

The European Students' Union

REPRESENTING STUDENTS SINCE 1982



Student-Centred Learning

Joint conference of Nordic and Baltic
QA agencies
Copenhagen, Denmark
25th of August 2016

Blazhe Todorovski
Vice President, European Students' Union

0

Overview

0 1 2 3 4 5 6 7 8 9

Content of Presentation



- 1. The European Students' Union and its work on QA**
- 2. Student-Centred Learning**

1

The European Students' Union and its work on QA

its work on QA

its work on QA

Membership



- The European Students' Union (ESU) is an **umbrella organisation of 44 National Unions of Students (NUS) from 38 different countries**. Through its members, ESU represents over 15 million students in Europe
- The NUSes are open to all students in their respective country regardless of political persuasion, religion, ethnic or cultural origin, sexual orientation or social standing
- Our members are also student-run, autonomous, representative and **operate according to democratic principles**

The beginning....



West European Student Information Bureau

Minutes of the Board Meeting held in Stockholm, 19th October, 1982

Present:	<u>Members</u>	SFS	-	{Sweden}
		NUS UK	-	{United Kingdom}
		NSU	-	{Norway}
		UNEF ID	-	{France}
		SHI	-	{Iceland}
<u>Observers</u>	VVS/UNES	-	{Switzerland}	
	SYL	-	{Finland}	
	OH	-	{Austria}	

Main Working Areas



Social Dimension: Access and support

Funding and Governance: Public responsibility for education

Quality and transparency: Structural reforms, academic affairs, Quality Assurance, Student Centred-Learning

Mobility and internationalisation

ESU's work on QA



- In designing and promoting the European Standards and Guidelines for Quality Assurance (ESG2005 and ESG2015)
- Overview of QA implementation in the BP → BWSE and BAFL.
- EUA's Institutional Evaluation Programme (IEP)
- ENQA quality assurance agencies' evaluations
- Institutional evaluations organised by national quality assurance agencies.
- QA related project lead by ESU or Projects in Partnership (QUEST, ESPAQ, EQUIP, QUAEM, etc)
- ESU's QA Students Experts Pool

ESU's QA Student Experts Pool



In 2009, **ESU** established a **pool of committed and well prepared students** who aim to contribute to improve Higher Education provision in Europe through Quality Assurance procedures.

The establishment of this pool is a way how ESU is **promoting and developing student participation in Quality Assurance** all over Europe.

The pool is renewed once a year and has an **independent Steering Committee**, which launches the calls and selects the applicants based on public criteria.

ESU organises **study sessions, workshops** and other events for pool members where they are trained.

The pool **brings together** students from all parts of Europe, their **experience and knowledge**, and it is an excellent forum for debating, sharing views and learning about Quality Assurance.

These students contribute to **ESU policy making process**, act as **multipliers agents in their respective countries**, collaborate in several **projects, participate in Quality Assurance reviews**, etc.

ESU's QA Student Experts Pool

Principles of the pool:

- Balanced by region and field of studies
- Student-led
- Cyclical renewal
- Bringing student experience together
- Enhancing the role of students in Quality Assurance
- Acting as multiplier

Currently there are **over 60 students:**

- 28 different European countries
- first, second and third cycle
- with previous experience
- 55% women, 45% men
- variety of study programmes
- trained

Cooperation:

- National Students' Pools
- Institutional Evaluation Programme (IEP) of EUA
- ENQA - External evaluation of Quality Assurance Agencies
- Quality Assurance Agencies
- Higher Education Institutions

2

How Is The European Students' Union Involved in The Implementation of EHEA?

EHEA's
in the implementation of

ESU's work on Student-Centred Learning



Time for
Student Centred
Learning

www.t4scl.eu



www.pascl.eu

Definition of SCL



“Student-Centred Learning (SCL) represents both a **mindset** and a **culture** within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is 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, fostering transferable skills such as problem-solving, critical thinking and reflective thinking”

Time for SCL Toolkit 2011 (T4SCL Project)

Common misconceptions



- SCL does not mean anything in practice
- SCL requires a higher amount of resources
- SCL is not appropriate to teach a large and diverse student body
- SCL undermines the teaching profession
- Students have more work to do in SCL

Common misconceptions



- Teachers have to do more preparatory work in SCL
- Problem-based learning is the same as SCL
- SCL is not suitable to all academic fields
- SCL Students learn very little subject-matter
- Not all teachers can teach in student-centred way
- SCL requires being technologically-minded

Integral components of SCL



- ✓ FLEXIBILITY and freedom in terms of time & structure of learning;
 - ✓ More and better QUALITY TEACHERS who strive to SHARE their knowledge;
 - ✓ A clear UNDERSTANDING of students by teachers;
 - ✓ A FLAT HIERARCHY within HEIs;
 - ✓ Teacher RESPONSIBILITY for student EMPOWERMENT;
 - ✓ A continuous ongoing IMPROVEMENT process;
 - ✓ A POSITIVE ATTITUDE by teachers & students with the aim of improving the LEARNING EXPERIENCE;
 - ✓ A relationship of MUTUAL ASSERTIVENESS between students & teachers;
 - ✓ A focus on LEARNING OUTCOMES which enable GENUINE LEARNING & DEEP UNDERSTANDING;
- Student-Centred Learning (T4SCL) Toolkit, 2011, 2014

Principles of SCL



- I. SCL requires an on-going reflexive process
- II. SCL does not have “one size fit all” solutions
- III. Students have different learning styles
- IV. Students have different needs and interests
- V. Choice is central to effective learning in SCL

Principles of SCL



- VI. Students have different experiences and background knowledge
- VII. Students should have control over their learning
- VIII. SCL is about “enabling” not “telling”
- IX. Learning needs cooperation between students and staff

wrap up...

