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# Multilevel Local, Nation- and Regionwide Education and Training in Climate Services, Climate Change Adaptation and Mitigation



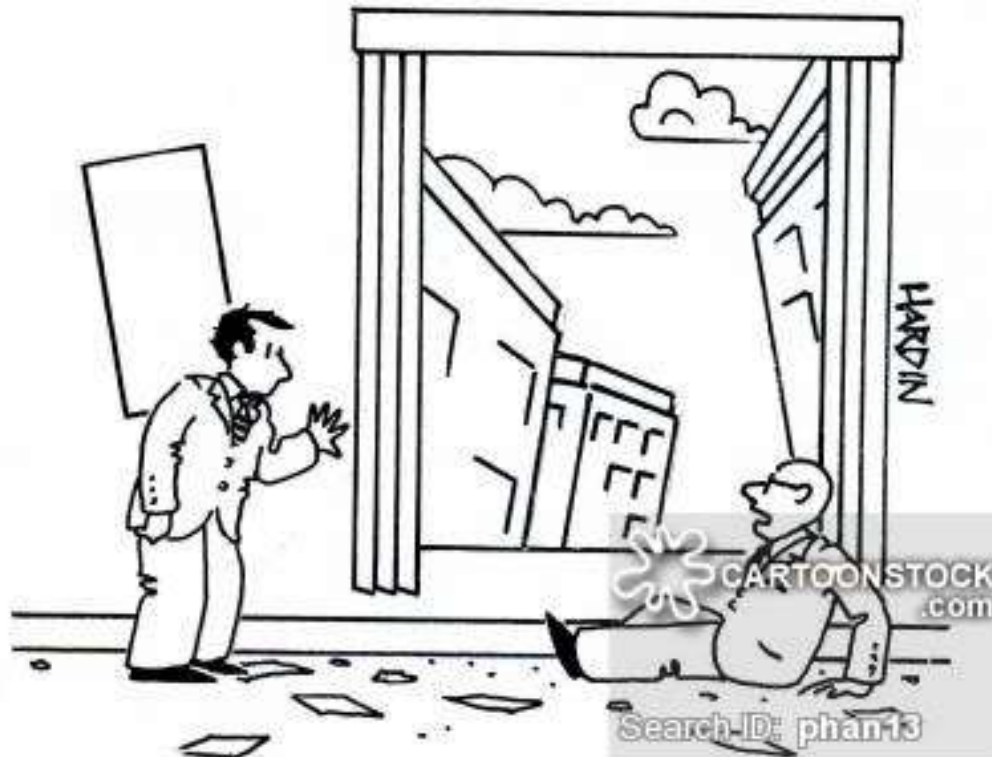
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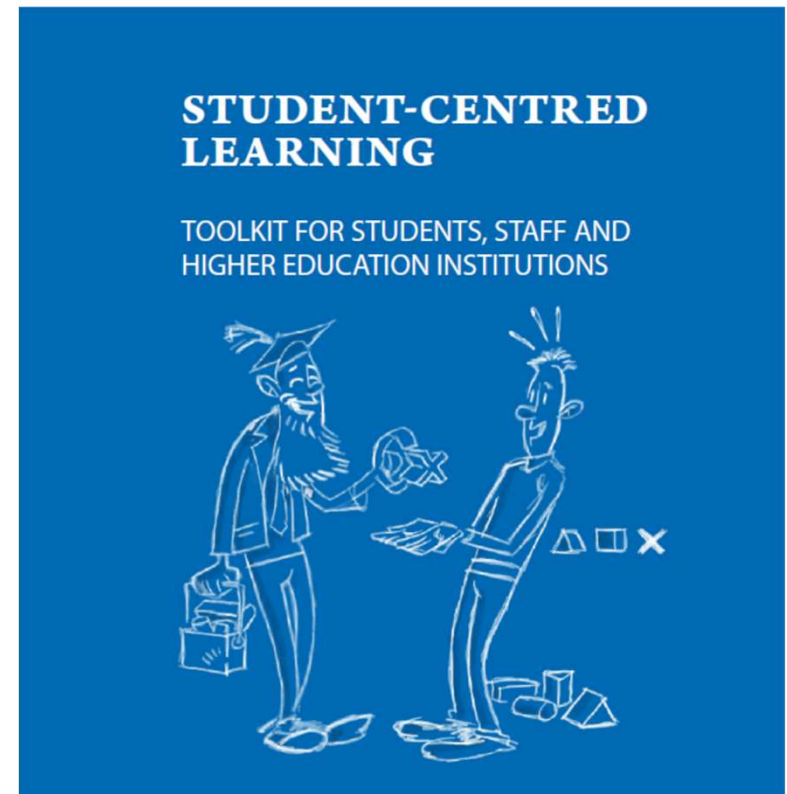
# Competence-based learning 3:

## SCL. T&L Methods

### Marek Frankowicz



"It was either an earthquake or another  
paradigm shift."



