

THE ROLE OF STUDENT-CENTERED EDUCATION IN CONTEMPORARY SOCIETY

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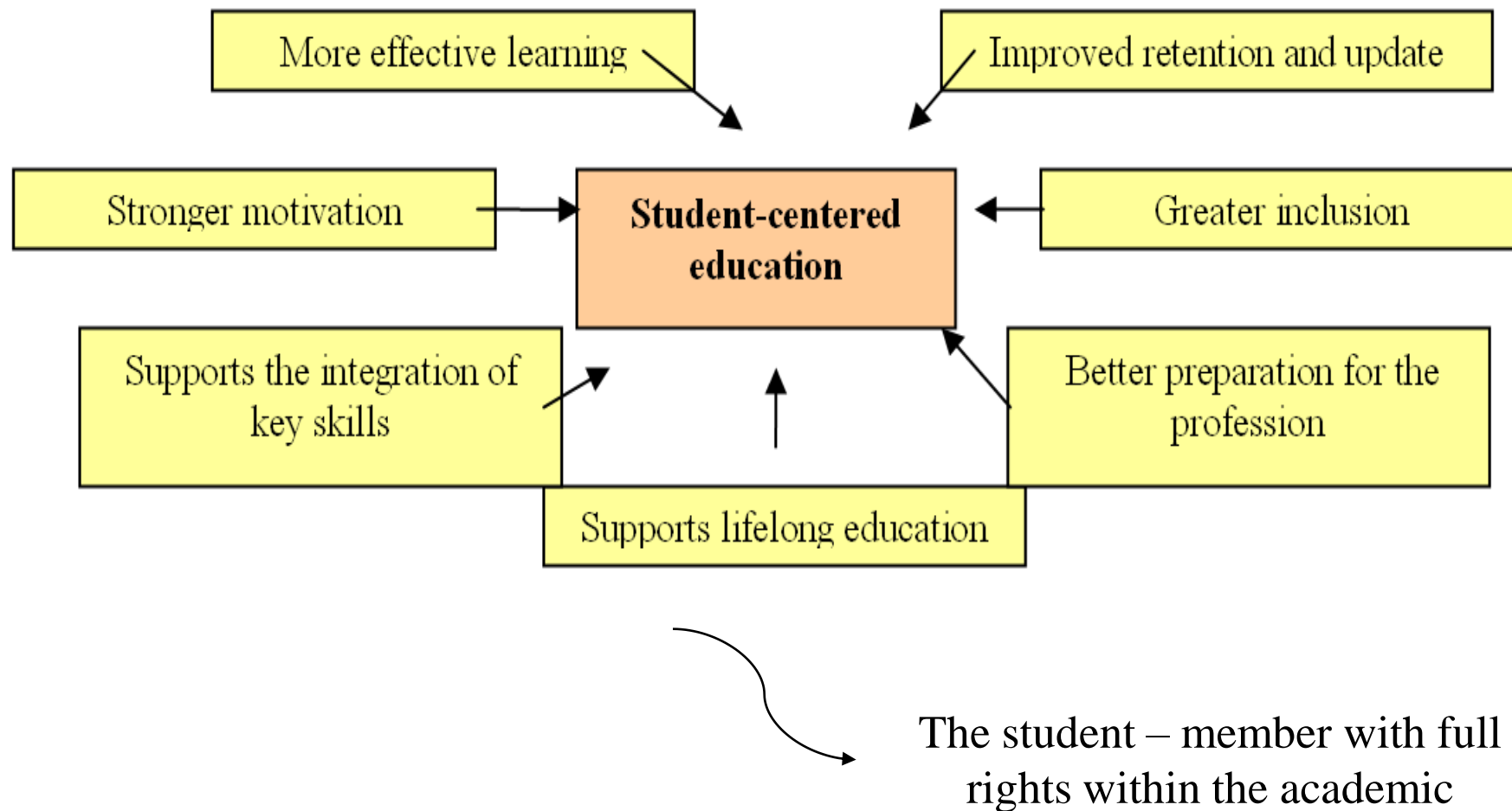


- Teaching and learning paradigm
- Benefits and drawbacks of the student-centered learning
- Case study
- Optimization of the student-centered learning

•Teaching and learning paradigm

| Teaching paradigm (teacher-centered) | Learning paradigm (student-centered) |
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| University | |
| Offers courses and programs | Creates learning environments |
| Delivers education | Produces learning |
| Transfers knowledge from the professor to the student | Encourages students to discover and produce knowledge |
| Professor | |
| Emphasizes the content of the disciplines that he has to teach | Follows the learning outcomes |
| Does not collaborates with the students | Insists on a partnership with the student in the educational process |
| Evaluates only at the end of the class | Evaluates permanently |
| Student | |
| Memorizes the contents submitted by the teacher | Brings his own contribution in identifying and exploring the content |
| Does not express his opinions | Formulates opinions and brings arguments to his judgments |
| Does not get involved in his own development | He is responsible for self-study and self-education |

