



LEARNER-CENTRED EDUCATION @ UM: *WHY AND HOW?*

28 August 2019 (W)
9:45 – 11:00 am
E3-1032

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TWO QUESTIONS

1. **What is** Learner-Centred Education or *what is not?*
2. **Does** Learner-Centred Education **matter** at UM?

MY APPROACH & GOAL

APPROACH: **Learner-Centred approach** to engage you in thinking about the two questions

GOAL: To provide you an opportunity to **reflect on** the way we educate our students and what more we should be able to do

What I do **not** intend to do...

Consider these approaches.

How do they relate to the Learner-Centred Education?

- ❖ Teacher-centred
- ❖ Subject/discipline/skill-centred
- ❖ Child-centred
- ❖ Learn-it-yourself approach
- ❖ No-right-answer approach
- ❖ Fun-centred approach
- ❖ Vocational education
- ❖ Market-driven education

My Story of Learner-Centred Education

- ❖ **Student-centred** history curriculum (**public history** for the public good)
- ❖ **Student-centred integration** in curriculum vs. extra-curriculum – LEO (Learning Enhancement Officer)
- ❖ **Outcome-based** approach promoted by UGC
- ❖ **Quality Assurance Council** in Hong Kong
- ❖ **Learner-centred general education** on **value enhancement**
- ❖ **My feeling** from *skeptical* to *curious* to **committed**

YOUR STORIES?

❖ **Your stories** of Learner-Centred Education?

❖ **Your feelings** about Learner-Centred Education?

DEFINITION OF LEARNER-CENTREDNESS

A Dictionary Of Education, S. Wallace (2015)

“An approach to teaching and learning in which **the learner, their interests, enthusiasms, and aspirations** are taken as the starting point of the education process, and the learner is credited with taking **responsibility** for their own learning.

CONTINUED

DEFINITION OF LEARNER-CENTREDNESS

A Dictionary Of Education, S. Wallace (2015)

The teacher or educator is regarded, according to this model, as a **facilitator** of learning, rather than as a dispenser of knowledge or skills;

CONTINUED

DEFINITION OF **LEARNER-CENTREDNESS**

A Dictionary Of Education, S. Wallace (2015)

From a philosophical point of view it sits uneasily with externally **imposed targets and testing** and with a **standardized curriculum**.

CONTINUED

DEFINITION OF LEARNER-CENTREDNESS

A Dictionary Of Education, S. Wallace (2015)

It is commonly (and to some extent inaccurately) used, however, simply to describe a style of teaching in which the learners are **actively engaged with their learning** rather than adopting the role of **passive recipients** of knowledge.

In this sense it is construed as the opposite **of teacher-centred learning, ...**”

RELATED APPROACHES

Whole-person education (intellectual, spiritual, and moral)

All-rounded education (multiple skills and knowledge)

Holistic education (intellect, emotions, imagination, body)

Liberal arts education (generalist/broad-based education vs. specialist/vocational education)

etc.

UM VISION

“The University of Macau (UM) aspires to be an outstanding, internationally-recognised institution of higher learning, firmly committed to **learner-centred education**, focused research with impact, and dedicated public service. It aims to nurture **self-reflective, caring**, and **socially responsible** persons within a culturally diverse and intellectually challenging environment.”

GLOBALIZATION OF HIGHER EDUCATION: A NEW REALITY

New environment of higher education

- ❖ diversity → convergence of ideas and practices
- ❖ elite education → mass education
- ❖ autonomy → accountability
- ❖ cost-irrelevance → cost-efficiency
- ❖ educational objective → educational outcome
- ❖ individuality → standardization
- ❖ self-assertion → quality assurance (fit for purpose)

GLOBALIZATION OF HIGHER EDUCATION: A NEW REALITY

Common expectations of university students

- ❖ gen ed + major → broad-based knowledge
- ❖ knowledge transmission → knowledge creation
- ❖ conformity mindset → innovative mindset
- ❖ passive learner → active learner
- ❖ knowledgeable graduate → graduate equipped with desirable knowledge and **desirable affective domain qualities**

THE GOAL OF UM'S EDUCATION

Rector Song states ...

