CLM5054

STUDENT-CENTRED LEARNING

Coordinator: [Assoc Prof Dr Ashley Edward Roy a/l Soosay](#)

Credit	4
Prerequisite/s	CLM5014 Teaching and Learning in Higher Education CLM5024 Curriculum & Instructional Design CLM5034 Principles of Teaching andLearning
Synopsis	This course focuses on the principles of Student- Centered Learning. It provides guidance to participants in planning and conducting student centered activities. The focus will be on inculcating the sense of responsibility for the students themselves to engage in the learning process. As students are more independent in their learning process, participants have greater responsibility in ensuring the quality of the learning outcomes, assessment and evaluation.
Learning Outcomes	By the end of this course, students will be able to: ● Identify, select and discuss appropriate student-centered activities for university classrooms ● Initiate the sense of responsibility for students in their own learning ● Identify, adapt and decide on SCL strategies that will lead to deeper levels of learning for students ● Facilitate and manage student-centered learning activities competently.
Student Learning Hours	<table><tr><td>Lectures</td><td>35 Hours</td></tr><tr><td>Student-Centered Learning</td><td>21 Hours</td></tr><tr><td>Self-Study</td><td>100 Hours</td></tr><tr><td>Quizzes, Tests & Examinations</td><td>4 Hours</td></tr><tr><td>Total</td><td>160 Hours</td></tr></table>
Learning Units	1. Introduction to Student-Centered ● Learning ● Principles and Definition ● Types of Student-Centered Learning ● Benefits for Instructors & Students 2. Case Study ● Introduction to Case Study ● Writing Case Study ● Assessment Methods 3. Problem-Based Learning ● The past, present & future PBL in ● UNIMAS ● Defining Problem-based Learning ● Trigger Formulation 4. Project Oriented Problem-Based ● Learning ● Overview ● Lab-based

	• Questionnaire-based
	5. Variation in SCL • Studio • Fieldwork • Bedside teaching
Assessment	<table><tr><td>Assignment 1 (Individual)</td><td>10 %</td></tr><tr><td>Assignment 2 (Individual)</td><td>15 %</td></tr><tr><td>Assignment 3 (Group)</td><td>20 %</td></tr><tr><td>Assignment 4 (Group)</td><td>20 %</td></tr><tr><td>Presentation</td><td>5 %</td></tr><tr><td>Final Exam</td><td>30 %</td></tr><tr><td>**Total**</td><td>**100 %**</td></tr></table>
References	1. Bender, B.(2003). Student-Centered Learning: A Personal Journal. ECAR Research Bulletin, 11, pp. 1-12. 2. Delisle, R.(1997). How-to Use Problem-Based Learning in the classroom. Association for Supervision & Curriculum Development. Virginia: ASCD Publication. 3. Duch, B.J., Groh,S.E. & Allen, D.E.(2001). The Power of Problem-Based Learning: A Practical "How To"for Teaching Undergraduate Courses in Any Disciplines. Virginia: Stylus Publishing. 4. O'Neil, G. & McMahon, T.(2005). Student-Centered Learning: What Does it Mean for Students and Lecturer? In O'Neil, G., Moore, S., McMulin, B.(Eds.), Emerging Issues in the Practice of University Learning and Teaching. Dublin: All Ireland Society for Higher Education (AISHE). 5. Schwartz, P., Menin, S., & Webb, G.(2001). (Eds.) Problem- based learning: Case studies, Experience and Practice. London: Kogan Page.