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عشر

أساليب التعلم المتمحور حول الطالب مع الإشارة إلى دور المعلمين : دراسة نظرية

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المستخلص :

التعلم المتمحور حول الطالب هو نهج تعليمي يركز على الطالب باعتباره جوهر عملية التعلم وعلى المعلم كميسر لممارسة الطلاب للأنشطة والتعليمات التي يحتاجون إليها أثناء التعامل مع أي موضوع في الفصل الدراسي. وفقاً لمبادئ هذا النهج ، يجب على المعلم خلق جو من التعلم يكون تعاونياً وصادقاً ونشطاً وديمقراطياً وودوداً. يغير هذا النهج توجه علم أصول التدريس من التدريس التقليدي نحو التعلم المتمحور حول الطالب والذي كان له تأثير ملحوظ وإيجابي على أداء الطلاب خلال العقدين الماضيين حيث أنه يعزز العديد من الجوانب الإيجابية في شخصية الطالب مثل الثقة بالنفس والالتزام ، والاستقلالية ، والفهم الأفضل ، والإبداع ، ومهارات حل المشكلات ، واتصال أفضل بالمعرفة لأن الطلاب يتمتعون بمزيد من الحرية في الفصل الدراسي.

تهدف هذه الدراسة إلى تقديم نظرة عامة شاملة عن أنماط التعلم المتمحور حول الطالب من خلال تقديم مقدمة ، والتعلم المتمركز حول الطالب من حيث تعريفاته ومعناه ، ومبادئه ، والأنماط المختلفة للتعلم المتمحور حول الطالب ، وأخيراً دور الطالب. المعلم كميسر بشكل أساسي ودليل لزيادة اهتمام الطلاب وإشراكهم في عملية التعلم وتعزيز معرفتهم بالموضوع الذي يتم تدريسه.

الكلمات المفتاحية: التعلم المتمحور حول الطالب (SCL) ، التعريفات والمعنى ، مبادئ SCL .



MODES OF STUDENT-CENTERED LEARNING WITH REFERENCE TO TEACHERS' ROLE: A THEORETICAL ACCOUNT

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Abstract :

Student-centered learning is an approach of learning that focuses on the student as the core of the learning process and on the teacher as a facilitator of students' practice of the activities and instructions that they need while dealing with any topic in the classroom. According to the principles of this approach, the teacher should create an atmosphere of learning that is cooperative, collaborative, authentic, active, democratic and friendly. This approach changes the orientation of pedagogy from the traditional teaching towards student-centered learning which obtained a remarkable and positive influence on the students' performance during the last two decades as it enhances many positive aspects of the student's personality such as self-confidence, commitment, independence, better understanding, creativity, problem solving skills and better connection to knowledge since students have more freedom in the classroom.

This paper aims at providing a comprehensive overview of the modes of student-centered learning by presenting an introduction, student-centered learning in terms of its definitions and meaning, principles, the different modes of student-centered learning, and finally the role of the teacher as mainly a facilitator and a guide to boost students' interest, involve them in the learning process and enhance their knowledge of the subject taught.

KEYWORDS: Students Centered Learning (SCL), Definitions and Meaning, Principles of SCL .



INTRODUCTORY REMARKS :

