

Student-centered Education

Child-centered Education /

Learner-centered Education/

Constructivism

Slides prepared by Kirsten Hill, July 2021

Student-centered

- Student-centered is connected to critical theory
- Screenshots from Wikipedia:

Student-centered learning

From Wikipedia, the free encyclopedia

Student-centered learning, also known as **learner-centered education**, broadly encompasses methods of **teaching** that shift the focus of instruction from the **teacher** to the **student**. In original usage, student-centered learning aims to develop learner autonomy and independence^[1] by putting responsibility for the learning path in the hands of students by imparting to them skills, and the basis on how to learn a specific subject and schemata required to measure up to the specific performance requirement.^{[1][2]} Student-centered instruction focuses on skills and practices that enable *lifelong learning* and independent problem-solving.^[1] Student-centered learning theory and practice are based on the *constructivist learning theory* that emphasizes the learner's critical role in constructing meaning from new information and prior experience.

Student-centered learning puts students' interests first, acknowledging **student voice** as central to the learning experience. In a student-centered **learning space**, students choose what they will learn, how they will pace their learning^[3] and how they will assess their own learning, playing the role of the facilitator of the classroom.^[4] This is in contrast to **traditional education**, also dubbed "teacher-centered learning", which situates the teacher as the primary "active" agent, while students take a more "passive", receptive role. In a teacher-centered classroom, teachers choose what the students will learn, how the students will learn, and how the students will be assessed on their learning. In contrast, student-centered learning requires students to be active, responsible participants in their own learning and with their own pace of learning.^[5]

Usage of the term "student-centered learning" may also simply refer to educational mindsets or instructional methods that recognize individual differences in learners.^[6] In this sense, student-centered learning emphasizes each student's interests, abilities, and learning styles, placing the teacher as a facilitator of learning for individuals rather than for the class as a whole.

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Background [edit]

Theorists like John Dewey, Jean Piaget and Lev Vygotsky, whose collective work focused on how students learn, have informed the move to student centered learning. John Dewey was an advocate for progressive education, and he believed that learning is a social and experiential process by making learning an active process as children learn by doing. He believed that a classroom environment in which students could learn to think critically and solve real world problems was the best way to prepare learners for the future.^[7] Carl Rogers' ideas about the formation of the individual also contributed to student centered learning. Rogers wrote that "the only learning which significantly influences behavior [and education] is self-discovered".^[8] Maria Montessori was also a forerunner of student-centered learning, where preschool children learn through independent self-directed interaction with previously presented activities.

Self-determination theory focuses on the degree to which an individual's behavior is self-motivated and "self-determined". When students are allowed to gauge their learning, learning becomes an incentive, thus more meaningful. Placing students at the center of the classroom allows them to gauge their own self-worth which creates a higher degree of intrinsic motivation.

Student-centered learning means inverting the traditional teacher-centered understanding of the learning process and putting students at the center of the learning process. In the teacher-centered classroom, teachers are the primary source for knowledge. On the other hand, in student-centered classrooms, active learning is strongly encouraged. Armstrong (2012) claimed that "traditional education ignores or suppresses learner responsibility."^[9]

A further distinction from a teacher-centered classroom to that of a student-centered classroom is when the teacher acts as a **facilitator**, as opposed to an **instructor**. In essence, the teacher's goal in the learning process is to guide students into making new interpretations of the learning material, thereby "empowering" content, reaffirming Rogers' notion that "significant learning is acquired through doing".^[9]

Through peer-to-peer interaction, collaborative thinking can lead to an abundance of knowledge. In placing a teacher closer to a peer level, knowledge and learning is enhanced, benefiting

Pedagogy



Approaches

Critical pedagogy · Anti-oppressive education · Student-centered learning · Dialogic learning

Key concepts

Education · Society · Culture · Liberal curriculum · Learning · Learning space · Learning theories

Critical pedagogy

Major works

Pedagogy of the Oppressed · *Critical Pedagogy Primer* · *Learning in Labour*

Theorists

Paulo Freire · Henry Giroux · Peter McLaren · bell hooks · Antonio Darder · Joe Kincheloe · Shirley Steinberg · Paul Willis · Ira Shor

