A STUDY OF STUDENT AND TEACHER PERCEPTIONS ON

STUDENT CENTERED LEARNING:

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"I never teach my pupils; I only attempt to provide the conditions in which they can learn." -- Albert Einstein

ABSTRACT

Education is witnessing a sea change. The term teaching is to be replaced with learning. The shift from teacher being center of the classroom to the students being primary focus is the need of the hour. A variety of phrases have been coined to describe a critical shift in mission and purpose of higher education as Student Centered Learning which is juxtaposed as experiential learning, blended learning, collaborative learning, activity based learning, problem based learning, team based learning, active learning, etc. The shift from the teacher's role as sage on the stage to the guide on the side. The shift from instruction and lecture delivery based teaching to learning environment where the mentor produce learning through student discovery and construction of knowledge is a prima facie in the current scenario.

KEY WORDS:

Education, Student Centered Learning, Teacher's role

INTRODUCTION

The history of student-centered approach takes its roots from a constructivist theory (Brown, 2008), in which students learn more by doing and experiencing rather than by observing. In this theory, students are the initiators and architects of their own learning and knowledge making rather than passive 'vessels' who receive knowledge from expert teachers.

Student-centered instruction [SCI] is an instructional approach in which students influence the content, activities, materials, and pace of learning. This learning model places the student (learner) in the center of the learning process. The instructor provides students with opportunities to learn independently and from one another and coaches those in the skills they need to do so effectively. The SCI approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in simulations and role plays, and using self-paced and/or cooperative (team-based) learning. Properly implemented SCI can lead to increased

motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject being taught.

Student centered approach focuses attention squarely on learning:
- **What** the student is learning?
- **How** the student is learning?
- Under **which** conditions the student is learning?
- **How** is the student applying the learning?
- **How** current learning positions the student for future?

RESISTANCE TO CHANGE

The paradigm shift from conventional method of teaching to student centered learning would lead to resistance on both sides: faculty member as well as student. Several things that may come up on **faculty side** are like
- How to adopt a student-centered learning approach in the course?
- How to cover the content in the syllabus using student-centered learning approaches?
- How to use student-centered learning approaches when teaching large classes?
- How is it possible to move from teacher-centered to student-centered in stage?
- How to respond to student resistance when I start using student-centered learning approaches?
- How to respond to students who really like being entrusted with their own learning when I start using student-centered learning approaches?
- How to cover the syllabus content within the time frame?

However a strong resistance on **student side** is observed on following grounds:

- Improper balance between theoretical instruction and student involvement.
- Students to turn from passive to active state while in class.
- Exam oriented approach of students.
- More inclination towards activities other than education.
- Unable to link the conclusions from the technique of the student centered learning approach to the theoretical topic

RATIONALE FOR STUDENT CENTERED LEARNING

Employers are looking for graduates who can problem-solve, know how to work in teams, are flexible, have strong interpersonal skills, and who can use "higher level thinking." We want students to move from "surface-level" learning to "deep learning," which is a facet of being a lifelong learner. Learner-centered teaching focuses on developing critical thinking skills, by challenging the students to do more than just recall facts and figures. Student centered learning has following key benefits:
- Reliance on active learning rather than passive learning
- Emphasis on deep learning rather than superficial learning
- An increased sense of autonomy in the learner
- An interdependence between teacher and learner
- Increased responsibility and accountability on the part of the student

Students

Students develop a new learning style that make them thinkers rather than acceptors and inculcate a habit of further exploration. This approach instills a lifelong learning spirit.

- Learning how to learn on their own.
- Developing the communication skills needed to collaborate with others.
- Taking more control for their own learning.
- Teaching others.
- Making presentations.
- Developing lifelong learning skills.
- Developing their metacognitive skills—knowing what they know, don't know or misunderstand.
- Developing the ability to evaluate themselves, their peers, and the teacher.

Teachers

Teachers would facilitate the learning spirit amongst students. The higher involvement of students will lead to more enthusiasm in the teaching learning environment.

- More interesting role
- Positive impact on working conditions
- Continuous self-improvement
- Increased learner motivation and engagement
- Professional development
- Quality enhancement
- Fostering a lifelong learning culture

RESEARCH OBJECTIVE

This research aims at analyzing "The study of Student and Teacher perceptions on Student Centered Learning". It focuses on:

➢ What are students' perceptions of their teachers' teaching methods in relation to teacher-centered and student-centered teaching methods?
➢ What are students' perceptions of their own learning in relation to passive and active learning experiences?