Student-Centred learning (SCL) is an updated innovation that aims at enhancing learning at large and that of foreign languages (in our case English) in particular. According to Felder and Brent (2003), SCL has repeatedly been demonstrated to be superior to the traditional teacher-centered teaching (TCT) of education because it broadens instruction to include new interests that greatly enhance students' achievement instead of downplaying the significance of the instructional component of the classroom activities. It is a flexible, communitarian, problem-focused, and democratic teaching method in which the teacher and the students jointly decide how and when learning takes place. At SCL, attention is paid to students' needs. It is an all-encompassing teaching method that combines lectures with active learning, self-paced learning courses, and/or cooperative group activities, eventually making the student responsible for their own academic success. SCL places students at the center of the learning process with the aim of providing them with genuine, need-based instructions, cooperative and collaborative learning through an active as well as democratic, and student-friendly approach in which the needs, opinions, backgrounds, and aspirations of students are taken into consideration, acknowledged, and incorporated. SCL prioritizes learners over teachers and learning over teaching (lecture methods). As such, with the aim to present theoretically a number of updated modes of students' learning strategies, namely flipped learning, active learning, authentic learning and project-based learning and their application in EFL classes, this research is expected to be of significance to both English as a foreign language (EFL) teachers and students as it attempts to identify the most efficient updated student-centred modes that can develop students' different skills and enable both teachers and students to familiarize themselves with these modes and the techniques to implement so as to bring about better teaching and learning objectives. Added to that, the current research is but one of the seminal works on SCL topic that is not accounted for to the extent required within the Iraq at large, and Kurdistan Region in particular.

STUDENT- CENTRED LEARNING : DEFINITION, MEANING AND RELEVANT TERMS

According to Chung and Walsh (2000), the phrase SCL has got more than 40 different definitions as it can be applied to varied educational levels and spectrums. Tabulawa (2003) points out that the phrases "learner-



centeredness" and "participatory", "democratic", "inquiry-based", and "discovery" have reportedly been widely used interchangeably only to the extent that each one of them places a different focus on the learner's autonomy do they depart from one another (p.9). This is on one hand. On the other hand, O'Neil and McMahon's (2005) definition of SCL draws parallels between the concepts of flexible learning, experiential learning, and self-directed learning. They also underline that the phrase has become overused and that it might mean different things to different people.

According to Collins and O'Brien (2003), SCL is an educational approach in which students have influence over the course material, activities, resources, and rate of learning (2003). The student is at the core of the learning process in this instructional strategy. The teacher gives students the chance to study independently and from one another while also supporting them in acquiring the necessary skills.

SCL is a responsive, collaborative, problem-centered, and democratic teaching technique where both students and the teacher decide how and when learning occurs (Dupin-Bryant, 2004). It is a comprehensive teaching approach that incorporates lectures with active learning, self-paced learning courses, and/or cooperative group activities, ultimately holding the students accountable for their own academic performance (Nanny, 2004).

Blumberg (2008) points out that instead of the conventional didactic lecture, SCL places the student at the center of the learning process and gives them agency. In the SCL approach, teachers serve as facilitators while students are in responsibility of their own education. The requirements of the students are prioritized over those of the teachers and administrators.

SCL is a 21st-century idea that leverages technology and students' own skills to attain higher standards than traditional learning techniques (Zmuda (2009). Bell (2010) asserts that SCL aims to increase the classroom's energy and that of its students. The teacher is viewed as the students' "sidekick," assisting and directing them as they work toward the goals they have established.



SCL, according to Singe (2011, p.275), is an approach that puts students at the center of the learning process with the goal of providing them with genuine, need-based instructions, cooperative and collaborative learning through an active as well as democratic, and friendly approach in which the needs, opinions, backgrounds, and aspirations of students are taken into consideration, acknowledged and incorporated. This method emphasizes a notion that is in opposition to the traditional notion that teachers should be in control of the learning process.

PRINCIPLES OF STUDENT- CENTRED LEARNING

Weimer (2002) outlines the five main tenets of SCL by stating that SCL shifts the power dynamic from the teacher to the students; this promotes peer participation and active learning, encourages critical thinking and helps students generate knowledge rather than memorization of a list of facts by building on and questioning prior learning, positions the teacher as a facilitator and contributor, offers students back control over their education by enabling them to recognize their own learning preferences, requirements, and strengths, and uses efficient assessment to promote learning and direct future practice.

