


The background features a stack of books on the left and a hand holding a pen over a document on the right. A large, semi-transparent white circle is overlaid on the scene. Two dark brown rectangular boxes are positioned horizontally across the middle of the image, containing white text.

Student Centred Learning

*A Major Change from
Traditional Teaching*

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- To you for visiting Singapore
- Long live China-Singapore cooperation!

A string of eight colorful paper clips is shown, each holding a small piece of paper with a letter. The letters, from left to right, are: T (orange), H (light orange), A (light blue), N (red), K (yellow), Y (pink), O (light blue), and U (yellow). The string is set against a white background.

THANK YOU

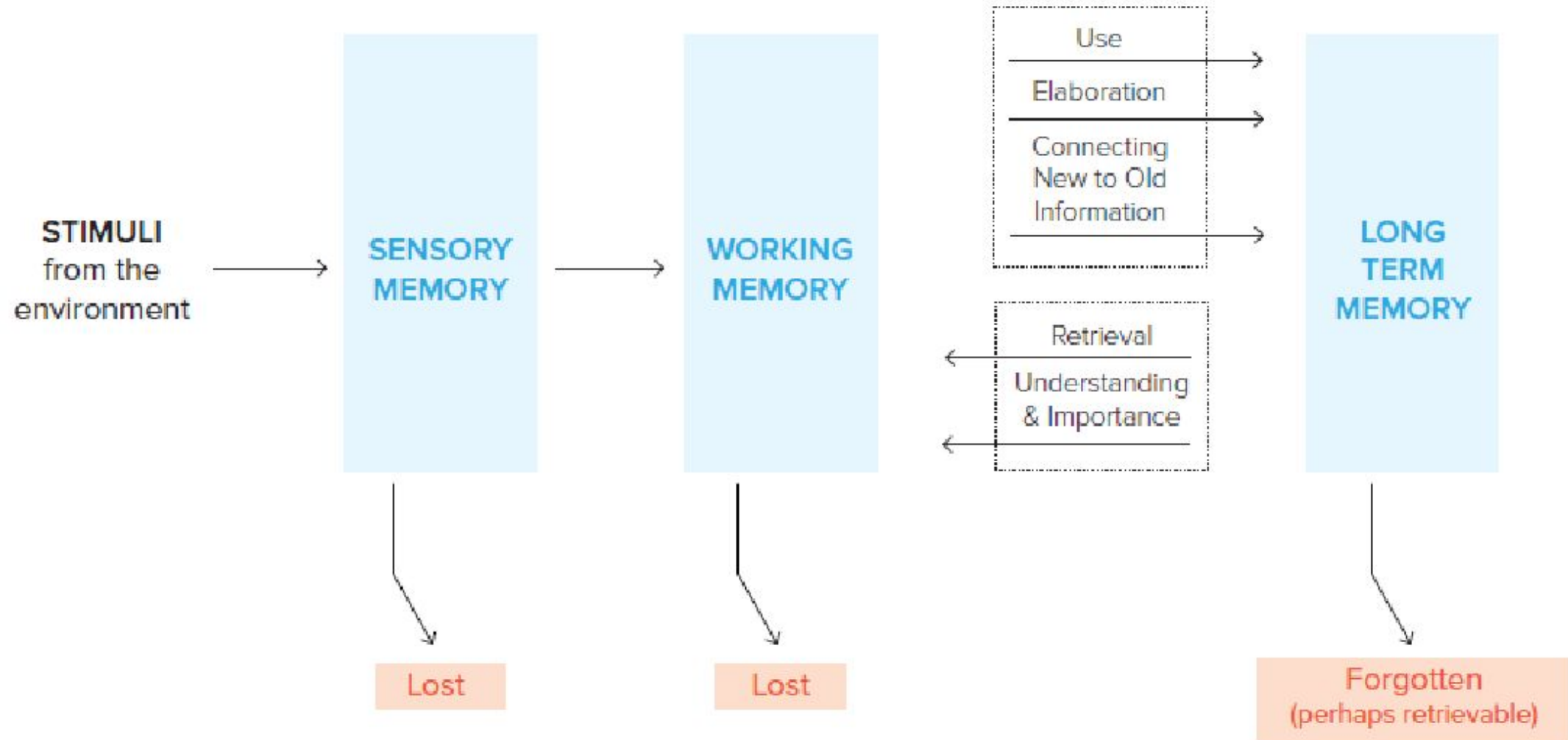
What Is Student Centred Learning?