Benefits of the student-centered learning



Drawbacks of the student-centered learning

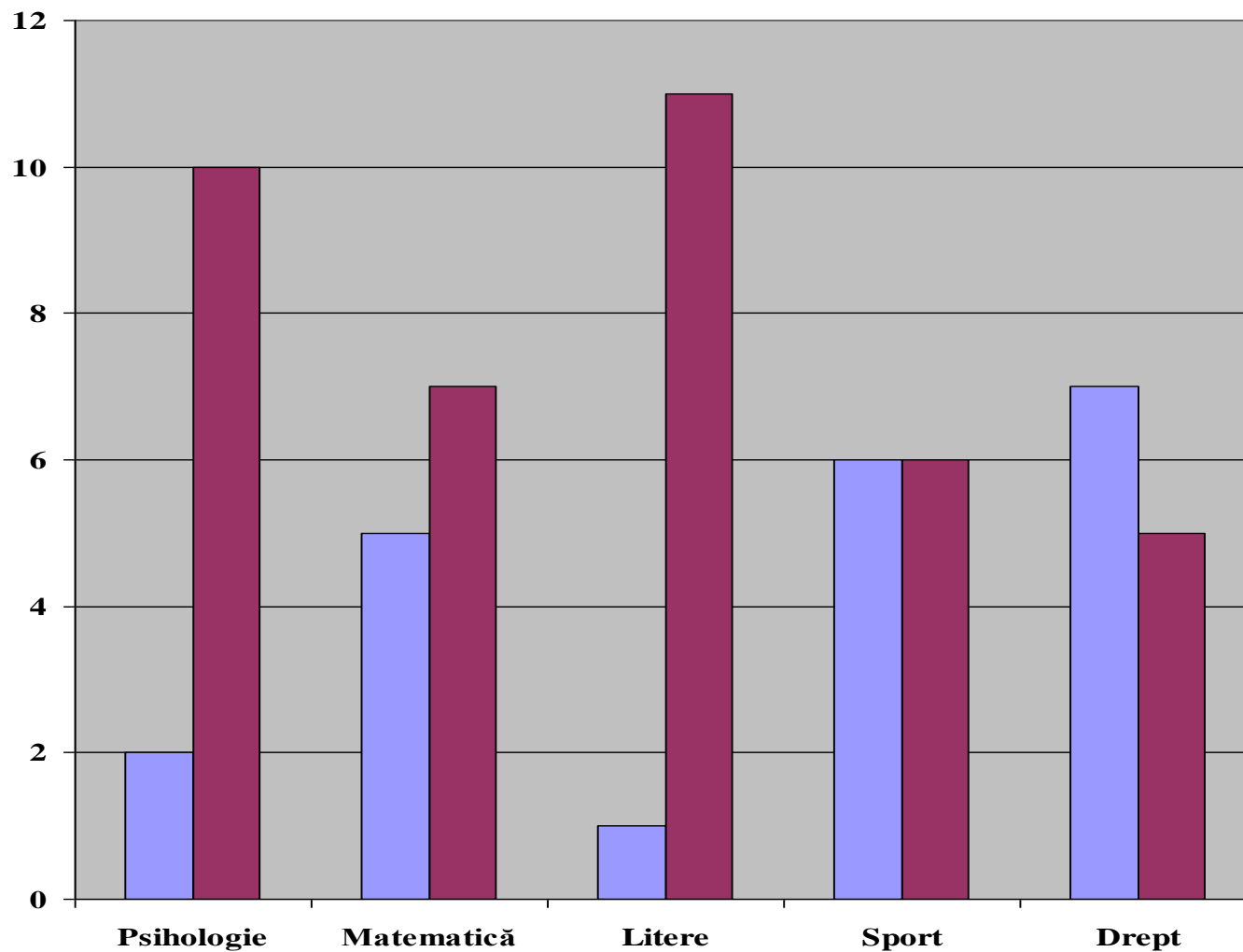
- lack of educational research;
- inadequate national policies;
- unfavorable staff working conditions;
- insufficient student participation;
- low level of cooperation between academic staff and students;
- other priorities at national level;
- lack of expertise;
- negative attitudes of teachers and students (timing, resistance to change, unwillingness towards novelty).



Optimization of the student-centered learning

- emphasis on scientific and interdisciplinary character of education as well as on its practical-applicative content in accordance with the national and international academic standards and the requirements of the main beneficiaries of the student training process;
- the promotion of student-centered learning through the transfer of preparation responsibility from the professor to the student, without diminishing the professor's role in the development and completion of the teaching act;
- encouraging the opinion pluralism through constructive debate and confrontation of ideas on various theoretical, methodological and practical issues;
- continuous adjustment of the educational curriculum to the specialization opportunities, vocational routes and university structures;
- continuous rise in the level of objectivity in evaluation by clearly establishing the criteria and the performance indicators;
- the development of educational offer, continuous updating and modernizing curricula and syllabuses, so as to make them attractive, competitive, efficient and appropriate to the demands of the future society;

- involvement in the educational process of professors ready to implement student-centered education and evaluate them through an open, honest and formative system, with the participation of higher education leaders, colleagues and students;
- improvement and diversification of the teaching resources to support the educational process, emphasis on the role of counselor and psychologist in the development of students;
- monitoring student progress in identifying possible failures in the educational process, in order to improve the educational curriculum;
- obtaining continuous feedback from companies or institutions which employ students, in order to adjust the syllabuses to the job requirements;
- continuous challenge to ensure professional practice of students to develop skills and competences;
- concern of the university to involve students and professors in national and international research projects.



■ Învățare centrată pe profesor
■ Învățare centrată pe student

- *Vision without action is a dream.*
- *Action without vision is simply passing the time.*
- *Action with Vision is making a positive difference.*