On their part, Attard et al. (2010: p.3) argue that a constant process of reflection is a core principle of SCL as no context may have a single SCL style that may be applied indefinitely. According to the SCL philosophy, institutions, teachers, and students must frequently reflect on their teaching, learning, and infrastructure systems in order to improve students' learning experiences and ensure that the intended learning outcomes of a specific course or program component are satisfied in a way that promotes critical thinking and transferable skills. Added to that, there is not a "One Size Fits All" solution at SCL. Understanding that all higher education institutions, all teachers, and all students are unique is a core tenet of SCL. These all have different purposes and cover a range of topics. SCL is therefore a learning approach that needs to be taught using ways that are appropriate for the students who will be using it. A further principle is that there are many different learning styles among students. Every student has different educational demands, and SCL is aware of this. Others learn best by doing,



while some learn best by making mistakes. Some students find that reading books helps them learn a lot. Also, students' interests and requirements are diverse. Each student has expectations outside of the classroom. Others are drawn to cultural activities, while others are drawn to sports or organizations that represent them. Students may have mental health issues, be parents, or have physical or medical impairments. According to the same authors, the following form further principles of the SCL approach:

- In SCL, freedom of choice is crucial for successful learning. Any offer should have a reasonable amount of variety because students like to learn new things. Learning can be organized in a more traditional, disciplined fashion or in liberal methods, as is the case in liberal arts colleges.
- When developing learning, the learner's personal and professional situations must be taken into consideration as it is pointless to attempt to teach learners it if they already have a thorough understanding of it.
- Each student ought to be in charge of their own education. Student participation should be welcomed during the development of courses, curricula, and assessments. Students should be recognized as active participants who have a stake in the management of higher education.
- SCL emphasizes enabling rather than preaching. By allowing students the flexibility to autonomously think, process, analyze, synthesize, evaluate, apply, and solve problems, they will be empowered.
- Collaboration between teachers and students is required for learning requirements in order to establish a shared understanding of learning difficulties and their concerns as stakeholders within their particular institution and to jointly suggest solutions that may benefit both groups.

To conclude, Brandes and Ginnis (1986) outline the fundamental principles of SCL as follows:

- The teacher plays the roles of facilitator and supervisor;
- The dynamic between learners is more equitable and fosters development;
- The learner becomes more self-aware as a result of the learning process;
- and
- Concurrent cognitive areas are active.



MODES OF STUDENT CENTRED LEARNING

Problem-based learning, learning contracts, problem-based learning, and flexible learning Self-directed learning, flipped learning, inquiry learning, just-in-time checking, and individualized learning form some of the most popular types of SCL:

1. Problem-Based Learning (PBL)

PBL as an active learning strategy was introduced by Tarhan and Acar-Sesen to have favorable effects on higher learning attainment, dispelling alternative ideas, and the development of some social skills in this study (2013). As a result, it was recommended that instructional methodologies that promote advanced cognitive thinking, such the PBL, be incorporated into chemistry curricula from the middle school to the university level. Learners must actively engage in their education in project-led education, where problem and project-based learning are two of the most well-known and widely used learning methodologies (Fernandes et al, 2014). Learners work on difficult assignments that require research, decision-making, problem-solving, and the creation of realistic goods or presentations as part of PBL (Thomas, 2000).

PBL was initially applied in medical education as an active learning strategy, claim Tarhan and Acar-Sesen (2013). Later on, the implementation of this mode of SCL has been extended to cover the teaching/learning of many disciplines. According to this mode, learners have a problem in mind before they start their studies, which they must subsequently solve by learning more about the topic. Learners are interested in learning more about the PBL process, rules for working in cooperative groups, objectives, tasks that must be completed, and evaluation systems. The teachers guides the class's learning process in their capacity as a facilitator. Learners are given a problem, and they try to grasp it by gleaning any useful information from it. IAs learners learn more about the problem, they are able to develop theories about potential solutions. Learners analyze knowledge gaps and identify concepts they need to learn more about to address the problem during the PBL self-directed learning process. They obtain information from books, the Internet, and the library after each session in the classroom. They



then consider what they have learnt, reconsider their assumptions, and/or create new hypotheses in light of their new knowledge. After completing the exercise, the learners give an oral presentation to demonstrate the abstract information they learned, and then they begin utilizing PBL to investigate a new topic.