- SCL seems to be the most challenging Bologna implementation in the EHEA
- SCL is a learning approach & a learning culture to be shared by all stakeholders
- The most effective learning is the one in which the learner is most active
- SCL is learning co-created by teachers, students and others involved.

wrap up...

- **What can be done? (suggestions)**

- **European/regional level :**

- ✓ PLAs with good practices and failures
- ✓ Funding of pilots and international networks with international research
- ✓ Include SCL in EQA based on ESG

- **National level :**

- ✓ Design mechanisms to structure/implement implementation SCL in national legislation
- ✓ Incorporate in national EQA framework
- ✓ Fund pilots and implementation, e.g. the validation of relevant LOs in NQF

wrap up...

- **What can be done? (suggestions)**

- **European/regional level :**

- ✓ PLAs with good practices and failures
- ✓ Funding of pilots and international networks with international research
- ✓ Include SCL in EQA based on ESG

- **National level :**

- ✓ Design mechanisms to structure/implement implementation SCL in national legislation
- ✓ Incorporate in national EQA framework
- ✓ Fund pilots and implementation, e.g. the validation of relevant LOs in NQF

wrap up...

- What can be done? (suggestions)

- HEI | programme level | individual level :

- ✓ Design strategies and policies to implement and reward SCL
- ✓ Include SCL in curriculum design and the use of LOs
- ✓ Develop SCL assessment forms
- ✓ Include SCL (indicators) in information systems and the functioning of libraries
- ✓ Incorporate SCL and students in IQA
- ✓ Include assessment of SCL competence in criteria for hiring and promotion of staff
- ✓ Change working conditions towards SCL
- ✓ Include SCL in the professional development of staff
- ✓ Inform students of SCL and help them to become self-directed (LL) learners
- ✓ Promote a culture of SCL
- ✓ Engage in international SCL projects & initiatives

Less Us,

More Them

Creating student-centered
contexts for learning



Illustrated by Peter A. Reynolds

"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

The European Students' Union

REPRESENTING STUDENTS SINCE 1982



**Thank you for your attention.
Questions?**

Questions?

**Blazhe Todorovski,
blazhe.todorovski@esu-onlin.org**

ESU has received financial support from the European Commission through Erasmus+ Programme: KA3, Support for Policy Reform- Civil society cooperation in the field of education and training.



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



European Students' Union



@ESUtw



ESU Brussels



esutwt



The European Students' Union

Rue de l'Industrie 10 · 1000 Brussels, Belgium · Tel: +32 2 893 25 45 · www.esu-online.org



Student centred learning: an agency perspective

Fiona Crozier, Head of International

NOQA conference

25th August 2016

Introduction

- A question
- Standard 1.3 (revised ESG)
- Some more questions!
- The EQA perspective (Can we? Should we?)
- The ESG as a whole as a way forward?

A question!

Student centred learning...

What does it mean (to you)?



ESG standard 1.3

Standard:

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

Guidelines

Words like...

- Stimulating
- Motivation
- Self-reflection
- Engagement
- Learning process
- Respect
- Flexible
- Evaluate
- Autonomy
- Feedback
- Consistent
- Fair

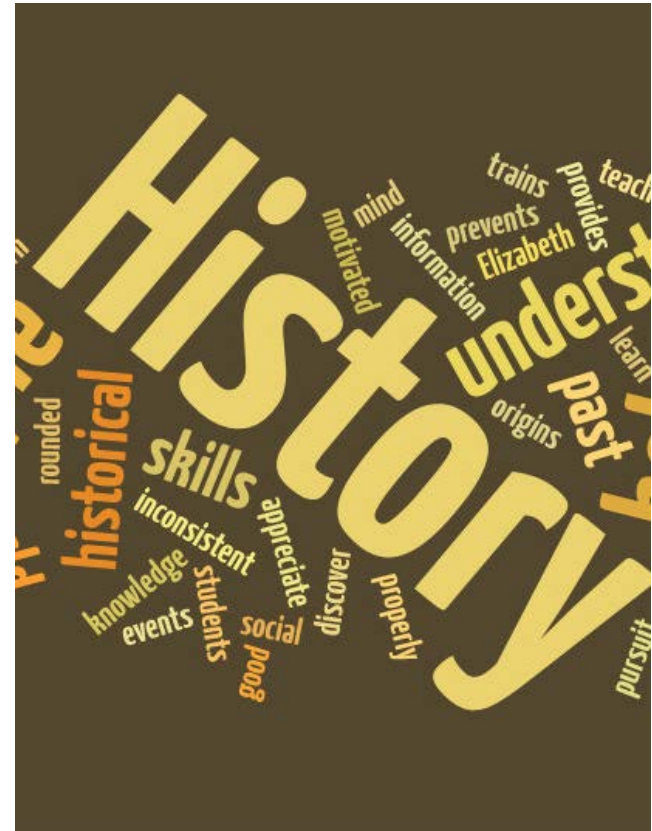
What drove the change in the ESG?

