

From student centered instructions to student led learning – an introduction to the changing roles of students in higher education

Entry requirements: Higher education exam

Level: Advanced (second cycle)

Duration: 2 weeks (equivalent to 3 course credits)

Department: Division of Research and Educational Support, MIUN

Version revised: 2024-12-31

Aim

The overarching aim of this course is to provide knowledge about the roles of teachers and students in student centered and student led learning practices. The course presupposes an active and student-centered perspective on learning.

Learning outcomes

After completing the course, in addition to the general objectives in Chapter 1, Section 9 of the Swedish Higher Education Act for the second cycle, the participant should be able to:

- discuss and problematize student learning related to his or her own subject area and to educational research
- make use of and reflect on how the physical and digital learning environment promotes learning for groups and for individuals
- identify and discuss norm critical approaches to teaching and learning

Content

The course consists of four webinars:

- The sage on the stage to guide on the side
- Student roles and learning environments
- Designing student engagement
- What do students think of student led learning approaches?

Attention is also paid to other prerequisites of teaching and learning in higher education, such as equal opportunities, internationalization, life-long learning and sustainability.

Teaching and study forms

The course is based on the principle of active exchange of knowledge between teachers from all subject fields and thus presupposes participation in all teaching sessions.

The course runs at quarter speed during eight weeks. It comprises four online meetings in Zoom. The meetings will take place approximately every two weeks. In between, the participants are expected to work on assignments. During the course, the following study forms will be used:

- Webinars
- Group assignments
- Individual assignments

Assessment and grading

In the course, the grades given is Pass (G) and Failed (U). To get the grade Pass (G), the participant should have gained a pass from all the assessed course components (including active participation in course meetings).

The course assessment is continuous and consists of several assignments linked to the course modules and learning outcomes.

Course literature

Andrews et. al (2017) Active learning not associated with student learning in a random sample of college biology courses. *Life Sciences Education*, 10(4), p 394-405.

Barrineau, Engström & Schnaas (2019) *Active Student Participation Companion*. Uppsala universitet.

Bovill & Bulley (2011) A model of active student participation in curriculum design: exploring desirability and possibility. In Rust, C. (Ed.) *Improving Student Learning (18) Global theories and local practices: Institutional, disciplinary and cultural variations* (pp. 176–188). Oxford: The Oxford Centre for Staff and Learning Development.

Carless (2020) From teacher transmission of information to student feedback literacy: activating the learner role in feedback processes. *Active learning in higher education* 00(0), p 1-11.

D'Angelo & Cross (1993) *Classroom Assessment Techniques: A Handbook for College Teachers*

Cook-Sather, Bovill & Felten (2014) *Engaging Students as Partners in Learning and Teaching: A Guide for Faculty*. Jossey-Bass Inc., U.S.

Deslauriers et al (2019) Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *PNAS* 116(39), p 19251-19257.

Felder & Brent (1996) Navigating the Bumpy Road to Student-Centered Instruction *College Teaching*, 44(2), 43-47.

Harden & Crosby (2000) The good teacher is more than a lecturer - the twelve roles of the teacher *Medical Teacher*. 22(4), 334-347.

Iversen et al (2015) Learning, Leading, and Letting Go of Control: Learner-Led Approaches in Education

Knowles et al (2015) The adult learner: the definitive classic in adult education and human resource development. 8 ed. Milton Park: Routledge. (part 2)

Kumashiro (2000) Towards a theory of anti-oppressive education *Review of Educational Research*, Volume: 70 issue: 1, page(s): 25-53

Laurillard (2013) Rethinking university teaching: A conversational framework for the effective use of learning technologies. London: Routledge.

Laurillard (2009) The pedagogical challenges to collaborative technologies. *International Journal of Computer-Supported Collaborative Learning*, 4(1), 5-20

Manja Klemenčič, Kirdulytė & Pupinis ed. (2020) Mapping and analysis of student-centred learning and teaching practices: usable knowledge to support more inclusive, high-quality higher education, Luxembourg: Publications Office of the European Union.

Vaughan, Cleveland-Innes & Garrison(2013) Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry. AU Press, Athabasca University.

Zyngier (2007) (Re)conceptualising student engagement: Doing education not doing time. *Teaching and Teacher Education* 24 (2008) 1765–1776

Course structure

Webinar I: The sage on the stage and the guide on the side

In the first webinar we will introduce the general structure of the course and look at the different assignments. We will also introduce the concept of the missing perspective, that will follow us throughout the coming weeks. We will start a discussion that aims to bring light upon norms of learning, student centered learning and student engagement. A guiding question for the webinar is how teachers can increase their understanding of who their students are, what they know and how they learn.

Webinar II: Student roles and learning environments

In the second webinar we will discuss CATs and Active learning and connect the teaching practices to a discussion around learning environments. How does the learning environment affect student roles, their approach to learning and relation to each other and to the teacher? We will also introduce active student participation and the concept of designing student engagement.

Webinar III: Designing student engagement

In the third webinar we will look at different ways of designing teaching and learning with the intent of creating increased student participation and student self-reflection and meta cognition around their own learning processes. This seminar is rooted in the theories of visible learning and experience-based learning and a guiding question is how we can increase students' self-awareness of their learning process and the learning of their peers.

Webinar IV: What do students think of student led learning approaches?

In the final webinar we will summarize our take aways from the course and discuss the students' reflection on participating in student led learning approaches. Research has identified a certain amount of resistance and skepticism in student groups in relation to active learning and student engagement practices, while many practices that requires the students to collaborate and engage in self directed learning can put extra demands on students with learning disabilities. How do we meet resistance and how can we enable all students to participate?