2. Learning Contracts

“Learning contracts” forms another application for involving learners in SCL. It has become one of the most effective strategies for promoting active learning and acquainting learners with the research process because it demands that learners play a significant role in setting and achieving their learning goals (Bone, 2014, 122). It ensures collaboration between the teacher and learners while developing learning activities. According to Brecko (2004), the main advantages of the contract of learning is that it is of interest to the learners, motivates them, makes them free to choose the area of learning, enables them to learn at their own pace, makes them focus on their learning, respects individual differences, and boosts confidence and excitement in learning.

“Learning contracts”, as outlined by Frank and Scharf (2013), promotes self-directed learning, which raises commitment, accountability, and responsibility. It allows learners to negotiate themes, the use of resources like textbooks and the internet, meeting times and places, and the type and importance of individual assessment tasks with their teachers. In addition to when, where, and what they learn, learners can make some decisions about their study habits.

In light of each learner’s unique demands, “learning contracts” is said to embrace a more SCL style (Guest, 2005, 287). The growth of self-directedness is emphasized by Silen and Uhlin (2008) as a key component of PBL and, in a broader sense, SCL Self-directed learning is more than just a learner’s duty or independent research. By requiring learners to read from the appropriate literary sources, self-directed learning aims to assist learners in developing their information literacy skills and competences.

3. Inquiry Learning:



Learners must actively participate in the learning process because inquiry learning gives them the freedom to research information and facts. Inquiry-based learning typically begins with questions rather than lectures. Learners research models or examine data in groups. Plush and Kehrwald (2014) cites a variety of research that shows that inquiry-based learning increases learners' motivation, comprehension, and problem-solving skills.

4. Just-in-Time Teaching

For their college physics classes, Novak, Patterson, Gavrin, and Christian (1999) created this kind of SCL. Before attending a lecture, learners are required to complete online activities including short-answer and multiple-choice questions (Plush & Kehrwald, 2014).

5. Personalised Learning

The terms personalised learning and SCL are commonly used interchangeably and have the same meaning. Johnson (2004) attributes the term's origin to British politicians who stressed the importance of "truly knowing the strengths and weaknesses of individual learners", "the necessity of developing each learner's competence and confidence through teaching and learning that is based on individual needs," and "that every learner should enjoy the study choice."

Rich (2014) claims that the term "personalized approach" was coined in the business world to signify a strategy for providing clients with a range of items. The following traits of the customized system of instruction are listed by Hambleton, Foster, and Richardson:

- Learners must show that they have mastered the previous course before proceeding to the next.
- The vast majority of teaching tools are written in text.
- Each course includes instructional support in addition to individual evaluation.
- Lessons should be motivational rather than strictly academic.

Despite the viewpoints of some academics who question its conceptual consistency, Prain et al. (2013) explored the importance of personalized



learning as an approach for improving learners accomplishment. The following examples illustrate how tailored learning produces positive results: Choi and Ma (2014) describe a Hong Kong school that developed a tailored instructional strategy using vocabulary selected by the learners. A small group of underachievers in Hong Kong were given the task of creating their own special program to help children with language impairments. They were to select five things from their chosen sources each school day, write them down, and remember them. The study's findings demonstrated that this personalized method recognized individual differences, encouraged responsible learning, and resulted in passing grades.

Sweden provided another excellent example of a personalized approach to learning. Eiken (2011) described personalised student education as incorporating goal-setting, weekly coaching, individualized scheduling and timing, and a distinctive curriculum on the web-based learning portal. Learners took part in lectures, lab work, workshops, seminars, and other activities. Every term, parents, learners, teachers, and coaches met to go over the individual educational programs and long-term goals for each student. Students met with their coach once a week to discuss how they were doing with their goals and to develop plans for the following week. According to the author, students started taking a greater interest in their own education. Additionally, each teacher served as a coach for around 20 learners, providing assistance as needed. Learners were able to engage in a number of group courses due to the flexible calendar, which also allowed them to exhibit their work, pursue individual study, and attend workshops offered by teachers. However, plans were made during each weekly coaching session. Progress of the learners was constantly monitored and assessed. Learners were divided into foundation groups and spent time in numerous group situations rather than being assigned to a single class. They participated in both required and optional activities. To allow learners to grow without being bound by a class or grade, the curriculum was separated and learners could access the curriculum, syllabus, steps, books, and assignments whenever they needed over the Internet because everything was available on the web-based learning portal.