The ESG 2005

What was there before?

What did we do about
it?

Did we not care?



Things move on...

Students

Staff

TLA methods

Higher education policies

The world in general...





What does it mean for how agencies carry out EQA?

How do we review student-centred learning?

Should we review student centred learning?

Can the ESG
as a whole
help?

The whole picture

- Diversity (national context, experience, approach) (Pg 8)
- Recognition of expertise and appropriate level of review/burden (Pg 8)
- Twin purposes of accountability and enhancement (Pg 7)
- Scope and focus of the ESG (Pg 6-7)
- Definition of 'quality' (Pg 7)
- The ESG as a whole (Pg 9)

Perhaps we need to be innovative in the way we think about the relationship between IQA and EQA; what's the best way to really make an impact in relation to student centred learning?



qaa.ac.uk



enquiries@qaa.ac.uk



+44 (0) 1452 557000

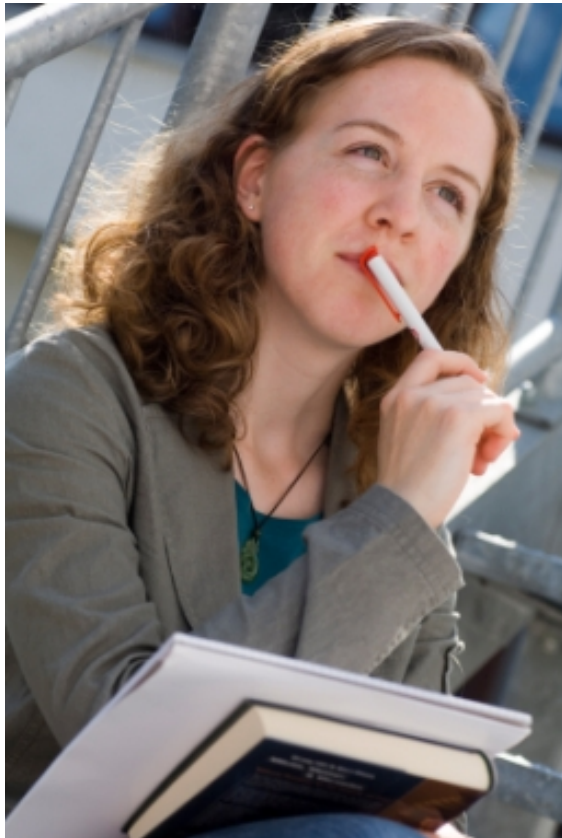
© The Quality Assurance Agency for Higher Education 2015

Registered charity numbers 1062746 and SC037786



QAA

Student Centred Learning - and Quality Assurance



Quality Conference
Copenhagen
25 – 26 August 2016

Hanne Leth Andersen, Rector
Roskilde University



Student Centred Learning

- **A mind-set and a culture** within a HE institution
- **A learning approach** related to constructivist learning theories
- Characterised by **innovative** methods which aim to promote learning in **communication** with teachers and other learners.
- Students are **active participants** in their own learning
- Fostering of **transferable skills** such as problem solving, critical thinking and reflective thinking.

