



LO and Student Centred Learning

A student perspective

Robert Santa

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Coming up in the next few minutes...

- A brief presentation of ESU
- The world before LO
- What are LO?
- What is Student Centred Learning?
- Problems with usage of Learning Outcomes and SCL
- Where do we want to go?
- The role of QA

11 million students in Europe and Israel



At first there was darkness...

- Teaching-centred approach to education
- No agreed definition of objectives for courses or even whole programs
- Reduced capacity to take in feedback and improve teaching/learning
- Disillusionment on the side of the students
- Overall lack of flexibility

*Then, someone (native English speaker) said:
Let there be **Learning Outcomes!***

- Emphasize the scope of higher education for students
- Facilitate student choice and improve motivation
- Permit flexible learning paths
- Improve recognition and RPL
- Increase objectivity of assessment
- Permit the development of qualification frameworks
- Make teaching/learning transparent
- Are an opportunity to emphasize generic skills
- Help foster student-centred learning

Let the students come to me!...

Student Centred Learning

- The reliance on active as opposed to passive learners
- An emphasis on deep learning and understanding
- Increased accountability on the part of students, and increased autonomy of learners
- An interdependence between teachers and learners
- Mutual respect in the teacher-learner relationship
- A reflexive approach to the principle of teaching and learning

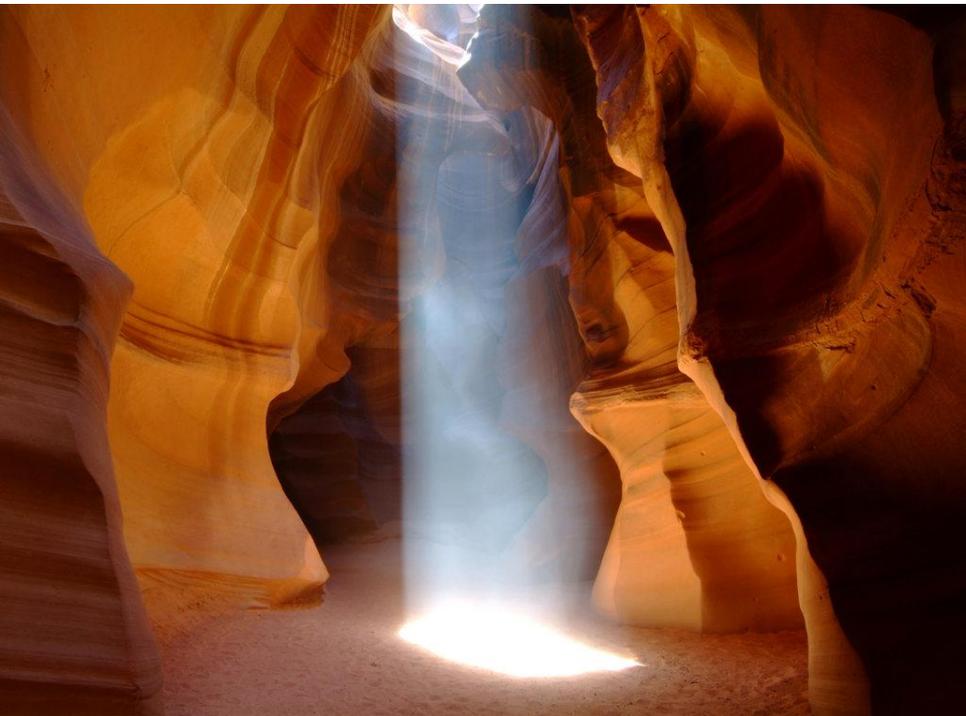
Learning outcomes are decisive tools for SCL and student empowerment, as they offer the student basic, editable and debatable information with regards to the purpose of his/her studies.

Defining the indefinable?

*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.*

(SCL Toolkit developed in the ESU-EI T4SCL project)

SCL - future of education or impossible dream in the Era of massification?