Pedagogy

Anti-oppressive education · Actional Teaching · Anticolonial curriculum · Multicultural education · Educational inequality · Curriculum studies · Teaching for social justice · Humanitarian education · Inclusion · Inquiry-based learning · Student-centered learning · Learning to teach · Wholeness pedagogy · Popular education · Social composition · Epistemology · Global pedagogy · Critical Pedagogy · Critical pedagogy · Critical consciousness · Critical theory of major education

Concepts

Praxis · Habermas · Curriculum · Conscientization

Related

Reconstructionism · Critical theory · Frankfurt School · Political consciousness

Critical theory

From Wikipedia, the free encyclopedia

"Critical sociology" redirects here. For the journal, see [Critical Sociology \(journal\)](#).

Critical theory (also capitalized as **Critical Theory**)^[1] is an approach to **social philosophy** that **focuses on reflective assessment and critique of society and culture** in order to reveal and **challenge power structures**. With origins in **sociology and literary criticism**, it argues that **social problems** are influenced and created more by **societal structures and cultural assumptions** than by individual and psychological factors. Maintaining that **ideology** is the principal obstacle to human liberation,^[2] critical theory was established as a **school of thought** primarily by the **Frankfurt School** theoreticians **Herbert Marcuse, Theodor Adorno, Walter Benjamin, Erich Fromm, and Max Horkheimer**. Horkheimer described a theory as critical insofar as it seeks **"to liberate human beings from the circumstances that enslave them."**^[3]

In sociology and **political philosophy**, "Critical Theory" means the **Western-Marxist philosophy** of the **Frankfurt School**, developed in Germany in the 1930s and drawing on the ideas of **Karl Marx and Sigmund Freud**. Though a "critical theory" or a "critical social theory" may have similar elements of thought, capitalizing Critical Theory as if it were a **proper noun** stresses the intellectual lineage specific to the Frankfurt School.

Modern critical theory has also been influenced by **György Lukács** and **Antonio Gramsci**, as well as second-generation Frankfurt School scholars, notably **Jürgen Habermas**. In Habermas's work, critical theory transcended its theoretical roots in **German idealism** and progressed closer to **American pragmatism**. Concern for social **"base and superstructure"** is one of the remaining **Marxist philosophical concepts** in much contemporary critical theory.^{[4]5–8}

Postmodern critical theory analyzes the fragmentation of **cultural identities** in order to challenge **modernist-era constructs** such as **metanarratives, rationality, and universal truths**, while politicizing social problems "by situating them in historical and cultural contexts, to implicate themselves in the process of collecting and analyzing data, and to relativize their findings."^[5]

Student-Centered Learning

Link: https://en.wikipedia.org/wiki/Student-centered_learning

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Sidebar on student-centered learning" page in wikipedia

Critical pedagogy

Major works

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Pedagogy

Anti-oppressive education ·
Abolitionist Teaching · Anti-bias curriculum ·
Multicultural education · Educational inequality
· Curriculum studies ·
Teaching for social justice ·
Humanitarian education · Inclusion ·
Inquiry-based learning ·
Student-centred learning ·
Public sphere pedagogy · Popular education ·
Feminist composition · Ecopedagogy ·
Queer pedagogy · Critical literacy ·
Critical reading · Critical consciousness ·
Critical theory of maker education

Concepts

Praxis · Hidden curriculum ·
Consciousness raising

Related

Reconstructivism · Critical theory ·
Frankfurt School · Political consciousness

V · T · E



Criticism: Indeed, Mayer (2004) reviewed the literature and found that fifty years of empirical data do not support using the constructivist teaching technique of pure discovery;

Constructivism (Philosophy of Education)

Link: [https://en.wikipedia.org/wiki/Constructivism_\(philosophy_of_education\)](https://en.wikipedia.org/wiki/Constructivism_(philosophy_of_education))

The nature of the learner

Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilizes and **rewards** it as an integral part of the learning process.[15]