<http://pascl.eu/what-is-scl/>
UNESCO Action Plan, 2015

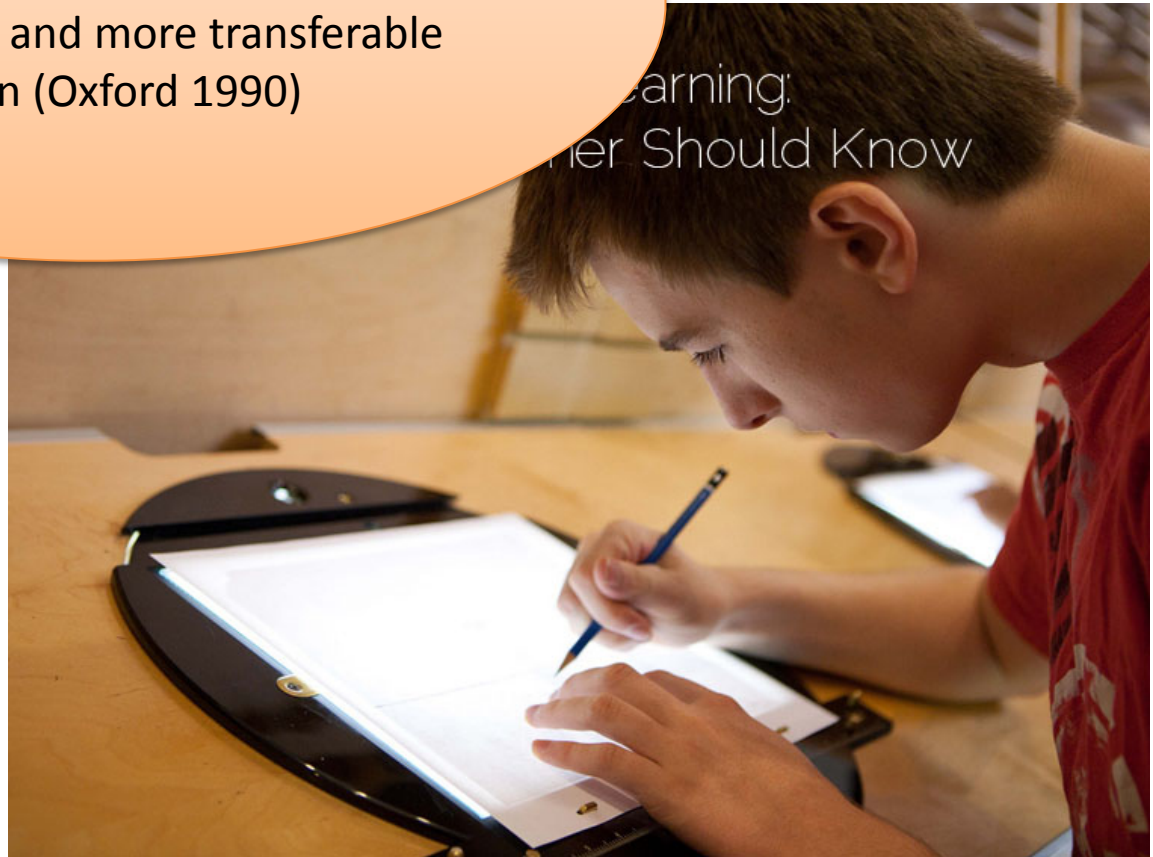
- **Students involved in organization of teaching; guidance processes**
- **Group work and project-oriented learning + flexibility**
- **Respectful and equal relation teacher/student (ESG 1.3)**
- **Focus on distinct learning needs, interests, aspirations, cultural backgrounds of individual students and groups of students**



- **Differentiation**
- **Learning strategies and learning styles**

Actions to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation (Oxford 1990)

- **Student engagement**
- **Motivation**
- **Roles and relations**
- **Rights**





Extrinsic motivation

Goal Orientation

- Praise and reward
- Threat of punishment
- Performance oriented
- Others' objectives/demands
- Predictability
- Rote learning

Intrinsic motivation

Curiosity

- Autonomy and self efficacy
- Expectance of mastery -> stamina
- Low uncertainty avoidance
- Low power distance
- Low belief in authorities

Approaches to study

Surface

- Memorising
- Skim reading
- Atomistic approach (finding bits to put together)
- Selecting **from** the material
- **Intention to reproduce**

Strategic

- Identifying what is required by marker/examiner and focusing on that
- May or may not involve understanding (depends on what the task is)
- **Intention to succeed or excel** (in an assignment, exam)

Deep

- Meaning making, connecting
- Looking at whole texts to understand the author's intention
- Selecting **within** the material
- **Intention to understand**

Presentation by Sheila Webber, Nigel Ford, Mary Crowder and Andrew Madden, Sheffield University

Standard 1.3, on Student-Centred Learning, Teaching and Assessment

- Institutions should ensure that the programmes are delivered in a way that encourages students to take an **active role in creating the learning process**, and that the assessment of students reflects this approach.
(ESG 2015, 1.3)
- A general focus on the organization of teaching, taking into account **student diversity** through the creation of flexible learning pathways that support both the **student's autonomy** in relation to planning and implementation, but also brings **new teaching methods** in use.


Guidelines 1.3: Flexible learning paths	SCL/Theory
different modes of delivery, where appropriate;	DIFFERENTIATION
variety of pedagogical methods;	VARIATION
regular evaluation and adjustment;	EVALUATION AND FEEDBACK
autonomy in learning, ensuring guidance and support from teacher	AUTONOMY, SCAFFOLDING, FEEDBACK
mutual respect within the learner-teacher relationship;	ROLES AND RELATIONS
appropriate procedures for complaints	RESPONSIBILITY

QA processes for assessment	Theory
Assessors: familiar with existing methods, supported in developing own skills	EDUCATION
Method of assessment + criteria for marking published in advance	RIGHTS, FAIRNESS
Allows students to demonstrate the extent to which the intended learning outcomes are achieved	EXAM FORM IS LEGITIMATE
Feedback is linked to advice on learning process	FORMATIVE EVALUATION
Where possible, assessment by more than one examiner	CO-EXAMINER
Regulations for assessment take into account mitigating circumstances	FAIRNESS
Assessment: consistent, fairly applied to all students and carried out in accordance with the stated procedures	EXAM FORM IS JUST
Formal procedure for student appeals	RIGHTS

Today's paradox: systematizing originality?



- Focus on the system or on the individual?
- Looking for autonomy, originality and entrepreneurship while setting for the opposite?
- High degree of goal orientation: too far from the individual student?
- Current Danish grading scale: objectives and mistakes.
- Autonomy and originality rewarded?



Will this be part
of the test?

Not
directly...

