



**Twinning Project  
SUPPORT TO STRENGTHENING  
THE HIGHER EDUCATION SYSTEM  
IN AZERBAIJAN  
ENI/2018/395-401  
2018-2020**



**Act 3.4** Hold a training workshop for higher education institutions on how to conduct self-evaluation processes

Jolita Butkiene

# Learning Outcomes of the Workshop 2

**By the end of this workshop, you should be able to:**

- Describe what student centred and competence-based learning means
- Be able to reflect on the practice in your institutions in implementing student-learning approach

# Learner-Centred Approaches

- What is learner-centred teaching?
- Why do we need learner-centred approaches?
- What are the characteristics of learner-centred approaches?



# Why Student-Centred Approach?



- Globalization
- Challenging VUCA (volatility, uncertainty, complexity, ambiguity) environment
- Technology advancements
- Knowledge society
- “ Depreciation” of knowledge
- Multiple learning resources and sources (on-line programmes, MOOCS, etc.)
- Multiple information sources (**Facebook, Tencent, Whatsapp, Google+, LinkedIn, Instagram, Twitter**)

# Student-Centred/Learner-Centred Learning

- Student-Centred Learning 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**.

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# Student-Centred learning

- Student-centred learning was fully taken into the Bologna process during the [Leuven/Louvain-la-Neuve ministerial conference, in 2009](#). This constituted an important reassertion of the teaching mission of Higher Education, which is central to the creation of a coherent **European Higher Education Area**.
  - This approach has many **implications for the design and flexibility of curriculum, course content, and interactivity of the learning process** and is being increasingly used at universities across Europe
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# Shift to Learner Centred Approach

from: *what will I teach?*



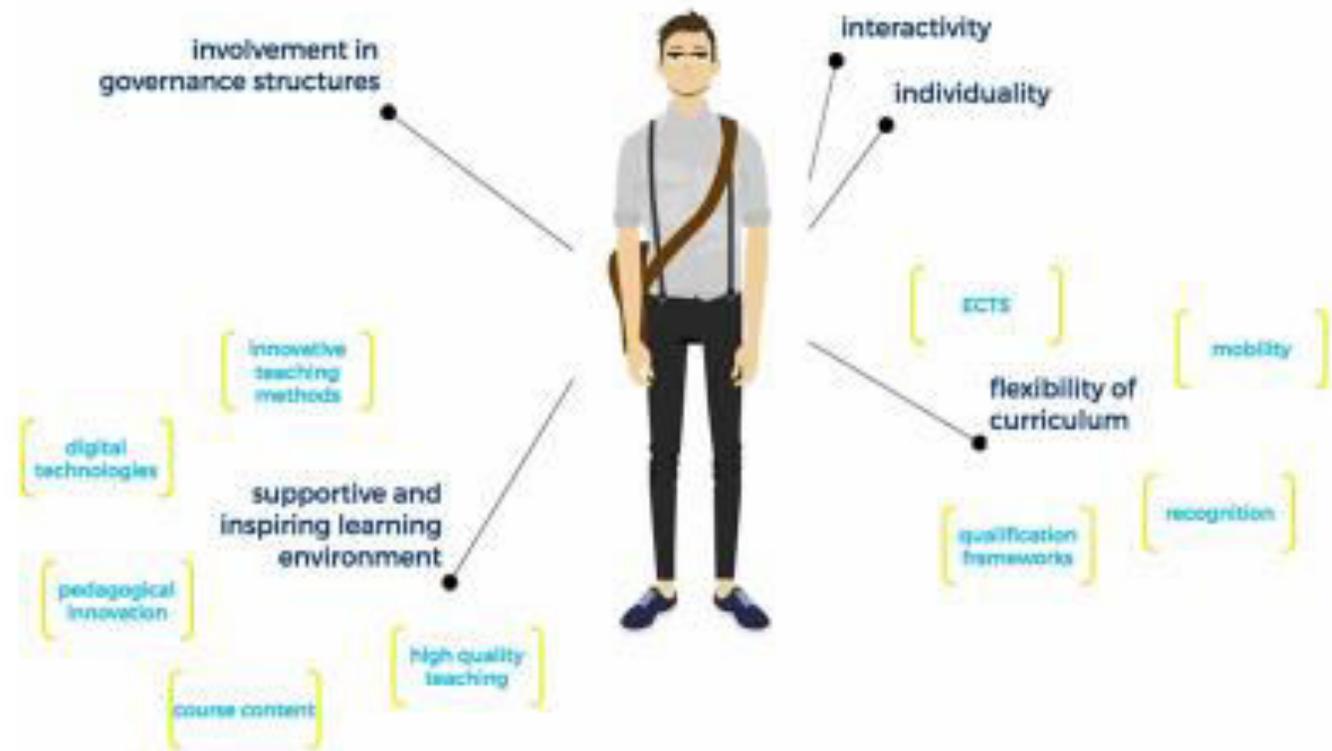
to: *how will students learn?*

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## SCL covers:

- 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** and mutual respect within the learner-teacher relationship;
  - A **reflexive approach** to the teaching and learning process on the part of **both the teacher and the learner**.
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Student-centred learning - VY September 2015 - BF10 Semester

# Principles underlying SCL

(based on SCL Toolkit)

## Competence based approach to developing programmes and courses

A competence-based approach is a pedagogic method centered on the learner instead on the content of the course or the study programme itself. **It is an approach in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve professional competence.**

- **« *Competences represent a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values* »**

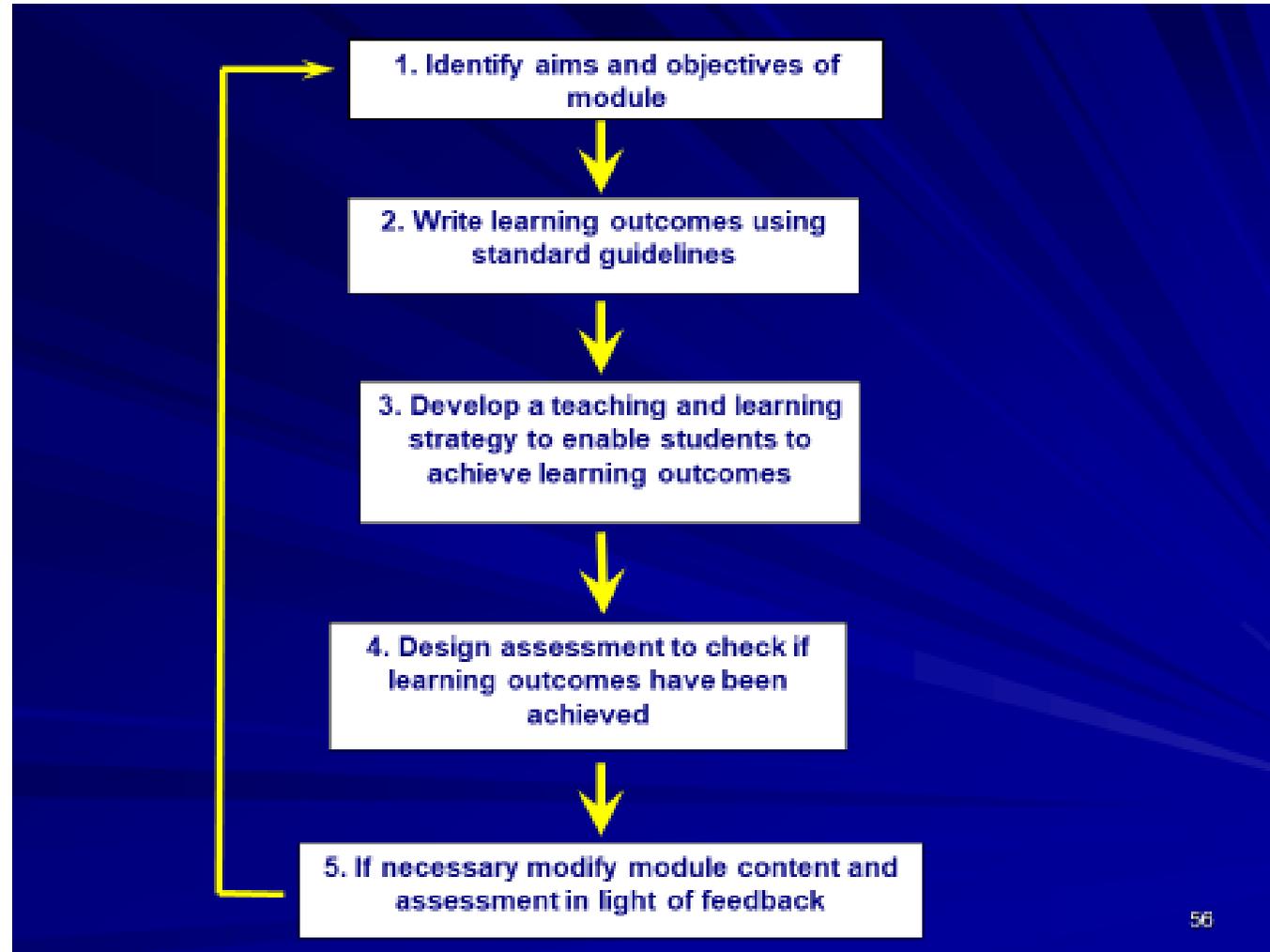
*(Tuning definition)*

- The European Qualifications Framework (EQF) defines **competence as the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.** In the context of the EQF competence is described in terms of responsibility and autonomy

