Hybrid Training Seminar:
Student-Centered Learning Teaching and Assessment

06/07 September 2022

Abstracts

Keynote 1:	*SCLT: What, Why, When and How?*	Sabine Hoidn, University of St. Gallen, CH

Planning student-centered courses means placing students and their learning processes and outcomes at the center of the educational process with the purpose of supporting deeper learning. Classroom research shows that «good», i.e. effective instructors invest time and effort in the preparation and organisation of their courses.

This keynote will address five questions instructors need to answer when planning for effective student-centered learning and teaching: (1) What should students know/understand/can do and why (learning content and goals (competencies))? (2) Who are my students, what do they know and can do (prior knowledge)? (3) Which assignments and assessment tasks allow for the acquisition and assessment of the learning goals? (4) Which activities, media, materials support the acquisition of the learning goals? (5) Which routines and norms of interaction support the cultivation of a community of learners?

Workshop 1:	*Design Principles of SCLEs*	Manja Klemenčič, Harvard University (US)

This session introduces the concept of student-centred institutional ecosystems (SCEs) (Klemenčič and Hoidn 2020) to show how the various elements that we associate with SCLT relate to each other and comprise a comprehensive institutional (or system-wide) framework designed for activating and deepening student learning. The session will focus on the five components of the SCEs framework in higher education institutions: (1) curriculum, pedagogy and assessment, (2) teaching and learning infrastructure and support, (3) quality of learning and teaching, (4) governance and administration and (5) policies and finance. Participants will be prompted to evaluate SCEs within their higher education institutions and create action plans on designing and further developing these.

Workshop 2:	*Effective SCLT – What "Good" Instructors (Don't) Do*	Sabine Hoidn, University of St. Gallen, CH

What is "effective" teaching in higher education? What do "good" instructors (don't) do to support meaningful student learning? This workshop will tackle these questions introducing the model of the provision and uptake of learning opportunities as well as quality features of effective student-centered higher education learning and teaching based on empirical research. Participants will think about how effective student-centered practices can best be implemented in their own higher education classrooms.

ONLINE Workshop 3:	*Designing Inclusive Learning Spaces*	Laura Winer Adam Finkelstein, McGill University (CA)

All students need to be actively engaged in the classroom to create opportunities for meaningful, deep learning. Inclusive learning spaces support diverse learners across multiple dimensions. In this session we will use dimensions of inclusion from the Learning Space Rating System (physical, cognitive and cultural) to explore how to design inclusive learning spaces to support all learners.

Keynote 2:	*Students at the Center – Student Agency*	Manja Klemenčič, Harvard University (US)

This keynote will revolve around the question of what students need and expect from teaching. It will focus on student agency as one of the core motivators in student learning. Student agency refers to students having capabilities to develop learning and educational goals and design learning strategies, and to seize or create learning opportunities (Klemenčič 2020). We will address the ways educators can help students strengthen their agency. We will also discuss challenges and tensions in balancing teachers' needs and expectations and students' needs and expectations.

ONLINE Workshop 4:	*From policy to practice of SCL: students as co-creators*	Gohar Hovhannisyan Aleksandar Susnjar (former ESU representatives)

This session will offer an opportunity for the participants to reflect on their understanding of SCL and see a student perspective on how SCL policies can translate into practice. The objective of the session is to help participants find approaches and motivation for fostering an environment in which students are co-creators of the learning and teaching process. In the second half of the session, the participants are expected to share examples of SCL from their own context.

Workshop 5:	*Technology in Creating Effective SCLEs*	Sabine Hoidn, University of St. Gallen, CH

The Corona crisis required instructors in higher education to abruptly teach in online and hybrid environments. In this workshop, we will look at how technology-supported strategies and digital tools can be applied to effectively design student-centered learning environments that encourage student thinking and participation. Instructors discuss and reflect upon concepts, (digital) tools, strategies and practical ideas reviewed in this workshop to further develop their own courses and programs with a focus on activating students.

Workshop 6:	*Student Engagement and Active Learning*	Manja Klemenčič, Harvard University (US)

This session will focus on enhancing student engagement and active learning in a course. In small groups, we will work on designing a toolbox of instructional practices, from small instructional moves like "think-pair-share" to pedagogic approaches like research or project-intensive courses or peer instruction.

ONLINE Workshop 7:	*"Flipping" Course Content: A New Process and Updated Perspective on Operationalizing SCLT*	Aaron Kessler Sean P. Robinson, MIT (US)

The author(s) will build on their previous experience purposefully reducing the cognitive load of lab work through the curricular transformation of traditional problem structures to computer graded pre-lab questions. The workshop will engage participants to consider their own course goals, the deeply situated nature of their learners, and other contextual factors that need to be considered in the transition to SCLT.

To accomplish this, the author(s) will situate this work in the recently released Learning Engineering Process and provide opportunities for participants to explore how the iterative nature of the process can and should shape the way we consider instructional change toward SCLT in higher education.

ONLINE Workshop 8:	*Designing for Learning Genesis*	Julie Schell Rachel Martin University of Texas at Austin (US)

Assessment is a ubiquitous feature in education. However, instructors most often use assessment to measure or evaluate what students have learned rather than to create opportunities for learning. More than a century's worth of cognitive science literature points to the power of well-designed assessments to enhance learning by capitalizing on what we know about human memory. In this workshop, we will provide an overview of the cognitive features of assessment, the benefits of using low-stakes assessments, and the important role of feedback, which when well-designed, can generate high-impact learning experiences.