6. Flipped Classroom/ Flipped Learning

Flipped classroom (FC) is a recent prevalent efficient productive pedagogical approach that has got a bulk of attention among teachers and educational authorities worldwide (Abeysekera and Dawson, 2015). Additionally, FC is a pedagogical technique where some learning activities outside replace lecture time in the classroom. It is predicated on the idea that learners are enthusiastic and capable of doing extensive preparation prior to attending class or a lab, in order to maximize the effectiveness of student-teacher contact time (Paredes, Pennington, Pursell, Sloop, and Tsoi, 2010, p.186). As such, it has been acknowledged and implemented by many researchers due to its innovative, effective and productive mature (Mclaughlin and Rhony, 2015). The FC is an SCL mode that puts the learners in the core of the teaching/ learning process by focusing on their active engagement in learning, and communication and collaboration with peers (Steen-Utheim and Foldnes, 2018). Basically, FC outlines the practice of assigning and presenting the teaching subject outside the classroom, then bringing the learners to the classroom where varied learning activities are carried out for the purpose of assisting them to acquire knowledge, i.e. learn, through planned for experiences of authentic and active learning such as group work and problem-solving (DeLozier and Rhode, 2016). The handling of the content already tackled by the learners before their coming to the classroom and being taught that material form a fundamental principle and practice of FC. FC is an effective mode of SCL approach that, according to Paredes et al., 2010, p.186), entails teachers' paramount and effective role since they are expected to explain material, coach learners, coordinate in-class activities, assess learners' learning, support maximizing the impact of learner-teacher interaction, clarify subject matter, mentor learners, offer chances for problem-solving and individualized interaction, take into account various learning styles, give learners time for reflection, and lead to greater gains in conceptual understanding, and make learners participate in "Active Learning," where they "perform meaningful learning activities and reflect about what they are doing,". This will help promote a more in-depth manner of learning on the part of the learners.



Finally, Neshyba (2013) outlines that an FC mode is advantageous in terms of - altering how learners interact with one another, m learners to prepare for class and be more active learners, providing satisfying learning opportunities for learners, and - enabling the completion of practical projects that the course has never had time for.

7. Interactive Lessons

One-way lessons are extremely common and can occasionally be draining for both teachers and pupils. Students are encouraged to speak up and voice their thoughts when learning is interactive. There are other ways for students to participate in class activities besides just raising their hands or being called upon to respond. Teachers can now create interactive classroom exercises using internet platforms, saving a lot of time and involving all students instead of just two or three (Pradono, Astriani, Moniaga, 2013).

8. Blended Learning

A type of teaching called blended learning, often referred to as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, mixes online educational resources and possibilities for online engagement with traditional classroom techniques. It is commonly characterized as a combination of online and in-person delivery when some of the time spent in face-to-face interaction is actually replaced by the online component rather than added on. It allows teachers more freedom to design individualized learning settings and experiences for their students (Friesen, 2012).

Both the teacher and the student must be physically present during blended learning, and some aspects of time, place, path, or pace may be under the student's control. When it comes to content and delivery, face-to-face classroom activities are integrated with computer-mediated activities even while students still attend brick-and-mortar schools with a teacher in attendance (ibid, 2012).

9. Jigsaw

A common game that we wager everyone has played at least once in their lifetime is the jigsaw puzzle. If the teacher employs the jigsaw technique, similar things take place in the classroom. Students are divided into small



groups; each group is given a subtopic or subcategory of the main topic; they are instructed to research and develop their ideas; each group shares their findings to create a big picture, which is all the information on the topic that they need to know; and a feedback session is held for students to assess and comment on the work of other groups. The topic is divided into smaller chunks of knowledge if the class has had enough practice working together. In this manner, the teacher can designate a student to each component and allow them to work independently before having them share their findings with their peers (Tomaswick, 2017).