- **Targeted competences should be clearly indicated in the study programme and course descriptions!**
- **Competences are described through learning outcomes**
- **Learning outcomes are statements of what a student should know, understand and be able to demonstrate after completion of a process of learning**

# Backward Course Design

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Department of Education, University College Cork, Ireland)



# Self-assessment of the competence-orientedness and student-orientedness of a study programme

Criteria	Assessment (0 / 1)	Comments
<b>1. Competence-orientedness of the study programme</b>		
a survey of the job market needs and the competences required was carried out in order to design the programme		
the study programme refers to specific business sectors		
the study programme refers to specific jobs or professional activities		
the professional skills targeted by the programme are clearly established		
external professionals has been involved in the study programme design process		
the programme is formally supported by companies / organizations from targeted sectors		
the professional skills targeted by the programme are organized in homogeneous blocks		
the programme learning outcomes are clearly established		
the learning outcomes of each module of the study programme are clearly established		
the learning outcomes are aligned with the professional competences targeted		
the study programme objectives are aligned with the faculty / university strategy		

## 2. Student-centeredness of the study programme

information on the study programme, modules and targeted competences are disseminated and discussed with students

the student work time is taken into account in the general planning of the study programme

adequate guidance and support from teacher is ensured to encourage students to take active role in creating the learning process

the criteria for and method of assessment are published in advance, known to students and applied fairly to all students

the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved

where possible, assessment is carried out by more than one examiner

students are given feedback on their performance

a formal procedure for student appeals is in place

regular meetings are organized with students or their delegates around pedagogical issues

delegates represent students to the Head of the programme Director or programme steering committee

evaluation of the modules and study programme are carried out by the students

Criteria		Assessment (0 / 1)	Comments
<b>3. Implementation and method of delivering the study programme</b>			
1	the delivery of the study programme is adapted to various kind of recipient (full time students, part time students, continuing education...)		
2	the delivery of the study programme is based on various pedagogical methods (lectures, tutorial classes, project-based learning...) taking into account needs and diversity of students		
3	the delivery of courses are based on ITC tools (e-learning, video, serious games...)		
4	the delivery of courses are based on innovative pedagogical methods (flipped classroom, case studies, active student-centered pedagogy...)		
5	the teaching team profile is aligned with the competence orientation and professional orientation of the study programme		
6	external professionals are involved in the study programme modules (when it is appropriate)		
7	the study programme provides for a mandatory practical internship for students		
8	events related to professional activities are organized during the programme (forum, conferences, company visits...)		
9	pedagogical methods and modes of delivery are regularly evaluated by students and lecturers		

#### 4. Study programme governance and management

a steering comity is in charge to define the long-term orientations of the study programme and to organise the internal assessment

students representatives are involved in the study programme steering comity

external professionals are involved in the study programme steering comity (when it is appropriate)

an academic staff is in charge of the study programme, its functioning and the coordination of the teaching staff

an administrative staff is in charge of the administrative life of the study programme

the information about the study programme and its main objectives are public and available on the faculty / university website

there is a document presenting the study programme, the pedagogical objectives, the competences and the jobs targeted

there is a curriculum for each module of the programme with learning outcomes and their assessment

external stakeholders of the programme are clearly identified (list is available)

partner companies or institutions are involved in the programme life (classes, internship supervisor, thesis supervisor, jury members...)

external stakeholders are regularly informed about the programme life

a survey of alumni occupational integration is carried out every year

a monitoring of sectors and competences related to study programme is carried out

feed-back from the main stakeholders of the study programme (students, employers, business association...) is regularly collected

the study programme content and structure are adapted taking into account feedback from stakeholders

**Score calculation**

**0**

**Key strengths of the study programme**

**Key weaknesses of the study programme**

**Main objectives / décisions taken for the next accreditation period**

# QUESTIONS?