Then why do we
spend time on it?

- **Taking over responsibility**
- **Bologna: progression, competence goals**
- **Clear objectives, learning outcomes**
- **The PISA check -> data and evidence based quality (A. Helmke)**
- **Intensive studies -> counting lessons**
- **Responsibility for completion, in due time**
- **Responsibility for jobs**





The driving force that accounts for an individual's intensity, direction and persistence



SCL at Roskilde University (RUC)

- 15 ECTS per semester of problem oriented project work
- Students steering their own process, with supervision
- Supervisor's role, behind
- Teacher's role, ahead

- SCL at the institutional level: put together your own educational program
- Module-driven education -> more guidance

Quality assurance: knowledge of methods + training

- **Introduction of new teachers and new students to the concept**
- **All new academic staff follow a 28 hour course in order to understand and practice project oriented methods**
- **Project work is part of the teachers' pedagogical training program**
- **All teachers have a right and an obligation to 14 hours of personal pedagogical training each year**
- **Decentralized quality assurance, local evaluation, with feedback to management**

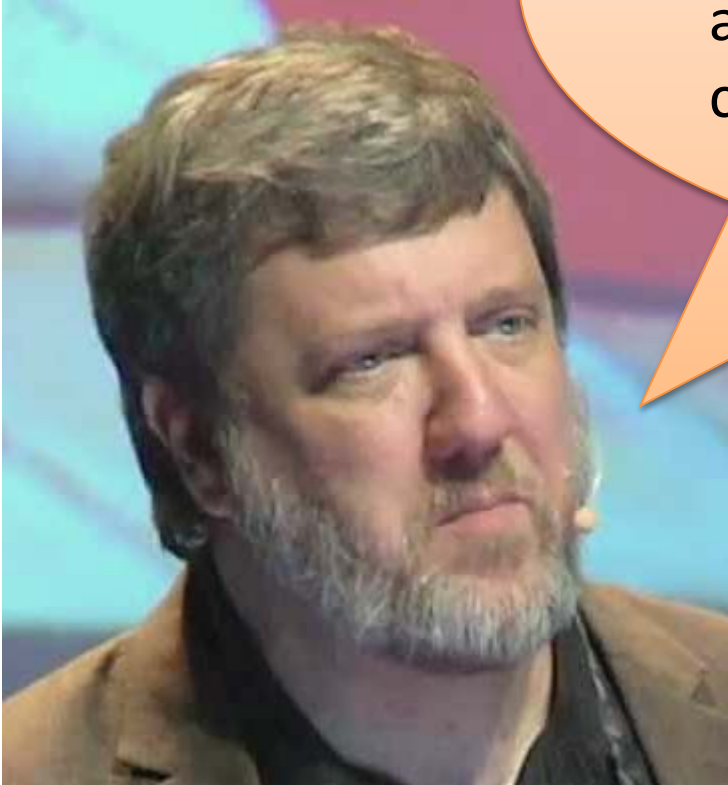
Clarification of expectations + process

- Curriculum and course descriptions
- Teacher introduces to usual process and work forms
- Exchange of expectations between students and teachers
- Mutual understanding, concepts, ideas...
- SCL: also involve students in modifying or implementing what is already planned
- Mid-term evaluation, summative evaluation of the process
- Different forms of evaluation and assessment

Differentiation

- Project work enables you to work with different backgrounds and qualifications: provides differentiated teaching / learning
- Diversity reinforces learning and the ability to work together

- Diversity reinforces creativity and analytic skills
- Some focus on learning strategies and learning styles



The old notion of teachers as experts is dead. It hasn't died among the teachers yet, but certainly among the students.

Professor Douglas Thomas
Annenburg School of Communication
Forfatter til *A new Culture of Learning*

From A. Hansted:

