Flexible learning paths & student-centred teaching: The students’ perspective

By The European Students Union

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Student-Centred Learning represents both a mindset and a culture within a given Higher Education Institution... ESU 2015
Findings of Bologna With Student Eyes

Student Centred Teaching & Learning

Student Engagement

The way forward
BOLOGNA WITH STUDENT EYES 2018
The Final Countdown
• A long way to go...

• Shift towards outcome-based education and use of learning outcomes methodology

• Students as co-creators of their education

• Reminder: Different students= different needs
Fig. 11.2: To what extent is SCL present in the internal QA in your country?
• SCL as one of the recognized standards of quality
  • But what is the reality according to NUSs?

• What are the biggest barriers to SCL?

• From Policy to Practice... But where are we now?
How to improve this?

- Fundamental Bologna tools need to be implemented fully and systematically
- Students becoming full partners at all levels of their HEI
- National Policies should support and facilitate SCL
- Constantly develop lecturers’ competencies
STUDENT PARTICIPATION IN HIGHER EDUCATION GOVERNANCE

Fig. 4.3: Can students’ unions/representatives operate independently?
Fig. 5.2: Level of students' satisfaction with dropout prevention measures

- EHEA country with no ESU member
- No information available
- Dissatisfied
- Neither
- Satisfied
Fig. 6.5: What are the main barriers that students find in their involvement in QA (Multiple Choice)?

- There is a lack of info about QA among the student body
- Students think that these processes are useless because there is not any consequence
- Students are not seen as a full member of the academic community
- There is no training about quality assurance
- This activity is not facilitated / not recognised (permission to skip lectures, move exams, etc)
- The QA processes are not transparent enough and the reports are not published in a clear and accessible way
- No genuine participation, only a formal one, in a tokenistic way
- Selection and nomination procedures are not transparent
RECOGNITION

Figure 7.3: Main barriers to recognition of prior learning

- Lack of trust in the validation of qualifications: 25
- Limited information and a lack of trust among main stakeholders: 22
- Lack of resources/Cost of RPL: 15
- Lack of interest by the government in making this happen: 12
- Legislation limiting it or not allowing it: 11
- National Qualification Frameworks (NQF) have not been implemented nor their potential has been used fully for RPL: 6
- None, we do not understand why it is not in place yet: 2
The Students’ Role
Wisdom requires a flexible mind...

Dan Carlin
Questions?
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THANK YOU!