# SCL is not a new concept

- In fact, the University of Bologna, mother of other European universities, was created on student's demand
- For a long time “Bologna model” of university governance was based on the leading role of students (who had functions of rectors and deans and hired academic teachers)





***“I expect you all to be independent, innovative,  
critical thinkers who will do exactly as I say!”***

# Key features of SCL

- ✓ Seeking Active rather than Passive learning
- ✓ Emphasis on deep learning and understanding
- ✓ Increased responsibility for the student
- ✓ Greater sense of autonomy for the learner
- ✓ Interdependence between the teacher and learner
- ✓ Mutual respect between teacher and students
- ✓ A reflective approach to the teaching process by teachers and students

*(after Sara Boyd, DUT, Ireland: materials of SUSDEV Project)*

# Teaching skills to implement SCL

- Teaching methods that lead to understanding
- A teaching strategy is a plan for someone else's learning
- Exercises and activities for students
- Materials which will be supplied for students to work with
- How evidence of their growing understanding will be collected
- Teaching Excellence

*(after Sara Boyd, DUT, Ireland: materials of SUSDEV Project)*

# Developing Student Centred Learning

- Consulting students about their learning
- Emphasis on deep, not surface learning
- Involving students in the process of learning
- A sense of autonomy for the student
- Greater choice for student in study path
- Build in choice for students e.g. electives, timetabling & feasibility, cross fertilisation across faculties

*(after Sara Boyd, DUT, Ireland: materials of SUSDEV Project)*



# Two important aspects of SCL which cannot be neglected

# First, more autonomy means also more responsibility

- The more student-centred is the teaching and learning process (with flexible learning paths, individualized approach to assessment of learning outcomes, possibilities of recognition of prior learning etc.), the more rigorous should be the **control mechanisms** (in particular, checking if students really acquire expected learning outcomes).
- **Are we aware of that? Are we prepared for that?**

## Second, increasing students' autonomy may lead to virtuous or vicious circles

- If there is a positive feedback between increasing of students' autonomy and teaching and learning results, student-centred learning will gradually take over.
- On the other hand, there can be also 'vicious circles' with negative feedbacks.

# Two Extreme Students' Perspectives

- How shall I prepare for exams?  
Which facts and figures shall I  
know by heart? Which books  
shall I study?

➤ To give them **fish**?



- What skills shall I acquire in  
order to find a nice job, to  
understand the world around  
me?

➤ To give them a **fishing rod**?



## Example 1

- students who get more autonomy will learn **more**, especially in the case when the teacher will meet their expectations, motivate them to be creative etc.

Or

- students who get more autonomy will learn **less**, especially in the case when SCL is introduced only in some courses/modules (then students concentrate on “traditional” courses hoping that SCL-based courses would be “easier” to pass).

## Example 2

- It happens that bottom-up initiatives of students (having support of some SCL-orientated academic teachers) are also **supported** by the university authorities

Or

- It happens that bottom-up initiatives of students (having support of some SCL-orientated academic teachers) are **blocked** by the conservative academic staff.

# Remarks on teaching and learning methods (after **Trainer's Handbook - A 14 days Teaching Methodology Course** by Asman Makokha with Michaela Ongwae, DED 1997)

# Three types of T&L methods

- **Teacher-centred methods**
- **Learner centred methods**
- **Content focused methods**

❖ **Combination: Interactive/participative methods**



# Specific T&L methods

- The lecture method
- The discussion method
- The programmed instruction method
- The study assignment method
- The tutorial method
- The seminar method
- The demonstration method
- The buzz group
- Brainstorming
- Role plays

## Example: The lecture method

**USES:** To orient students. To introduce a subject. To give directions on procedures. To present basic material. To introduce a demonstration, discussion, or performance. To illustrate application of rules, principles, or concepts. To review, clarify, emphasise or summarise.

