, the educational and pedagogical intervention. For this, the learning process, expected performances and assessment procedures are put together as reference points. As a regulatory process for teaching and learning, the assessment guides the learner career and certifies what was learned, namely the knowledge acquired, as well as the skills and attitudes developed within the areas of competence in which he is engaged.

The establishment of objective, clear and achievable assessment criteria provides the possibility to verify the achievement of the learning outcomes, i.e., the knowledge acquired and the skills and attitudes developed by the learners and the extent to which the essential curricular goals/objectives set globally, were achieved for the various levels of education.

Therefore, all criteria that are established for the purpose of evaluation, and as stated before, must be directly correlated with the learning outcomes and must be capable of verify outcomes, in the field of knowledge and learning, such as communication, reading, writing, calculation and problem solving and, in the field of attitudes and values, aspects such as assiduity and punctuality, interpersonal behaviour/relationship, participation/performance in activities, responsibility and personal autonomy.

4. Adapting the student Centred based learning *to a class or cohort of kids*

4.1. Introduction

Here and following the previous structure, the steps provide for the adaptation of the student-Centred learning to the group/class, and as stated previously, an Assessment should be made. For this, what was referred on 3.2. applies. As a consequence of our approach and given our aim here, a learning plan per learner must be established. Its structure must include, the global aspects of the pedagogical strategy to apply and a forecast of the didactic activities to be carried with the learner. It must correlate interests/motivations with pedagogical practices, determine learning outcomes and respective assessment criteria.

The next step tries to contextualize the need for involvement and engagement, namely of the learners which must commit to the learning plan, as this commitment will enhance the motivation of those involved in the process towards its completion. For this to happen, it is necessary to re-engage the group and each learner in the learning process, namely through a change in the attitude towards school and school achievement in order to foster a successful integration of all the learners.

Finally, the need for and adaptation of the methods, namely the pedagogical and didactical practices/methods by the teacher based on the principles of the theory of student-Centred learning is essential to achieve the purpose goals.

4.2. ASSESSMENT of the group/learner situation, its needs and interests

(same as in 3 - Adapting the national curricula to the concept of student-Centred based learning).

4.3. BUILT a learning plan per learner

A personalized learning plan is a tool designed to provide a clear path for learners to achieve the learning outcomes. Its main purpose is to set a clear pedagogical and didactic strategy with an explicit learning path, activities and negotiated outcomes. For this, a personalized learning plan must include the mandatory outcomes provided by the curricula, the learning outcomes defined according to the learner profile and, within it, the learner's own aims and goals. This means that when setting the plan, the learning outcomes and the assessment must be taken into consideration given that these are key elements of its structure and they define the pedagogical and didactic strategy to be put in place in the plan. For this, the plan must essentially cover six areas within the learning process that aligned around the learner needs and interests:

- Objectives (what the student is expected to learn);
- Pace (the speed at which the student progresses);
- Instructional approach (how the student is taught);
- Content (what the student is taught);
- Learning activities (how the student practices);
- Assessment (how it is verified what was taught).

By doing this, a personalized learning plan should reflect an early planning of activities, correlated with learners' interests/motivations and within pedagogical resources by clearly presenting the competences (knowledge, skills and attitudes) to be achieved for each level of education and by specifying the criteria defined for an effective assessment of the learning outcomes. All this must consider the learning pace of each learner.

Therefore, and given the above, adaptations can be made to the curriculum as long as it respects the workloads to be met for each discipline/module, being that any changes should focus around strengthening areas such as support study and project area.

The plan must be clear, with well-defined objectives in order to fully involve the all - teacher/learner -, and especially the learner who must perceive it as a commitment.

More specifically, a personalized learning plan must provide for the following:

- A formal process that guides learners in setting achievable goals;
- Be based on their self-recognized strengths, weaknesses, interests, and future aspirations;
- Include learner's self-assessment;
- Include the learner short and long-term academic objectives (knowledge), skills and attitudes;
- Include the criteria by which the learning outcomes are assessed;
- Includes the possibility for the learner and teacher to list the action steps needed to reach the goals - pedagogical and didactic methods and practices.

If this is thoroughly fulfilled this will allow for:

- For learners to think through and have a say in their learning process;
- Motivation for learners to take responsibility in their learning process;
- Motivation for learners to invest their time and energy in the learning process;
- A removal of the burden of having a sole measure of success for all students;
- To base success upon individual outcomes per learner.

4.4. COMPROMISE the learners with the learning outcomes and criteria for assessment and evaluation

It is essential that all parties involved (teachers, learners and legal guardians) are deeply committed to the learning plan outlined above. This compromise enables the parties to gain a sense of ownership to the overall process, this in itself provides a strong motivational justification for success.

When a learner becomes an active participant in the learning process he becomes more intimately involved in his own education; that is, the learning process becomes more self-directed. This new responsibility often increases their internal motivation and grants a renewed involvement, namely through decision making concerning their own educational path. By committing all parts to a single set of shared goals, we are again raising the possibilities for success.