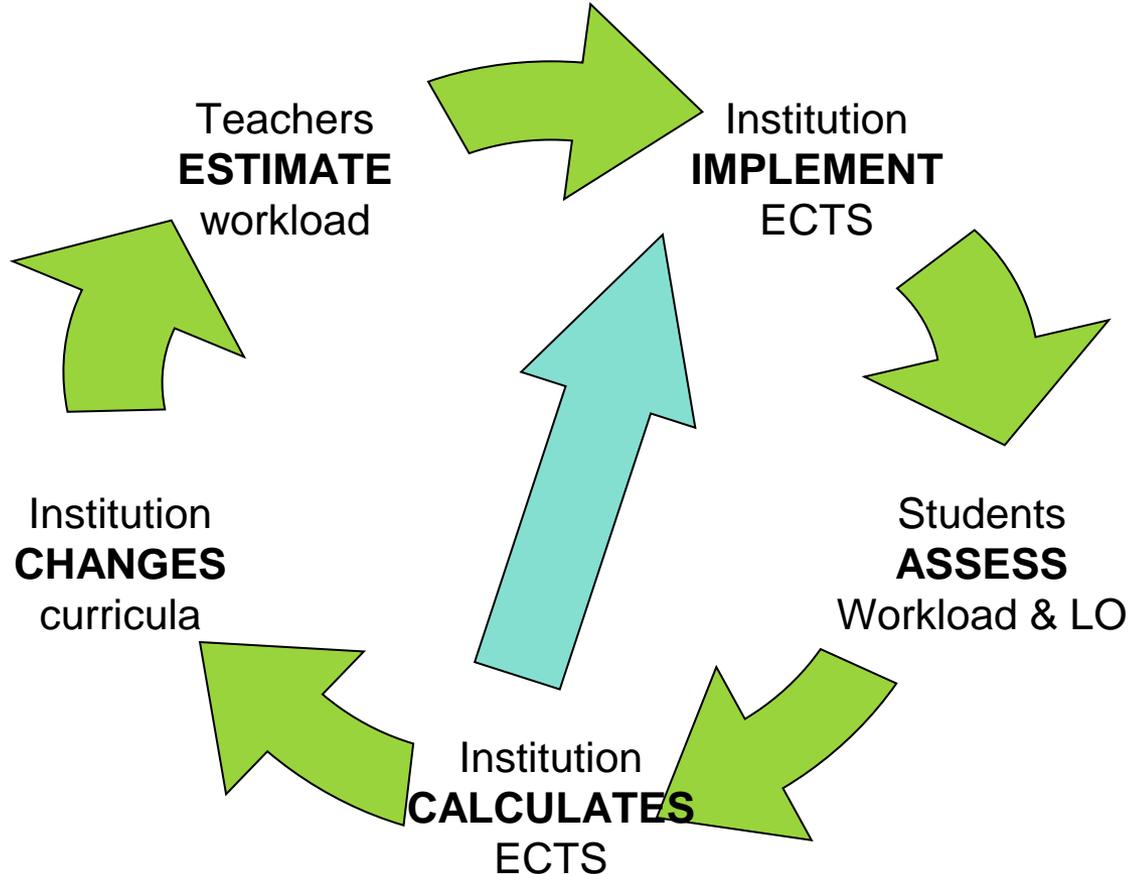


Attaining learning outcomes...

Methods, workload, assessment

- Proper understanding and definition of what a LO is
- Change in assessment methods (replacing gradients with outcome attainment benchmarks)
- Teaching and learning needs to adapt to existing student demographics
 - Working with students from education-adverse backgrounds is a massive problem – ghettoization and access issues should not be shrugged off
 - LO should be developed locally and take into account student feedback
 - Design of LO should take into account existing support measures (such as counseling, tutoring, etc.)

L.O.'s work only with adequate calculation of workload and functional ECTS



Problems persist...

- Difficult and improper usage in countries without a culture of using learning outcomes
- Usage can link studies exclusively with an employability agenda (as seen in immediate economic context)
- Learning outcomes often recognized only if gained from institutional settings
 - Despite not being called “HE-only learning outcomes”!
- Dissatisfaction and lack of trust in the effectiveness of QA can boost attempts to “rank” learning outcomes

Outcomes-based education as a basis in developing student-centred learning

- Students should be consulted when developing learning outcomes
- Learning outcomes for modules/courses need to be communicated to students
- Use of gradients in assessment can be reduced
- “Healthy” use of learning outcomes imply improved workload calculation, fully transferable credits, recognition and RPL, improved LLL programs

Where does QA come in?

- There needs to be a check for on-paper vs effective usage of LO as part of meeting quality standards
- It is important to build trust in attained learning outcomes – credibility of the QA process is linked with the credibility of attained LO
- Can help eliminate obstacles such as transferability barriers
- Should focus on “real” impact, not only on the existence of procedures and LO-based curricula
- National standards and guidelines need to give more weight to teaching/learning (including outcomes)

Thank you! Merci beaucoup!

Questions and comments are
welcomed!

Robert Santa
robert@esu-online.org
www.esu-online.org

