The Student Perspective

‘How I learned…
How I would have like to have learned…’

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Contents

Background/Context

Example: How I Learned....

How this relates to Erasmus+
Ladder of Participation

From: Bovill & Bulley (2011)
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE
Should Students Be Partners in Curriculum Design?

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

Email: rmaxst@gmail.com
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

Email: rmaxst@gmail.com
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

ZHÚ’S CLASS

Read all the readings
In groups, write 3 questions for lecturer based on readings
Come to class
Lecture

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Attendance?

LAUREN’S CLASS

Everyone

ZHÚ’S CLASS

Minimal

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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

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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

ONLY IN MATH PROBLEMS CAN YOU BUY 60 CANTALOUPES AND NO ONE ASKS WHAT THE HELL IS WRONG WITH YOU.