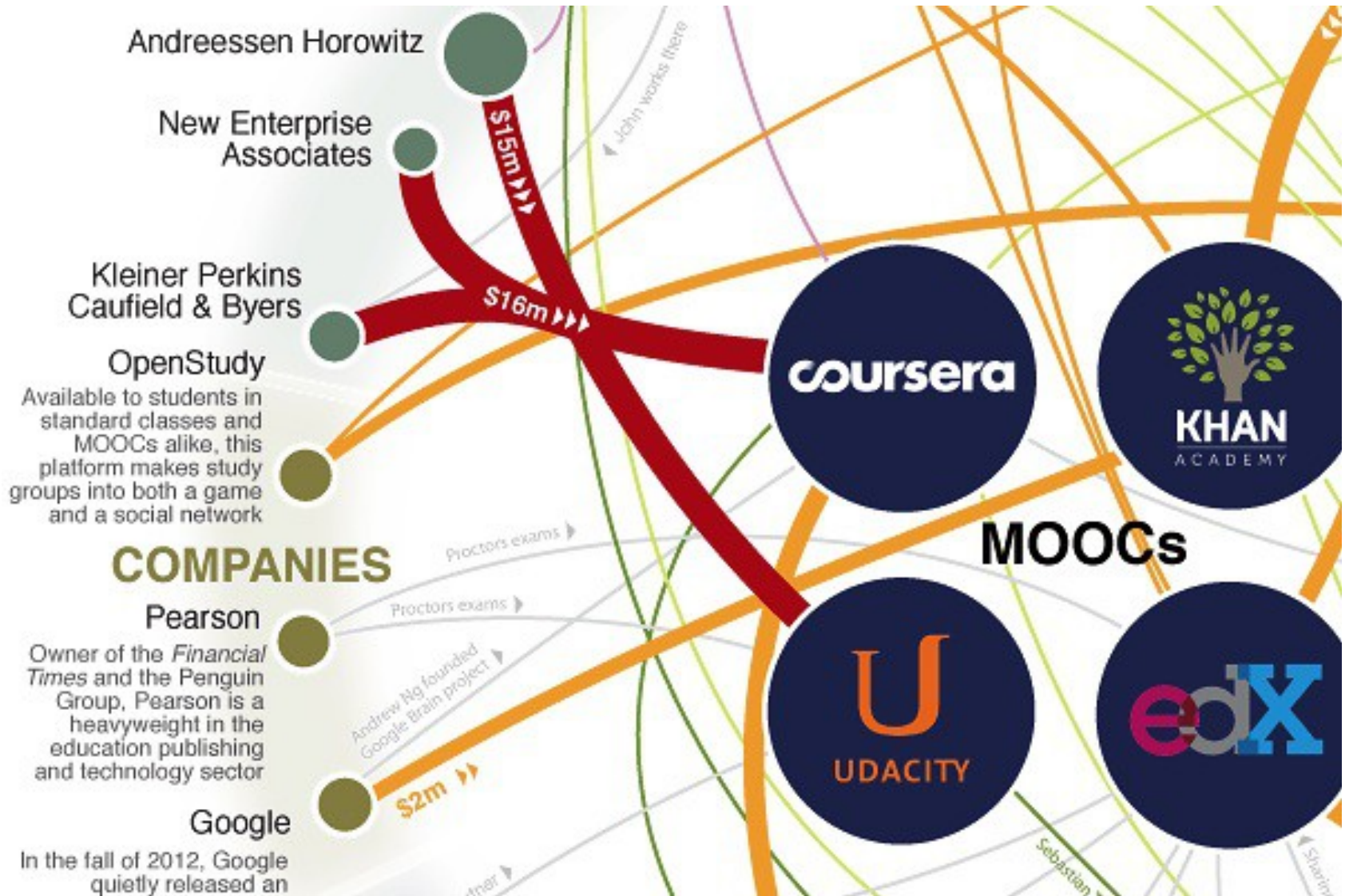
Collaboration - On the Edge of a New Paradigm

<https://vimeo.com/119101747?from=outro-local>

Teacher's role

- **Coaching and supervision**
- **Culture and good practice: skilled teachers' expertise**
- **Group processes and crises**
- **Collaboration: House coordinator**
- **Network of house coordinators**
- **Teachers' meet and share experiences**
- **Teachers can ask for advice and discuss issues in supervision**
- **Collegial support can detect and help solve problems**
- **New approach with e.g. cluster supervision as part of research in university pedagogy**





Project culture?

- Many academic staff members choose RUC because they have heard about the progressive approach
- Project work at RUC is unique because it is a consistent institutional approach, not only used in bachelor project work or final report/thesis at the master level
- “The more leaders focus on their relationships, their work, and their learning on the core business of teaching and learning, the greater will be their influence on student outcomes” (Robinson 2011)

References

- Andersen, A.S. et al (red.) 2015. *The Roskilde Model*, Springer.
- Andersen, H. L. 2010. Constructive Alignment og risikoen for en forsimplende universitetspædagogik, *Dansk Universitetspædagogisk Tidsskrift* 5, 9, 30-35.
- Andersen, H.L. & J. Tofteskov 2016 (2d ed.). *Eksamen og eksamensformer. Betydning og bedømmelse*, Samfundslitteratur.
- Midgley, C. et al. 2001. Performance-Approach Goals: Good For What, For Whom, Under What Circumstances, and At What Cost? *Journal of Ed. Psychology*, 93(1), 77-86.
- Ryan, R. M., & Deci, E. L. 2000. Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Ed. Psychology*, 25(1), 54-67.
- *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)* 2015. Brussels, Belgium.
- Ulriksen, L., & Andersen, H. L. 2015. Hvad sker der med vores uddannelser?: Læringsmæssige konsekvenser af karakterer. *Mona*, 2015(2), 61-75.

Do you need a crystal ball?

