



The Student Perspective

*‘How I learned...
How I would have like to have learned...’*

Rebecca Maxwell Stuart

Contents

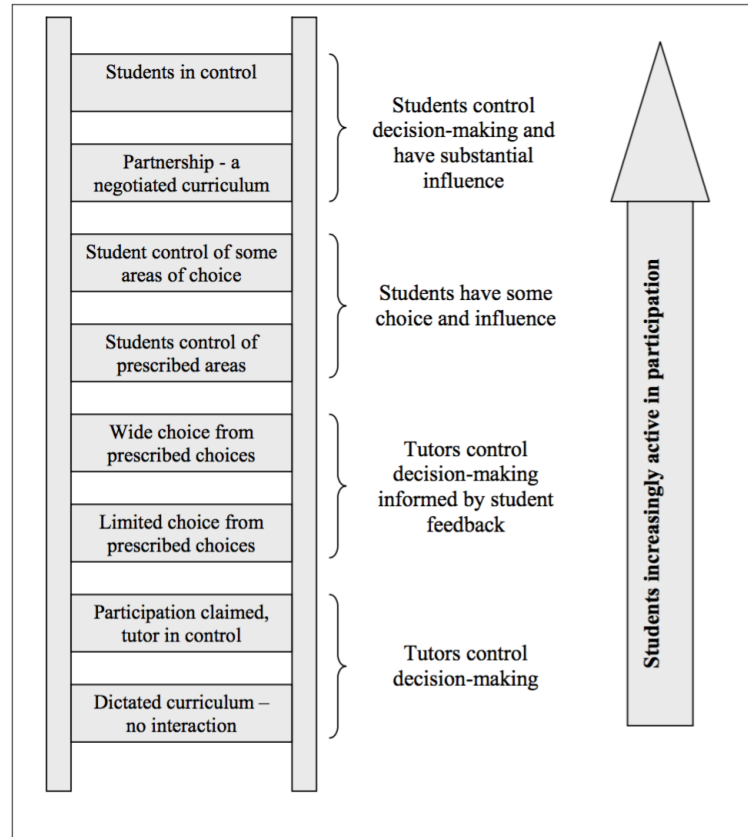
Background/Context

Example: How I Learned....

