

STUDENT CENTRIC TLE APPROACH

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Abstract-

In recent times, a view of learning has marked a huge transformation in teaching-learning environments (TLEs). Teacher-centered TLEs have been reinstated by student-centred ones where the teachers' approaches to teaching are more learning focused than content-based. Former research explores the relationship between student-centred TLEs and the quality of learning has shown contrary results. Former studies also indicate that various elements of TLEs may influence students' learning. This study explored course-level types of elements, upgrading related to TLEs. The TLEs of the courses assorted because the teachers adopted different types of methods to teaching. When the teacher's approach to teaching was identified as discordant, the students perceived several elements of the TLE as hindering. This concept revealed that inclusion of student-activating teaching-learning activities is important when designing TLEs, but that it is also crucial to design elements which guide and structure students' learning. Student-centered approach includes active participation in learning, cooperative learning, and inductive teaching and learning process. This paper attempts to find out the importance of student – centered approach to learning and provide quality education in Higher Education.

Abbreviation-

TLE: teaching-learning environment

Keywords:-

Student centered approach, quality education, Teaching-learning environment

I. INTRODUCTION

This paper evaluates the perceptions and practices of student centered approach to teaching as a means to providing quality education as a Model of Learner Centered Teaching as a conceptual framework. Many studies on learner centered teaching show that it is a process which engages learners and creates an environment of cooperation among peers to behave in a socially responsive manner to focus on group performance rather than isolated performance.

To achieve this group performance, learners can seek help of companion in group and teachers on the site for “guidance, wise advise, appreciation and encouragement” and coact. Therefore, the role of a learner becomes more responsive to be a participant in learning that is a paradigm shift, which is missing in teacher centered approach where students remain passive learners.

Helping learners during the activities in cooperative and active learning situations, teachers use different tools of assessment for learning by providing constructive feedback to improve learning. That is why, Student Centered Approach to Teaching (SCAT) is considered to be one of the best ways to achieve the objective of providing quality education, out of their classroom and in their community life.

In this way, they get useful feedback to improve their skills of social interactions. However, most of the teachers lag behind in using these strategies to achieve this objective for many reasons. Therefore, teachers mostly prefer, conventional methods to complete their syllabi in the given period of time and provide just directions to the whole class to do things accordingly. This teacher centered instruction again compels students to go for rote learning to pass the high stake testing rather than getting enough chances to work in smaller groups, focusing on their learning difficulties and discussing with their peers and teachers for their powerful learning. In such a situation, the slogan of providing quality education through SCAT remains external and thus students become puppets, not cognitive and socially conscious citizens.

II. PARADIGM SHIFT FROM TEACHER CENTERED TO STUDENT-CENTERED LEARNING

we widen some of the ideas on student centered approach by explaining:

“This means that planning often begins with the student in mind as opposed to a rules or curriculum artifact, for example. Done well, it can pacify some of the more pressuring parts of academia, while also decreasing the distance between the student and