Research Design	Exploratory
Sampling design	Non probability sampling
Sample size	50+30
Respondents	Students and Teachers of Jamnagar
Area of research	Jamnagar
Data for analysis	Primary data
Data collection	Questionnaire

LIMITATIONS OF THE STUDY

- As the major source of data is primary, biasness on the part of respondents can be a major limitation to this research.
- The scope of the research is limited to Jamnagar city only.
- The inexperience on the part of researcher in the research field might affect the results.

DATA ANALYSIS

Students' perception towards Student Centered Learning approach		
Statement	**Percentage**	**Type**
Increases and improves the learning ability	75	Agree
Easy to link theoretical topic with conclusions from the class discussions	53	Agree
Boosts self-study approach	46	Agree
Develops lifelong learning skills	70	Agree
Role of students are listening to lectures, taking notes and answering questions whenever asked	68	Agree
Students will have to be pre-prepared for the class	75	Agree
Remain active and participative in class	66	Agree
Stressful learning environment	80	Agree

Studetnts' Perception towards Student Centered Learning Apporach
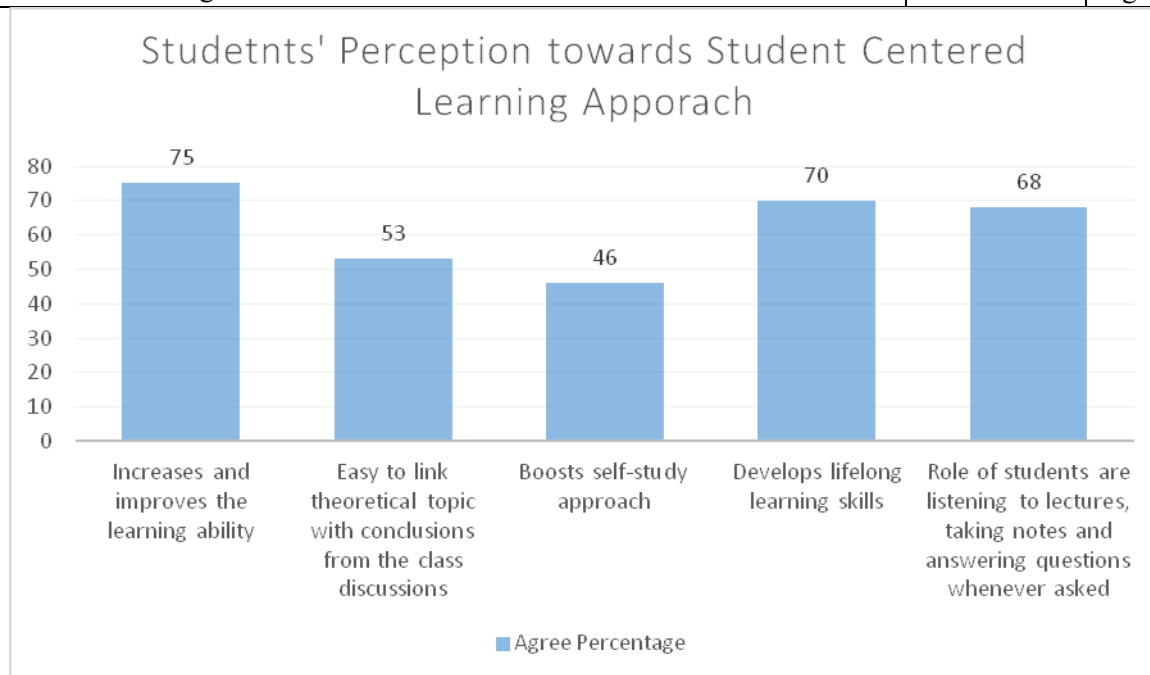
Teachers' perception towards Student Centered Learning approach