- Please take 60 seconds to think about what the term means to you
- Then, share your meaning with your partner

Information Processing Model

- 3 parts of the model
 - Sensory register – all the information from our senses – Key Point: help Ss focus and understand
 - Short-term/Working memory – what we choose to focus on from all the information collected by our senses and from long-term memory – KP: form meaningful chunks
 - Long-term memory – what we remember – KP: elaborate (connect to previous learning, give examples, apply); use strategies

INFORMATION PROCESSING MODEL



- <http://www.youtube.com/watch?v=iYgO8jZTFuQ&feature=relmfu>
- Professor Howard Gardner, the person who helped popularise Multiple Intelligences
- Author of “The Mind’s New Science” <http://www.howardgardner.com>
- <https://www.youtube.com/watch?v=FUY049rljdM> A Physics prof on why he started using student centered learning

Characteristics of Student-Centred Instruction

- Students are more active in learning: they discuss, question, apply, debate, demonstrate, evaluate, explain, create.
- Let us look at examples of each of these ways for students to be active
- First, I will give an example. Then, it will be your turn
- You may remember your examples better than mine

Discussing: Sharing experiences

- I have had the experience of writing recommendations for students. First, I ask students to write the first draft, because students know themselves best.
- Then, I modify the recommendation, before I send it to the university, etc. that wants it.
- Your turn; your topic, not mine
- Share an experience and / or give an opinion

Questioning: 1. Display –asker knows the answer;
2. Referential – asker does not know the answer

- Display: Who is the prime minister of SG?
- Referential: Have you been to the SG Botanic Gardens?
- Your turn to ask two questions: one display question and one referential question

Applying: Using what we know

- I applied what I know about the parts of an article when a colleague in Japan and I wrote an article for an academic journal.
- Your example, please, of applying knowledge

Debating: Sharing different opinions

- Yesterday, I had a friendly debate on whether lecturers should use students' first language when speaking to students or whether lecturers should only use English when speaking to students.
- Please debate any topic with your partner

Debate



Demonstrating: Showing how to do something

- Yesterday, I demonstrated to one of my students how to use the Review function in MS Word. My demonstration included explaining.
- Your turn – please explain something to your partner

Evaluating: To give opinion or judgment

- My evaluation of classes is that I prefer classes in which students learn together. I like such classes because when students learn together, they are less dependent on the teachers. Thus, students are ready to become lifelong learners.
- Your turn: pls share an evaluation of something with your partner. Explain your evaluation

Explaining: Helping others understand something

- I defined and gave examples of terms in this presentation about Student-Centred Learning: discuss, question, apply, debate, demonstrate, evaluate, explain, create
- Your turn – explain something to your partner by defining and / or giving examples

Creating: Doing something new to you

- I created this Powerpoint presentation for you, and I added some visuals. I hope that you find it useful.
- Your turn: please create something, such as a drawing and then explain your drawing to your partner

Roles for teachers and students

- Explainer
- Evaluator
- Asker for help
- Encourager of participation
- Questioner
- Time keeper
- Disciplinarian
- Summarizer
- Topic suggester
- Developer of materials for learning
- Lecturer
- Learner
- Joker
- Demonstrator
- Feedback giver

Examining roles

Are there any roles that cannot be played by both students and teachers?

- Choose one role from the list on the next slide and give examples of how both students and teachers can play that role
- Example: role = Encourager of participation
- Students can encourage their groupmates to participate in their groups, e.g., students can say to each other, “You are smart. Please share your ideas.”
- Teachers can encourage students, “Please share your ideas. No one knows everything. Mistakes are part of learning.”

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Students take more control over what they study and how they study

- What they study = the topics they talk about, the materials they use to learn
- How students study = the ways they learn, e.g., in groups of two or groups of three, who is in their groups, reading in class or out of class, how assessment is done, whether they can use L1 in class
- Why students should have more control:
 - They understand what they are doing and how it fits their lives and those of others
 - They feel more power and responsibility

Students' control of their own learning

- In what ways do the students you help already control their own learning, in class and out of class?
- What is an additional way they can control their own learning, in class and out of class?