**ADVANTAGES:** Saves time. Permits flexibility. Requires less rigid space requirements. Permits adaptability. Permits versatility. Permits better control over content and sequence.

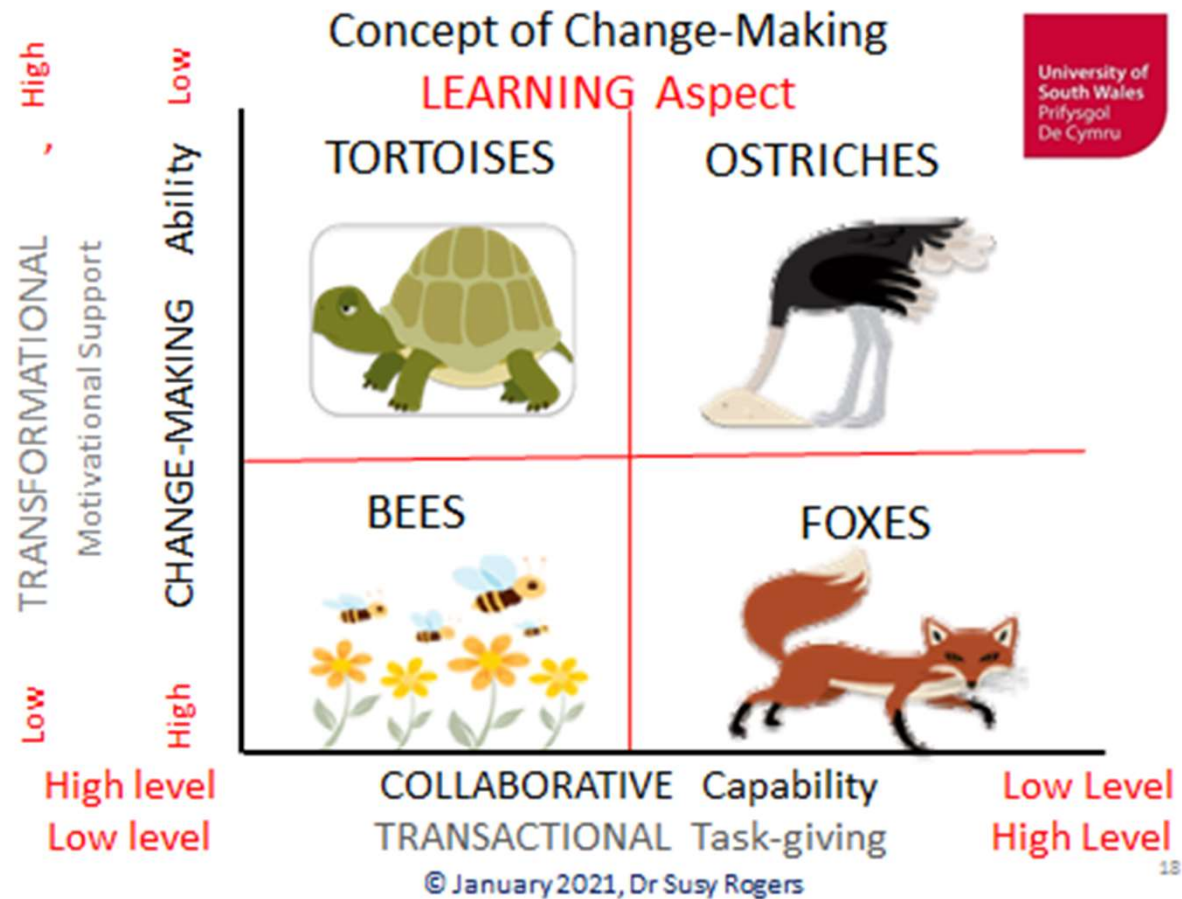
**DISADVANTAGES:** Involves one way communication. Poses problems in skills teaching. Encourages student passiveness. Poses difficulty in gauging student reaction. Require highly skilled instructors.

# Example: Brainstorming

**USES:** Discover new ideas, thoughts and responses very quickly

**ADVANTAGES:** Leads to a very animated and energising session. More reserved participants feel free to contribute.

**DISADVANTAGES:** It takes time particularly if it is a large group. May consume a lot of material e.g. flipcharts or writing materials. Requires high level facilitation skills.



# Assessment for SCL

- Emphasis should be on formative not summative assessment
- Feedback to students should be timely
- Can include both self and peer assessments
- Assessment related to the key aspect of the subject



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# Thank you!