Assignments

To pass the course you need to attend the webinars and hand in five different assignments. The assignments are designed to increase your repertoire of pedagogical tools, and to help you reflect on the strengths and weaknesses of each of these. Your assignments needs to do the following:

- 1. Follow the given instructions*
- 2. Continuously include reflections that show a capacity to navigate between different pedagogical tools and to apply them in relevant ways, adapted to the student group and the intended learning*
- 3. Include references as stated by the instructions. You are free to choose which system you want to use for giving references, but always include a list of literature at the end.*

Assignment I - Missing perspectives

Start this course by reading through the material in the course room, look at the themes of the literature and read through the assignments.

What is something that you expected to read about or discuss in this course but that is missing? What theoretical perspectives should be present, what ways of interacting or engaging with the material would have improved your learning process and what voices or experiences would have enriched the material and basis for discussion?

In this assignment we ask you to identify what you believe to be the most important missing perspective, and to give a suggestion for how that suggestion could be included.

Describe the perspective and your idea for how it could be implemented. This assignment is to be handed in at the end of the course / the last webinar.

Ca 450 words.

Intended learning outcomes for this assignment:

- identify and discuss norm critical approaches to teaching and learning

Assignment II – What makes a learning experience bad?

In this assignment you are to design a course or learning session with the intent of creating a learning process that results in as little learning as possible – a truly bad learning experience. Consider the following in this course that you are designing:

- What do the teachers do and what do the students do?
- What do their working days look like?
- What educational tools are used?
- In which premises / places do the course take place (digital / physical)?
- How are curricula and learning objectives designed? *
- How is the course examined?
- What pedagogical philosophies constitutes the basis for the teaching and learning?

When you have created a design for the course, ask a Generative-AI to do the same thing, using a prompt in the line of “How would you design a learning session or course that results in the least amount of learning possible?”

Ca 250 words

Intended learning outcomes for this assignment:

- discuss and problematize student learning related to his or her own subject area and to educational research
- make use of and reflect on how the physical and digital learning environment promotes learning for groups and for individuals

Assignment III – Classroom assessment techniques

Look through the matrix of Classroom assessment techniques summarized in MacKeracher (1993) and identify two methods that you want to implement in one of your classes, one for a physical session and one for a digital session. If you want further information about any examples, you can find the full book version by D'Angelo and Cross (1993) online. Briefly describe the chosen examples and the potential you see in implementing them in your teaching and learning context.

Ca 450 words.

Intended learning outcomes for this assignment:

- discuss and problematize student learning related to his or her own subject area and to educational research
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Assignment IV - Active learning methods

Read [Andrews et. al \(2017\)](#) and [Deslauriers \(2019\)](#) and answer the following questions: What forms of active learning methods are most commonly used in your subject, by you and your colleagues? Pick two examples that you would describe as good examples of *active learning*; one example used in physical spaces, and one used in digital spaces. Describe both in a few sentences and discuss what it is about them that make them good examples - as well as potential caveats.

For this assignment you need to make references to at least two articles

Ca 450 words

Intended learning outcomes for this assignment:

- discuss and problematize student learning related to his or her own subject area and to educational research
- make use of and reflect on how the physical and digital learning environment promotes learning for groups and for individuals

Assignment V - Designing student engagement

For this assignment you will try to design student engagement in your own teaching and learning context. You can give suggestions for how to adapt, improve and implement a suggestion from class or the literature, or you can choose an existing interaction that you have with students and try to develop it. An interaction could be anything from a lecture, lab, seminar, formative or summative assessment, supervision to an encounter outside scheduled class time). Use the template below as support.

Feel free to choose which literature to use for this assignment, but you are required to refer to use at least one reference. A few suggestions are Iversen et. al (2015) Barrineau, Engström & Schnaas (2019) and Cook-Sather, Bovill & Felten (2014).

Ca 900 words.

Intended learning outcomes for this assignment:

- identify and discuss norm critical approaches to teaching and learning
- discuss and problematize student learning related to his or her own subject area and to educational research
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Use the template and the questions below as support.

- What do you want to do and why?
- What kind of decisions can the students be part of making?
- What are the expected outcomes?
- How can you explain to students the pedagogical reasoning behind the method?
- How does the method support students in becoming aware of and improve their own learning strategies, and/or the learning of their peers?
- How is this different from what you would normally do?
- Are there other positive outcomes connected to engaging students, eg. for your own teaching?
- How could you act to find and invite/select students for the project if it is not part of the normal teaching?
- What incentives are there for students to participate?

What would you like to do?

Who should be involved and what are their roles?

What kind of support or resources do you need?

Timeline?

Obstacles or challenges?

What does success look like?

What is the first step you need to take in order to implement your idea?

Assignment VI - Ask your students

For this assignment we want you to test one of the activities / techniques / methods that we have discussed in the course, see how it works and ask the students how they experienced it. It could be one of the exercises from the CAT book, an active learning method, a design for increased student engagement (ASP), a method for increasing the accessibility of your teaching etc. You are welcome to borrow ideas from other participants in the course.

1. Test your chosen method
2. Make an evaluation with your students, e.g. one-minute-paper, two stars and a wish, check-out-note, an open conversation.
3. Write a reflection including: *What did you do? How do you think it went? What did the students think?*

You are free to choose which literature to use for this assignment. There are a couple suggestions in the literature list for webinar III, but depending on your angle it might be a better option to select an article not included in the syllabus. You need to refer to at least one article or book.

Ca 450 words.

Intended learning outcomes for this assignment:

- identify and discuss norm critical approaches to teaching and learning
- discuss and problematize student learning related to his or her own subject area and to educational research
- make use of and reflect on how the physical and digital learning environment promotes learning for groups and for individuals