4.5. ENGAGE AND INVOLVE the group and the learners by promoting positive behaviours regarding school and learning, promoting a sense of belonging towards school and learning, enhancing the value of school and learning and, thus, boost school integration

The aim of this step is to enhance students' positive feelings towards school in order to increase their involvement in the educational process and learning outcomes and consequently, its likelihood of success.

Given the referred, it must be stated that in recent decades the involvement of learners in school has been mentioned as one of the main factors for reducing risk behaviours, early school leaving, low attainment, improving learners school results and reforming educational policies. The problem of early school leaving

is somehow related to low income, alienation, apathy and lack of attention. All these are prevalent at different levels of education relate with the involvement of pupils in school and have been addressed with particular attention by politicians, educators and education specialists. And although variable given the contexts, these problems develop mainly among the most disadvantaged populations who face, therefore, a high risk of non-completion of education, perpetuation of poverty and an early involvement with the judicial system, thus the need to avoid early school leaving and to establish new premises and paths to improve the quality of the learning process and, consequently, its success aimed for well-being of learners and driven towards the acquisition of competences capable of sustaining a dignified and fulfilled life.

Henceforth and when we underline the need for involvement, we have to consider aspects as varied as the effort that learners make to learn what the school as to offer to them to understand the contents and to make sense of them when they confront them with their life experiences, to be fulfilled with the learning process and its outcome and, above, to understand its importance in the long run. Therefore when we emphasize the learner willingness to learn, to work

with others, to get involved in school and in its activities, to pay attention to instructions given by teachers in the classroom or in extracurricular activities we are fundamentally talking about engagement, therefore dedication, commitment to learning, which often translates into active participation in classes and extracurricular activities, hours spent alone or in groups to study, and interaction between and with peer groups, teachers and the educational community, thus the central aspects that can't determine success and, consequently, the primary aspect to be tackled through and educative process based on student Centred learning.

Then, the need to enforce engagement and involvement since the beginning is fundamental and it must be the first driver of all the process. To enhance this involvement, we should seek to act on three levels: promoting the positive perception of competence and mastery; promoting academic values and objectives, focusing on the development of complex thinking; and promoting active participation, through collaborative and meaningful activities. The activities that students develop and that provide motivation, triggering the involvement in the learning process, do not only take place in the classroom, but in the entire school environment, and must

be fostered as key elements capable of unblocking the resistance that the learner provides. This means that the capability of the teacher to understand this and the strategies it delivers to tackle it are fundamental.

4.6. ADAPT work and pedagogical practices and methods to the group/learner

A student-Centred classroom it's not a place where learners decide what they want to learn and what they want to do. It's a place where we consider the needs of the students as a group and as individuals, and encourage them to participate in the learning process all the time.

Student-Centred teaching represents a paradigm shift from traditional teaching methods by focusing on how students learn instead of on how teachers teach. Thus, and given the different and individual models in teaching that somehow are focused on "How can I improve my teaching?" the shift be made towards "How can I improve my students' learning?" For this, here are some key premises to sustain a learner-Centred approach and, therefore, to provide for adaptation of each teacher pedagogical practice and methods (given the above, we must enforce this doesn't pertain a change on the individually of each teacher but simply tries to direct that to a new approach in teaching):

- Assume that learners can blossom as power shifts to a more egalitarian classroom;
- Use content not as a collection of isolated facts, but as a way for learners to critically think about the big questions in the field;
- Change the role of teacher from sole authoritarian to fellow traveller in search of knowledge;
- Return the responsibility for learning to the learners, so that they can understand their learning strengths and weaknesses and feel self-directed in their knowledge quest;
- Utilize assessment measures not just to assign grades, but as the most effective tools to promote learning.

In student Centred learning there is an emphasis on skills and competences which demonstrate responsibility for one's own learning, independence and cooperation, problem-solving, understanding and thinking for oneself. There are a number of strategies used for this purpose in order to encourage this type of learning. These include:

- Making learners more active in acquiring knowledge and skills: This can take the form of activities in class, fieldwork, and the use of computer-assisted learning packages, among others;
- Making learners more aware of what they are doing and why they are doing it: This can be done by using learning logs, analytical presentations and the like;
- Focusing on interaction: Such as by the use of tutorials, buzz groups and larger discussion groups;
- Focusing on transferable skills: Looking beyond the immediate course requirements to other benefits to students later on in their careers and in life.

Within the classroom, practical implementation of a student-Centred learning approach can include a number of components. The following are a few examples of these:

- Problem-based learning (pbl);
- Group project work;
- Student-Centred active learning;
- Resource-based learning;
- Use of the case method;
- Role plays;
- Classroom workshops;
- Group presentations;
- Use of a web-conferencing environment, particularly in distance education.

In conclusion and as said before, our aim here it's not to change each teacher individuality and identity but simply to drive it towards an approach to teaching that by emphasizing the learner as the centre of the process, assumes and enforces the role of the teacher, its pedagogical and didactic creativity, inventiveness and resourcefulness, as essential drivers for success.

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Co-funded by the
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