Statement	Percentage	Type
Developing lifelong learning concept amongst students	95	Agree
Continuous self-improvement	88	Agree
Time constraint	89	Agree
Difficult to link with syllabus	65	Agree
Student resistance	63	Agree
Huge class strength	90	Agree
Increased learner motivation and engagement	70	Agree
Quality enhancement	68	Agree
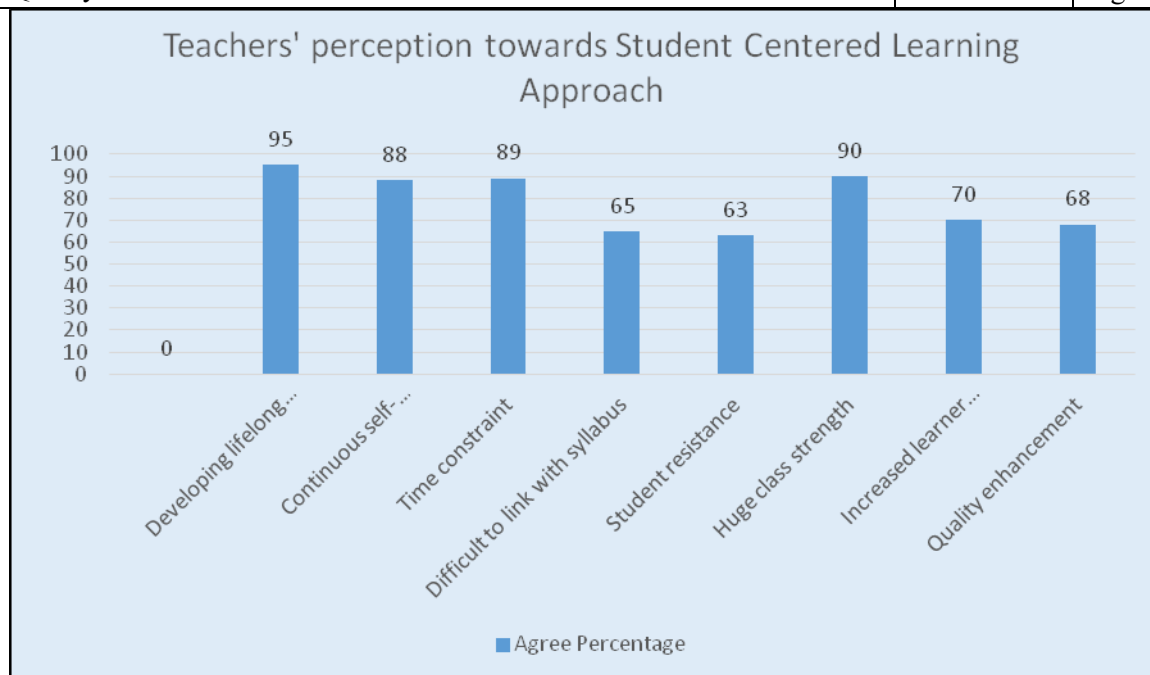
ESSENTIALS BEFORE WE ADOPT STUDENT CENTERED LEARNING APPROACH

1. Determine what concept(s) you are trying to teach?
2. What do you want them to learn?
3. Determine how you will know if the concept has been learned?
4. Determine which technique of student centered learning will best help teach that concept?

Characteristics of good technique:

- Relate to one or more learning outcomes or critical thinking skills.
- Motivate and engage students.
- Integrate assessment and feedback.
- Facilitate transfer to real world applications.
- Require students to make decisions based on facts, information, logic, and/or reasoning
- May require students to determine what information is needed and/or what steps or procedures need to be taken
- May be given in stages with additional information in the second or later stages

- Be complex enough to engage whole group directly.
- Include the appropriate informational resources to support the learner such as lecture, textbook, research materials, and so on.
- Do your own "reflection" after the activity to assess for its effectiveness, what you would change, how you might use it again in the future.

Learning Activities Grouped by Learning Strategy
The following are suggested categories to get you started. You may discover that different activities have more than one use and application of teaching strategy.

Learning Strategy	Possible Activities
Check for Understanding	One Minute Paper Muddiest Point Quiz Show Scavenger Hunt Think / Write / Pair / Share Concept Review Data Analysis Defining Features Matrix Directed Paraphrasing
Critical Thinking	Metacognition Pro and Con Grid Question Creation Role Play Matrix Failure Analysis
Discussion	Question Creation Rotating Trio Round Table Academic Controversies Class Discussion Fishbowl Pairs Check Pass a Problem Pro and Con Grid
Journaling	Frame Sentence Journals Focused free writing
Problem-based Learning	Jigsaw Metacognition Pairs Check Pass a Problem Role Play
Reflection / Debriefing	Open-Ended Journals Pairs Check Round Table What? So What? Now What? Concept mapping Concept review Journal

After action review

CHALLENGES FACED BY STUDENT CENTERED LEARNING APPROACH

- Requires high amount of resources
- Difficult to implement with large and diverse groups
- Higher workload for students
- More preparation on the part of teachers
- Subject matter is not given high importance
- Not suitable to all academic fields
- High technology involvement

CONCLUSION

Student centered learning approach is very flexible and easily adaptable in management studies. The faculty must ensure the students are at the center of their own learning and the facilitator in this learning process, enabling learning rather than enforcing it. Each student and each teacher is unique and thus the approach is highly suitable in creating effectively employable student fraternity.

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Talk to me and I will forget

Show to me and I will remember

Involve me and I will understand

Step back and I will act

-Confucius