The Danish emphasis on labour market relevance



The Danish
Accreditation Institution

Political focus on programme relevance in Denmark

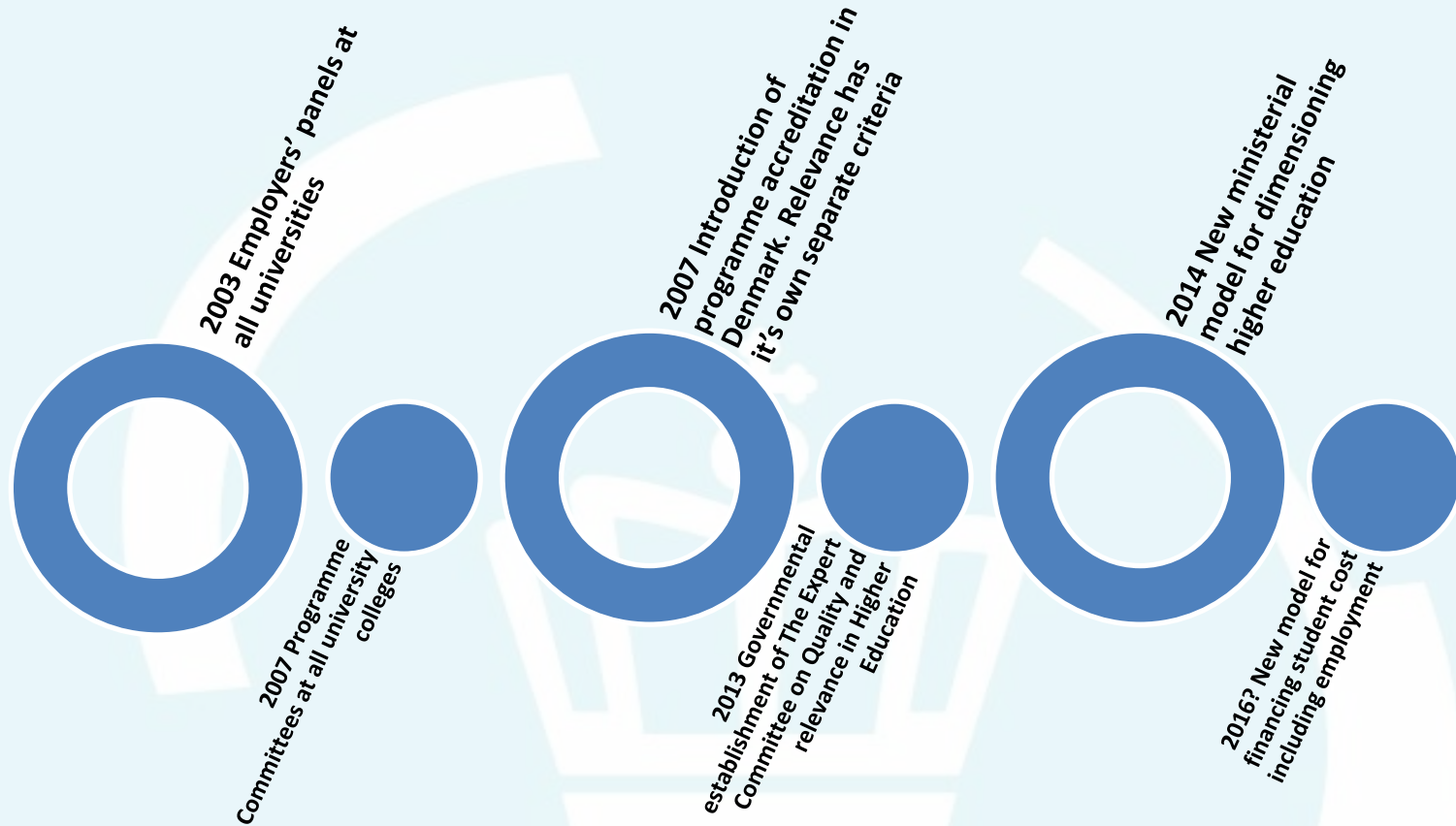
*"Denmark is a knowledge society and it is vital to improve the quality of the programmes to **match the need for competencies** in the private and public sector."*

The Accreditation Act, 2013

"promote growth, welfare and development throughout society by educating bachelors, masters and young researchers"

The University Act, 2003

Examples on political initiatives regarding programme relevance in Denmark



EQA of relevance in Denmark

The Danish EQA system consists of accreditation on **institutional** and **programme** level

Relevance has it's own dedicated criterion (#5) in both programme and institutional accreditation

Overall focus on:

Key figures on the students employability
The HEI's on-going dialogue with employers panels
The institutions procedures for implementing the employers feedback

Relevance in Institutional Accreditation

The institution has a practice which ensures that new and existing programmes reflect the needs of society and are continually adapted to social developments and the changing needs of the Danish labour market.

- that programmes **reflect the needs of the labour market** and that students acquire relevant competences,
- that **relevant external stakeholders**, including potential employers and graduates, are continually and **systematically included in the dialogue on programmes**, including their goals, content and results, and that the results of this are applied to the adaptation of programmes,
- that central **external stakeholders**, including potential employers and possible authorising bodies, etc., **are included in the development** and assessment of suggestions for new programmes,
- that the **circumstances of graduates with regard to employment and developments on the Danish labour market are monitored on an ongoing basis** and that the results of this are systematically evaluated with the aim of arriving at a more detailed establishment of when the employment situation gives rise to separate initiatives.

