

# Student-centered Teaching and Learning in Higher Education

Training Event in Classroom Techniques for Teachers

Dates: 13-15. June 2019

Location: Leuphana University –Lüneburg, Germany

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Leuphana University –Lüneburg, Germany will host teachers from the six CREATES partner institutions for a teaching and learning training event. The 3-day event will focus on seven student-centered classroom techniques (additional information about each on the next page):

- Problem-based learning (PBL)
- Case teaching
- E-portfolios
- Simulation & roleplay
- Research-based learning
- Metacognitive self-reflection
- Reading diaries

Through short lectures, workshops and discussion sessions, participants will engage with the above techniques. The event will specifically focus on the types of courses to which the techniques are suited, the learning goals and outcomes supported by the techniques, and on offering concrete examples and sample materials demonstrating the approaches.

Please email soon to reserve your place for this dynamic and practical training event!

**The CREATES team contributing to this event includes:**

Leuphana University: Steffi Hobuß (lead), Nathan Clendenin, Judith Gurr, Sara Tomczuk

KCL: Rosa Andújar

UCM: Manuela Heins, Jeroen Moes

UCF: Simon Buechner

Sant'Anna: Mattia Grandi

## Additional Information

**CREATES** stands for “Creating Responsive, Engaging, and Tailored Education with Students.” It’s an Erasmus+ Strategic Partnership between six European universities with the objective to enhance practices in higher education that foster co-creation and an engaging education for students. This approach helps students develop the dispositions and competences that are essential to thrive in the 21st century: innovation and creativity, participation and responsibility, as well as critical thinking and informed judgement.

**Problem-based learning (PBL)** is an interactive student-centered approach to learning and instruction in which students discuss a problem (i.e. theoretical or real-world academic topics) in a small group supervised by a tutor. Typically, PBL sessions are divided into pre- and post-discussions (in separate meetings). During pre-discussion, students analyze and discuss the problem and set learning objectives. Students then find and study relevant literature and lecture materials. Next is post-discussion where students exchange information aimed at answering the learning objectives and integration of knowledge from various disciplines.

**Case teaching** uses real-life cases or scenarios, with which students engage to create active learning, endorse student’s communication and help transfer knowledge and competences to issues and problems outside of the classroom environment. In the workshop, we will consider the required contract between teacher and students, the selection of cases, examples for possible syllabi, and modes and varieties of “teaching with your mouth shut”.

**E-Portfolios** (e.g. Mahara) can be used to foster co-creative learning and teaching, particularly as an alternate form of assessment (vs. essays or exams) for groups of learners and individual students. We will explore this innovative and visually appealing e-learning platform which provides various benefits and advantages to both teaching staff and students. An additional feature we will explore involves the use of e-Portfolios for personal development and holistic learning.

**Simulation & roleplay** are effective ways to enhance the quality of learning, by connecting classroom knowledge to real-world situations. Through dramaturgy and symbolic interactionism, students develop problem-solving competences, as well as verbal and non-verbal communication skills. The combination of ‘tailor-made’ scenarios and the students’ proactive role produce new and varied learning outcomes, making this methodology of teaching a source for knowledge production and inter-personal skills development.

**Research-based learning** uses the research process as a means of teaching. Students typically plan, conduct, and evaluate their own little research projects. The focus on content or process of the research as well as the amount of student autonomy can be set by the instructor.

**Metacognitive self-reflection** is a technique used to get students to reflect on their own thinking and learning processes. We will consider the how this kind of reflection can support various learning outcomes and which prompts and activities are most effective at training more self-directed, self-aware learners.

**Reading diaries**, made up of entries students write throughout their studies, encourage reflection on the content students are learning as well as their experience of engaging with the topics. We will discuss different forms of writing reading diaries, the necessary instructions and advising as well as questions of grading.