The importance of the background and culture of the learner

Social constructivisms or socioculturalism **encourage the learner or learners to arrive at his or her version of the truth**, influenced by his or her background, culture or embedded worldview. Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the learner as a member of a particular culture and these are learned throughout the learner's life. This also stresses the importance of the nature of the learner's social interaction with knowledgeable members of the society. Without the social interaction with other more knowledgeable people, it is impossible to acquire social meaning of important symbol systems and learn how to utilize them. Young children develop their thinking abilities by interacting with other children, adults and the physical world. From the social constructivist viewpoint, **it is thus important to take into account the background and culture of the learner** throughout the learning process, as this background also helps to **shape the knowledge and truth** that the learner creates, discovers and attains in the learning process.[]

The role of the instructor

Instructors as facilitators

According to the social constructivist approach, instructors have to adapt to the role of facilitators and not teachers.[19] Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the student to get to his or her own understanding of the content. In the former scenario the learner plays a passive role and in the latter scenario the student plays an active role in the learning process. The **emphasis thus turns away from the instructor and the content, and towards the student.**[20] This dramatic change of role implies that a facilitator needs to display a totally different set of skills than that of a teacher.[21] A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, **a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions**; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners.[22] A facilitator should also be able to adapt the learning experience 'in mid-air' by taking the initiative to steer the learning experience to where the learners want to create value.



Current Ohio Teacher Evaluation System

Link: <http://education.ohio.gov/getattachment/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/OTES-2-0/Ohio-Teacher-Performance-Evaluation-Rubric-OTES-2-0.pdf.aspx?lang=en-US>

ORGANIZATIONAL AREA: INSTRUCTION AND ASSESSMENT					
Domains	Components	Ineffective	Developing	Skilled	Accomplished
	Monitoring student understanding Element 3.2 Element 3.3	The teacher fails to monitor and address student confusion and misconceptions.	The teacher inconsistently monitors or incorrectly addresses student confusion and misconceptions.	The teacher consistently monitors and addresses common student confusion and misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.	The teacher consistently monitors, addresses, articulates and anticipates individual student confusion or misconceptions by presenting information in multiple formats and clarifying content as he or she sees challenges.
LESSON DELIVERY (continued)	Student-centered learning Element 3.5 Element 4.5 Element 4.6 Element 5.3 Element 5.4	Learning is entirely teacher directed. Students are not participating in learning activities.	Learning is primarily teacher directed. Students participate in whole class learning activities.	Learning is a balance between teacher-directed instruction and student-directed interaction as students apply their knowledge and skills as developmentally appropriate. The teacher effectively combines collaborative and whole class learning opportunities to maximize student learning.	Learning is primarily self-directed with the teacher in the role of facilitator encouraging students to apply their knowledge and skills as developmentally appropriate. The teacher encourages students to persist in the learning tasks. The teacher effectively combines independent, collaborative and whole class learning opportunities to maximize student learning.
		There are no opportunities for student choice about what will be learned and how learning will be demonstrated. There is no evidence of differentiated instructional strategies or resources.	There are few opportunities for student choice about what will be learned and how learning will be demonstrated. The teacher uses limited differentiated instructional strategies or resources.	Teacher gives opportunities for student choice about student learning paths or ways to demonstrate their learning. Teacher uses differentiated instructional strategies and resources for groups of students.	Teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery, and students are responsible for deciding how to demonstrate their learning. Instructional strategies, pacing and resources are differentiated to make the lesson accessible and challenging for all students, while supporting the various learning needs of individual students.





What is wrong with child-centric education?

Link: <https://online.hillsdale.edu/courses/k-12-education>

Explanation in first minute of Lecture 1.

<https://online.hillsdale.edu/courses/k-12-education>

HILLSDALE COLLEGE Home Courses

A PROPER UNDERSTANDING OF K-12 EDUCATION: THEORY AND PRACTICE

Teaching Education at Hillsdale College
32:38 — Larry P. Arnn

What is wrong with “child-centric” education?

Dr. Arnn: By being child-centric we are actually stunting our children.

Example of students as “creators of knowledge”

This is **student-centered education**.

https://www.sc.edu/study/colleges_schools/education/research/units/museum/current_programs/change/documents/critical_inquiries.pdf

Inquiry Design Model (IDM)

Published in National Council for the Social Studies, 2018

“...critical inquiries must provide students with opportunities to address the injustices identified in the inquiry...” **This is ACTION CIVICS.**

“...aid in the development of critical consciousness and create a disposition toward working for change.”