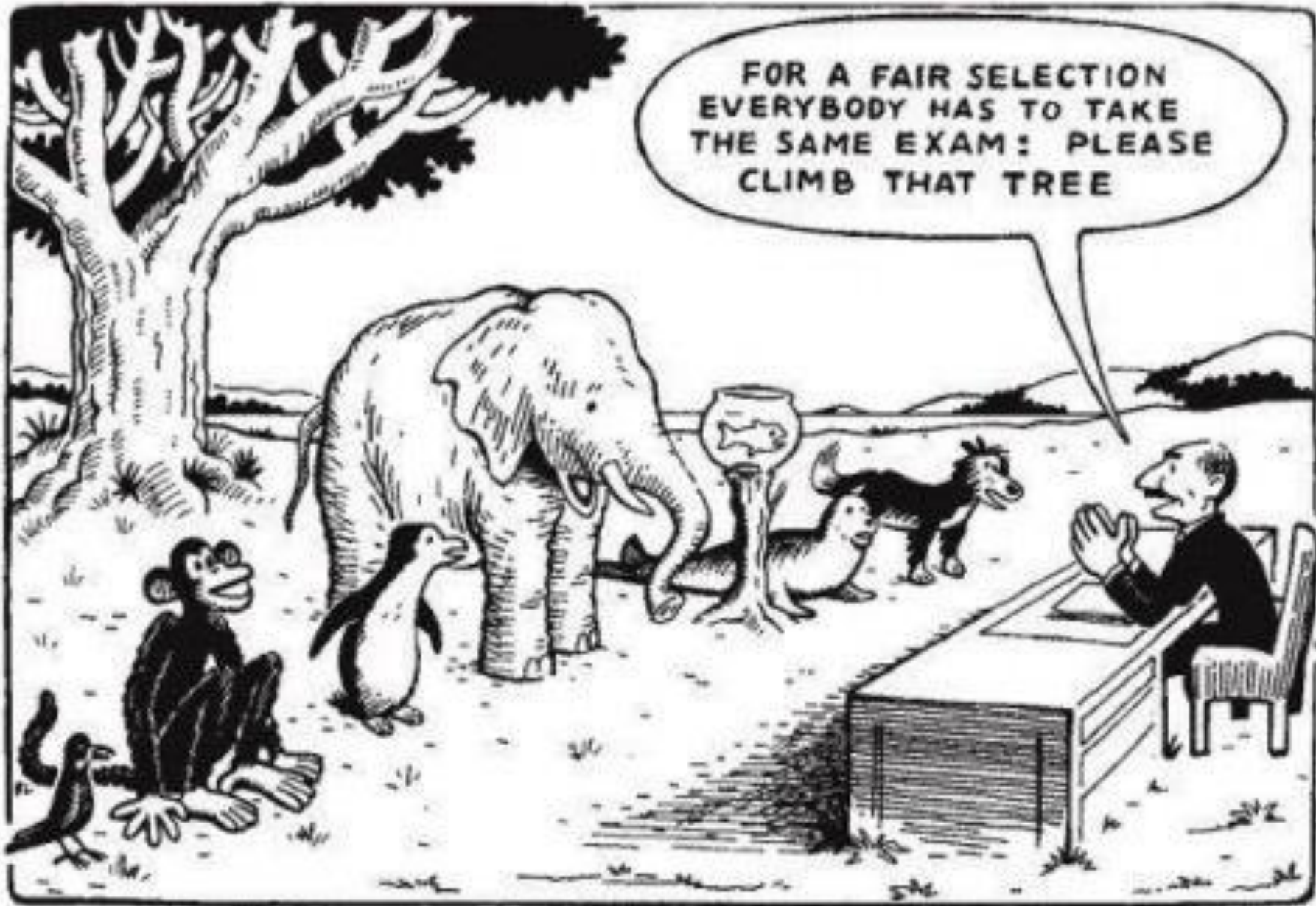
How this relates to Erasmus+



Ladder of Participation



From: Bovill & Bulley (2011)



Should Students Be Partners in Curriculum Design?



Link: <https://www.timeshighereducation.com/features/should-students-be-partners-in-curriculum-design>

How I Learned....

LAUREN'S CLASS

Reading List

- 3 articles/chapters per class

3 assignments

- Active class participation
- Annotated Bibliography
- Editorial

Class length: 3 hours

ZHU'S CLASS

Reading List

- 5-10 articles/chapters per class

3 assignments

- Active class participation
- Group essay
- Individual essay

Class length: 3 hours

Active Class Participation

LAUREN'S CLASS

Read all the readings

Select 1 article/author

Lead the class

- Bio of author
- Summary of article
- 3 questions to class
- **Class exercise**

ZHU'S CLASS

Read all the readings

In groups, write 3 questions for lecturer based on readings

Come to class

Lecture

Attendance?

LAUREN'S CLASS

ZHU'S CLASS

Everyone

Minimal

Designing the Curriculum

Fourth Year Undergraduate

Split class into two sections

Decide what we wanted to learn

Inform lecturers of marking criteria and learning outcome



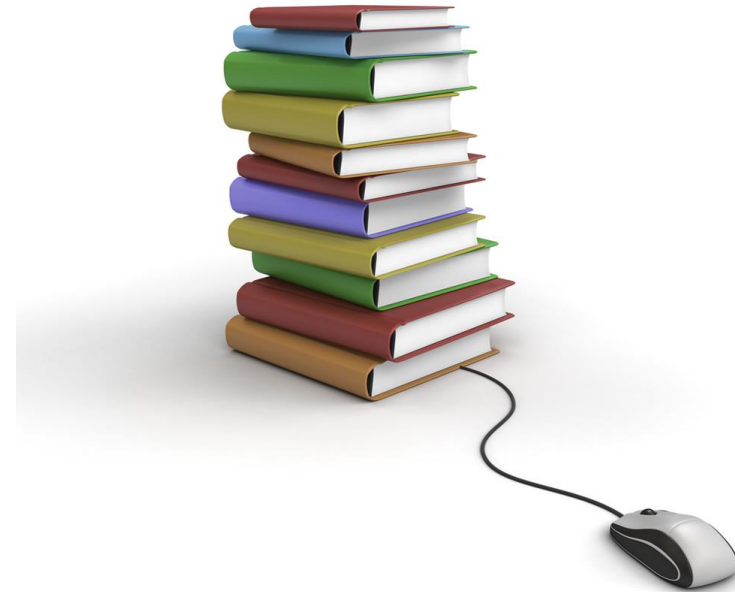
Online Engagement

University of South Australia

Completely online course

Task:

- Read article(s)
- Discussion Board
- Answer a question, post a question
- Graded



How Does This Relate to Erasmus+

“Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles. Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. Academics, in close cooperation with student and employer representatives, will continue to develop learning outcomes and international reference points for a growing number of subject areas. We ask the higher education institutions to pay particular attention to improving the teaching quality of their study programmes at all levels.”

(Leuven/Louvain-la-Neuve Communiqué, 2009)

Bids and Applications (i.e. Joint Masters) = Can your learning outcomes reflect SCL?

International Students

- Incoming & Outgoing Exchange Students
- Transnational Students

PASCL (Peer-Assessment of Student-Centred Learning)

Thank You