10. Fish-Bowl Learning

The primary goal is for a smaller group to discuss a topic (ideally 3 – 6 people). When the remainder of the participants sit or stand outside the small group and observe without interfering, the small group is separated to discuss. Fish-Bowl Learning encourages active listening, addresses contentious issues, eliminates lengthy presentations, makes it easier to manage discussions, and allows for peer review and modeling (Knowledge Sharing Toolkit, 2014).

11. Peer Teaching

This strategy is very comparable to the jigsaw method. When they can explain something properly, students are better equipped to comprehend and grasp it. When giving a presentation, individuals might memorize material in advance and recite it out loud, but in order to instruct their peers, they must fully comprehend the subject.

By deciding on their area of interest within the subject, students can take the initiative in this activity. Allowing students this level of liberty enables them to acquire a sense of ownership over the subject and the duty to properly teach it.

The teacher will observe that giving students the opportunity to instruct their peers enhances their self-confidence, promotes independent study, and enhances their presentational abilities (Whitman & Fife , 1988).

12. Peer Feedback



Innovative teaching strategies, such as the SCL approach and its many modes, go well beyond simply imparting knowledge to students in a classroom setting. They can be used by the teacher in a variety of other contexts, such as the post-lesson peer feedback period. Students must develop the crucial abilities of giving and accepting constructive criticism with an open mind and proper behavior. Students can benefit from the teacher's guidance by learning how to compliment their peers more thoughtfully (Gielen, Tops, Dochy, Onghena, & Smeets, 2010).

13. Crossover Teaching

It is always intriguing to leave the classroom and engage in an activity other than staring at the board. Crossover teaching combines the benefits of learning both inside and outside of the classroom. Together exploring ideas in class before planning a trip to a specific location where the teacher may give a practical demonstration of the idea. Much more beneficial would be to expand the lesson by leading discussions or giving group projects in class following the excursion (Sharples et al., 2015).

TEACHR'S ROLE IN STUDENT CENTRED LEARNING

Cooper (1993) asserts that teachers increasingly serve as coaches, facilitators, and guides in SCL. Because learners have a variety of capacities, teachers should provide access to educational resources via a variety of platforms and formats and give learners a choice of entry points to learning resources. This will increase teachers' participation in teaching-learning activities. Although there are several resources that can be used to teach learners, numerous teaching techniques are only appropriate for specific learning materials. If teachers just showed one method, students would get disengaged and bored. For instance, a teacher may assign a task to the class and instruct them to accomplish it in pairs or groups. By doing this, a learner will comprehend what their peers are saying rather of what the teacher is saying, and other learners are better able to comprehend the learner's regular learning style. Therefore, enlisting the aid of learners encourages comprehension and mastery of the subject matter. Thus, engaging learners' improves understanding and mastery of the subject matter being learned.



Similar to that, the teacher could act as a facilitator to aid students in learning. In the classroom, teachers are being stressed more and more as learning facilitators. Teachers have the power to ensure that students have a rewarding and sincere learning experience because they are frequently the major providers of information. A teacher may think about inviting and bringing each student to participate if they wish to make learning easier. It is challenging for teachers to support learning if they lack a basic understanding of educational psychology, various learning theories, innovative teaching models, and methodologies. Learning facilitation states that teachers must inspire all students to continue their studies despite their differences and distinctive qualities. This is important since the learners' own motivation and desire will aid in their understanding of the classroom topic. In reference to the significance of the teacher as a facilitator, Cooper (1993, p.48) states that "a teacher is no longer a source of information, but rather a facilitator. These days, a (teacher) is also thought of as an inspirer who is responsible for motivating students by establishing a positive environment". According to Voller (1997), a teacher can be a better facilitator by initiating and assisting decision-making processes, attention to the individual needs of each learner, being a resource who makes his or her skills and knowledge available to students as needed, assisting learners in active learning to strengthen their capacity for knowledge mastery, and increasing their enthusiasm and interest in learning to improve their capacity for autonomous learning.