To help students understand themselves

Students ask themselves:

“What do I **want to do**?”

integration of **personal ambitions** and **expectations of others**

“What **can I do**?”

integration of **personal competence** and **external opportunities** ↓

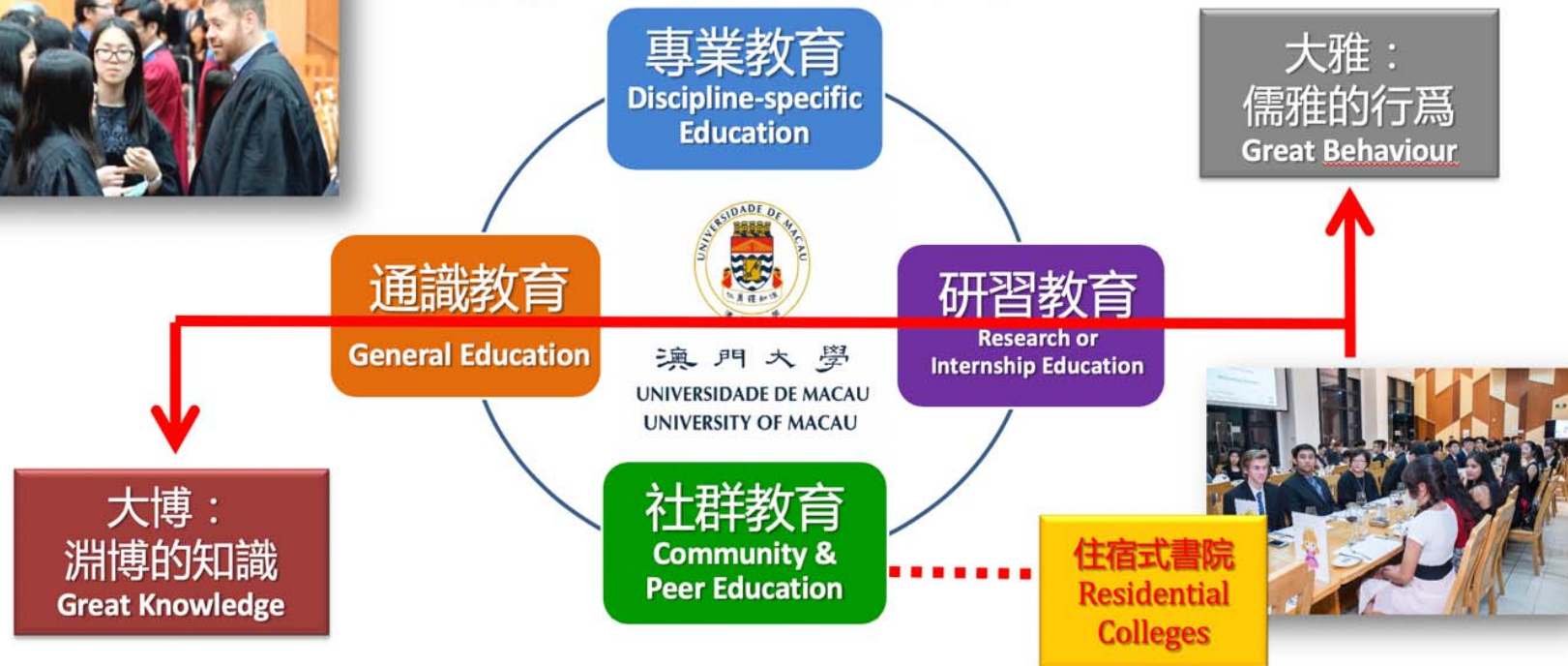
self-realization

realization in the forms of knowledge and commitment and action

LEARNER-CENTRED EDUCATION IN ACTION AT UM

The 4-in-1 Education Model

四位一體教育模式



To help students **understand themselves** through the 4-in-1 education model
通過四位一體教育模式讓學生認識自己

Let's think about learner-centred education

- ❖ What **alternative** approaches can you think of to realize UM's educational goal?
- ❖ What would be the **biggest challenge** for you in practicing the learner-centred approach?
- ❖ Why learner-centred approach **for this workshop**?
- ❖ Why **not** theories and examples of good practice?

Thank you!