

A Qualitative Student-Perspective Study of Student-Centered Learning Practices in the Context of Irish Teacher Education

Authors : Pauline Logue

Abstract : In recent decades, the Irish Department of Education and Skills has pro-actively promoted student-center learning methodologies. Similarly, the National Forum for the Enhancement of Teaching and Learning has advocated such strategies, aligning them with student success. These developments have informed the author's professional practice as a teacher educator. This qualitative student-perspective study focuses on a review of one pilot initiative in the academic year 2020-2021, namely, the implementation of universal design for learning strategies within teacher education, employing student-centered learning strategies. Findings included: that student-centered strategies enhanced student performance and success overall, with some minor evidence of student resistance. It was concluded that a dialogical review with student teachers on prior learning experiences (from intellectual and affective perspectives) and learning environments (physical, virtual, and emotional) could facilitate greater student ownership of learning. It is recommended to more formally structure such a dialogical review in a future delivery.

Keywords : professional practice, student-centered learning, teacher education, universal design for learning

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