Students have a role in assessment

- Assessment of
 1. themselves
 2. peers
 3. teachers
 4. the overall course
- Take turns with your partner to give examples of how students can do each of the four types of assessment listed above in this slide. #1 gives examples of Assessment Types 1 and 3; #2 gives examples of Assessment Types 2 and 4

Instruction seeks to build students' ability to learn without continual teacher guidance

- Learning to learn. e.g., learning how to use the internet to find information instead of always asking teachers or others. The point is for students to first try to be self-sufficient. Ex: OneLook.com
- #1 – Your example of learning to learn. Please tell about something you learned that will enable you to continue to learn.
- Becoming life-long learners. Life-long learners continue to learn, even when they are no longer students.
- #2 – Please tell about someone who you know who is older than 30 and not a teacher who is a life-long learner. What do they learn and how they learn it? Ex: my friend who wrote a cookbook

Students do higher order thinking

- Higher order thinking = going beyond the information given
- Example, if the reading passage says China is a friend of Singapore, “Is China a friend of Singapore?” is not a higher order question, because the information is given
- However, for the same reading passage, the question, “What can Singapore and China do to be even better friends?” is a higher order question because the information needed for the answer is not given

Your turn

- Please write a lower order question
- Please write a higher order question on the same topic as the lower order question
- Show your two questions to your partner. Does your partner agree with how you classified your two questions?

Students reflect on how and what they learned and on how to learn better

- Reflection = thinking about their experiences, such as their experiences as students
- After reflecting, they can try to improve

Reflection questions

- Please interview your partner using these reflection questions
 1. What is one of your strengths as a student?
 2. How can you use that strength to help your students?
 3. What was one of your happiest moments as a university student?
 4. What can you do so that your students have such happy experiences?
 5. Ask a reflection question of your own

Cooperation among students forms an important way of learning

- Cooperation among students can take place in class or out of class
- Cooperation among students can take place face-to-face or electronically, such as by email or WeChat
- Cooperation among students can take place for studies, such as doing a project or preparing for an exam, or for non-academic reasons, such as helping a classmate move to a new hostel

Your cooperation example

- Ask your partner about a time when their students successfully collaborated with other students
 - On what did they collaborate?
 - What social skills did they use to collaborate successfully
 - **A few examples of social skills are:**
 - Listening to others
 - Thanking others
 - Praising others
 - Asking for help
 - Explaining to others
 - Checking that others understand

Students connect learning to their lives and to the needs of the wider society

- We do not learn only for ourselves
- We also learn to help our families, our countries and the world
- Examples: Learning Chinese can help students
 - To find a better job
 - To cooperate with people from other countries to solve problems, such as preventing the spread of diseases such as Ebola
 - To share experiences with people from other countries, such as on how to make online games educational

Your connection example

- Please give an example of how something that your students have learned or are learning connects to their lives and to the needs of the wider society
- Please share your example with your partner
- When you hear your partner's example, please praise them

Creating a pleasant, supportive environment for students and teachers

- People, young and old, prefer to learn and work in a pleasant environment
- People enjoy having support from others
- Please write your answers to these three questions:
 1. Two ways you support your students?
 2. Two ways students support you?
 3. Two ways students support other students?

Intrinsic & Extrinsic Motivation

- Motivation = a power or a force that encourages us to do or not to do actions
- Motivation from inside us = intrinsic motivation
- Examples: we play badminton because we enjoy the challenge of trying to play well, or administrators help students because they enjoy helping others
- Motivation from outside us = extrinsic motivation
- Examples: students study to receive a good grade from their school or university, or people work to receive money

Intrinsic motivation is usually better

- Intrinsic motivation may last longer
- Extrinsic motivation can disappear
- Example: If students learn mainly for grades, will they continue learning when they finish school or university and there are no more grades?
- Do a drawing to show your partner something that you do mostly due to intrinsic motivation
- Please explain your drawing to your partner

Students learn in different ways

- In addition to learning by listening to teachers and reading materials provided by teachers, students can also learn in less traditional ways:
 - Viewing or making videos
 - Discussing with other students
 - Interviewing people outside their classes
 - Doing projects
 - Drawing or photographing
 - Representing ideas in a dance or short play or song
 - Creating a story
 - Creating a Powerpoint presentation or social media page

Your example

- Look at the previous slide, please
- Give an example of less traditional ways your students learn
- Did they learn as well as if they had learned in a more traditional way?



Student-Centred Learning

- The previous slides in this presentation have looked at different aspects of student-centred learning
- A key principle of student-centred learning is that students become more independent
- Students take more responsibility for their own learning
- For example, students learn with other students instead of only from teachers
- Also, students take responsibility for creating a pleasant, supportive environment

Are you ready to be more independent?

- However, not all students are ready to be more independent
- Not all students are ready to take more responsibility for their own learning and their learning of others
- Student-centred learning will be less successful if students are not ready for new roles
- Teachers may not want to use student-centred learning if their students are not ready

So, how??

- Please discuss this with your partner
- Are your students ready for student-centred learning?
- What can you do to help students to be ready?
- How can students help themselves to be more ready for student-centred learning?

Please Thank Your Partner





QUESTIONS

ANSWERS