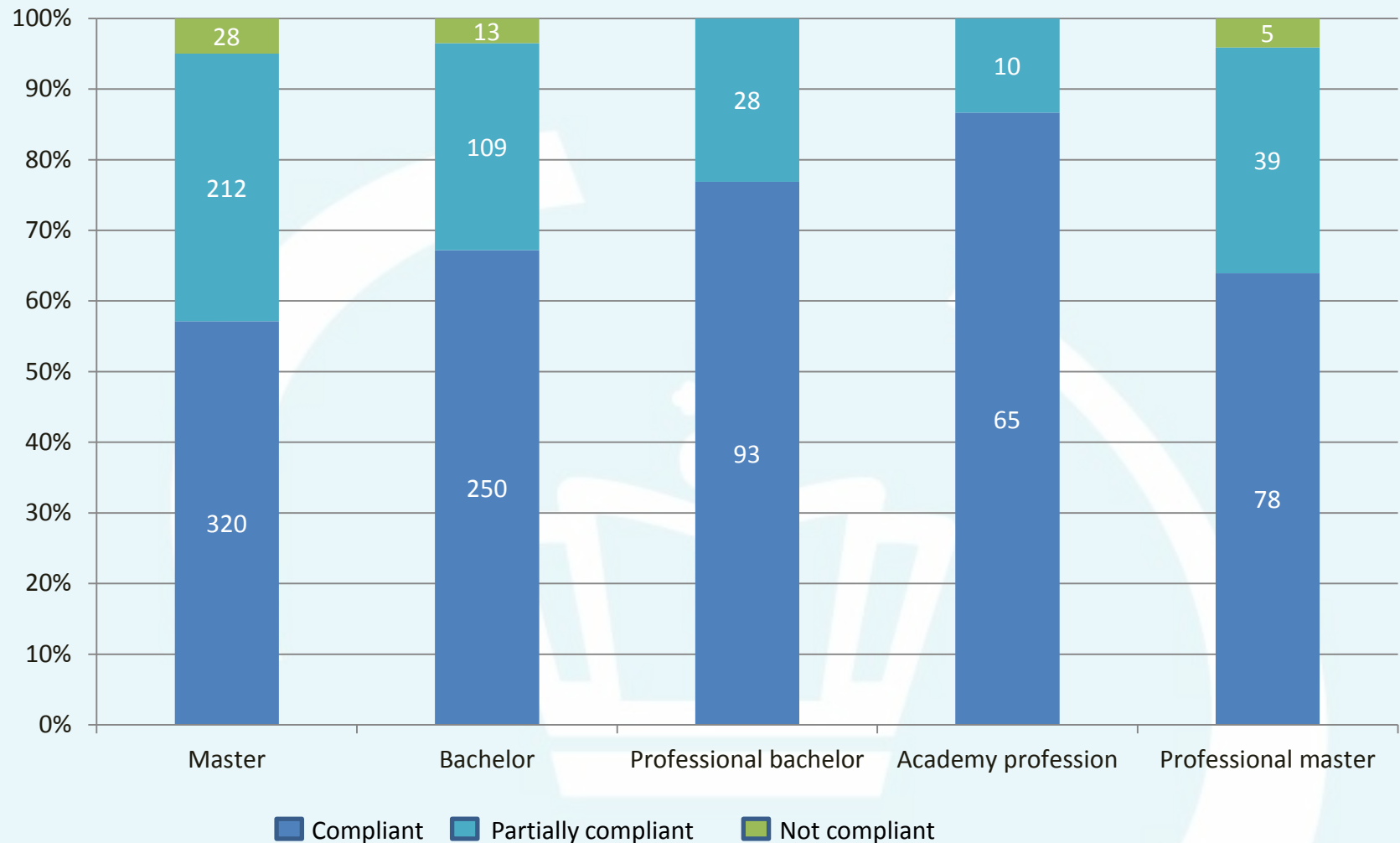
Relevance in Programme Accreditation – Existing Programmes

The programme is relevant in relation to the demand on the labour market

- graduates find **relevant employment or further education**,
- the institution is engaged in an **ongoing dialogue with potential employers and other relevant stakeholders** with the aim of assuring the programme's relevance for the labour market.



Assessment of relevance – programme level (2007-2016)



Predicting the future



**” Prediction is very difficult.
Especially about the future.”**

Storm P. Danish cartoonist and writer (1882-1949)

Matter of perspective



Sources of knowledge



Provision/programme (local)



Institutional



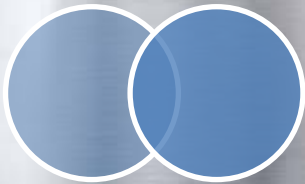
National



International

Knowledge used by institutions

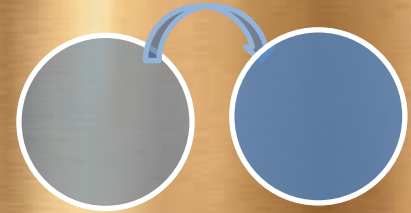
Knowledge produced in
collaboration with
external parties



Knowledge produced by
the institutions



External knowledge



Future perspective

The institutions needs to strengthen their more informal dialogue

The connection between research and development and relevance must be clear and strategic linked to the quality assurance of relevance

The institutions should to a greater extent use external produced knowledge and projections

Thank you!

Rune Heiberg Hansen rh@akkr.dk

 [@runeheiberg](https://twitter.com/runeheiberg)



The Danish
Accreditation Institution