Higgs (1988) points out that a teacher acts as a manager during the learning process by creating a supportive and stimulating environment, being a resource, pushing students to reach their full potential, and assisting students in understanding the institutional requirements and expectations related to the discipline they are studying. This implies that whether learner-centered education is successful is ultimately decided by the teachers.

On her part, Weimer (2002) states that in a classroom where the learners are the center of attention, the teacher's role must change from "sage on the stage" to "guide on the side," with the teacher seeing the learners as intellectually curious seekers who need to be led along their intellectual



development journey rather than as bare vessels to be filled with knowledge. She also uses other metaphors to compare the teacher to a midwife, coach, or maestro. She argues that educational learners learn better by doing, and including them in the learning activities

In addition to the preceding roles that a teacher can play when applying the SCL approach in their teaching, Harmer (2007: 108–110) further elaborates on such roles and makes reference to the teacher by being:

1. Prompter

The teacher offers advice on how learners can go forward in an activity while also encouraging participation from the class. Only when required should the teacher assist the class.

2. Assessor

The teacher fills this position to gauge the performance level of the class. It is planned and carried out to provide feedback and adjustment.

3. Organizer

Possibly the most challenging and significant duty a teacher must play as the the effectiveness of many exercises hinges on proper planning and the students understanding their tasks. In this position, planning up activities and providing instructions are essential. Learners' concepts are clarified and tasks are condensed with the aid of the teacher's assistance and recommendations.

Weimer (2013) states that the main adjustments teachers can make to their instruction to incorporate learner-centered teaching strategies are:

- Playing the role of a facilitator,
- Balancing of power shifting toward the learners,
- Following up the function of content as being uncovered versus covered,
- Realizing that the primary responsibility of learning being on the learners, and
- Using evaluations for learning instead of grades.

The same author adds that SCL entails the teacher facilitating learning and including the learners in it requires familiarity with the following seven guidelines so as to improve their facilitation abilities:

- Allowing more learning tasks for the learners,



- Telling less and letting students explore more,
- Paying closer attention to instructional design work,
- Demonstrating clearly how experts learn,
- Encouraging learners to learn from and with one another,
- Collaborating with learners to foster learning environments, and
- Using evaluation to encourage learning.

To conclude, both teachers and students require additional SCL training. Young lecturers who are just beginning their pedagogical careers can undoubtedly benefit from understanding the SCL approach. All teachers would, however, need to adopt and support the SCL approach because teachers' ideas have an effect on their education. An SCL approach, on the other hand, is even less frequent among learners. Learning more about SCL and understanding that colleges can provide far more than they now do would be beneficial for learners (Plush and Kehrwald 2014). Quoting Lengkanawati, Bernard and Li (2016:146) argue that learning without teachers is not learner-centered learning, even though learner-centered learning does begin with teachers. Teachers put in a lot of work and are essential to learner-centered instruction. Although every teacher should try to be learner-centered, doing so across the board is neither necessary nor practicable. A teacher should never assume that each and every element of their courses will be perfect.

CONCLUSION

SCL, with its different terminologies, has begun to be used more commonly in general education for everyone living in learning society and especially in last two decades. I a revolution against traditional education that focused on the outside of the child; i.e. on the teacher, the textbook, etc. rather than on their inside, i.e. feelings, thoughts, interests, instincts, desires, etc. SCL expands teaching to subsume new interests that provide great student achievement rather than diminish the importance of the teaching component of classroom activities. On this basis, the current research has theoretically launched a study of SCL in terms of its definition and meaning, principles, the role of the teacher and the modes of SCL in the hope that the



presentation of such closely pertinent topics will pave to better understand such modes and soundly implement them so as to the set objectives of the teaching/learning process.

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