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1. SCL today | *SCL dnes*

- **EU** defines SCL as: "*… an overarching approach to designing higher education processes, which is founded on the concept of student agency. SCLT primarily concerns the capabilities of students to participate in, influence and take responsibility for their learning pathways and environments, in order to have a transformative learning experience and thus achieve deeper learning outcomes.*"

  … participácia, vplyv a zodpovednosť študentov za ich vzdelávaciu cestu a prostredie … transformatívny zážitok … dosiahnutie výstupov vzdelávania.

- **Within EHEA,** SCL is considered: "*…an approach to education, which aims at overcoming some of the problems inherent to more traditional forms of education by focusing on the learner and their needs, rather than being centred around the teacher's input.*"

  … zameranie na učiacich sa a ich potreby, skôr než orientácia na vstup učiteľa.

- **ESU** defines SCL as: "*a mind-set and a culture within a given higher education institution and is a learning approach which is broadly related to, and supported by, constructivist theories of learning. It is characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.*"

… kultúra VŠ … študenti ako aktívni účastníci vzdelávania … prenositeľné spôsobilosti

Zapojenie v riadení VŠ
involvement in governance structures

interactivity *interaktivita*

individuality *individualita*

Inovatívne metódy učenia
innovative teaching methods

kredity
ECTS

mobilita
mobility

Digitálne technológie
digital technologies

flexibility of curriculum
Flexibilita učiva

supportive and inspiring learning environment

Podporujúce a inšpiratívne prostredie na učenie sa

qualification frameworks

recognition
uznávanie

pedagogical innovation
Pedagog. inovácie

Kvalifikačný rámec

high quality teaching

course content
Obsah predmetu

Vysoká kvalita učenia

Student centred learning - V1 September 2016 - BFUG Secretariat

1. SCL today | *SCL dnes*

- How student-centered is the learning process was assessed by ESU in the publication BWSE 2020
- The concept of SCL was first mentioned in the Bologna Process in the Leuven Communiqué in 2009, where it became one of the future goals of the Bologna Process
- Reaffirmed in the 2012 Bucharest Communiqué, the 2015 Yerevan Communiqué (EHEA, 2015) and the 2018 Paris Communiqué

SLOW AND UNEVEN IMPLEMENTATION WITHIN EHEA!

- *ESU posúdila ako orientovaný na študenta je vzdelávací proces v publikácii BWSE 2020 - Bologna cez oči študentov 2020*
- *Prvykrát bol koncept SCL spomenutý v Boloňskom procese v komuniké z Leuvenu (2009) a stal sa jedným z hlavných cieľov Boloňského procesu.*
- *SCL sa opäť spomína v komuniké z Bukurešti (2012), Jerevanu (2015), Parížu (2018) a naposledy aj z Rímu (2020)*

POMALÁ A NEROVNÁ IMPLEMENTÁCIA V EURÓPSKOM VŠ PRIESTORE
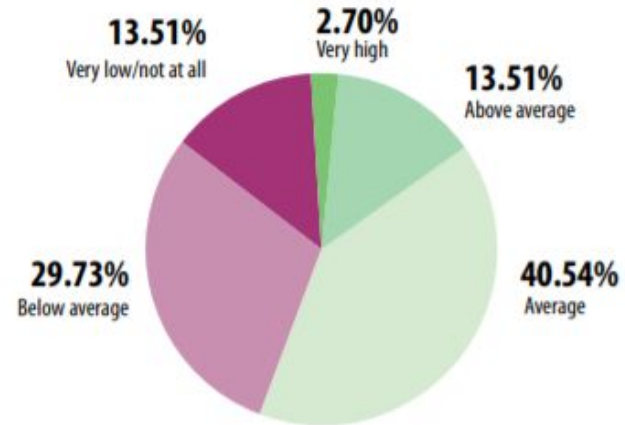
1. SCL today | *SCL dnes*

- ECTS and learning outcomes enable functioning SCL approach, however somewhere they are still based on students` workload instead of learning outcomes

- Students wish to see a stronger connection between SCL and the social dimension of higher education and student well-being

- Visible gap between the European policy and national practice from the perspective of the NUSs

- *ECTS a výstupy vzdelávania majú umožniť fungovanie SCL prístupu, ale na viacerých miestach sú kredity založené na záťaži na študentov namiesto výstupov vzdelávania*

- *Študenti chcú vidieť silnejšie prepojenie medzi SCL a sociálnou oblasťou VŠ a (duševnou) pohodou študentov*

- *Podľa študentských únii existujú veľké rozdiely medzi európskymi politikami a praxou na národnej úrovni*

2. SCL in a QA context
2.1. Internal QA | *vnútorné systémy zabezpečovania kvality*

- 94% on NUSs state that they are involved in internal QA processes (8% increase)
  - *Študenti zapojení do VSZK*
- 45,95% say that the students are involved in internal QA as full-members with voting rights
  - *Študenti ako hlasujúci členovia*
- 19% say students are only consulted as a source of information during consultations
  - *Študenti len ako zdroj informácii*
- Level and form of involvement highly differs per institution and is, therefore, difficult to generalise
  - *Rôzne úrovne a rozsah zapojenia študentov naprieč VŠ*

To what extent is SCL considered as a factor of the internal QA in your country?
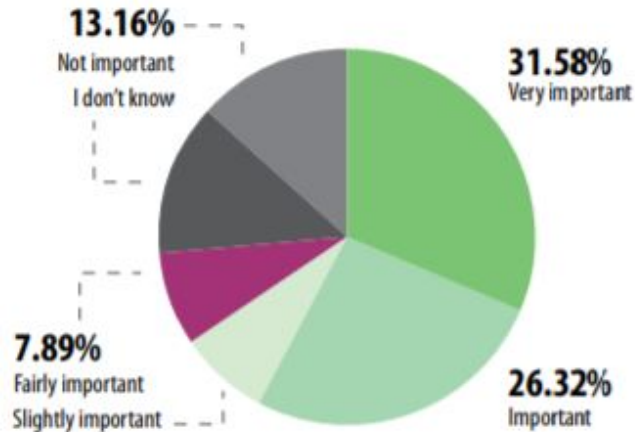
13.51% Very low/not at all
2.70% Very high
13.51% Above average
29.73% Below average
40.54% Average

Consulting students does not equal SCL or active participation in internal QA!

Konzultácia ≠ SCL

2. SCL in a QA context
2.2. External QA | *externé systémy zabezpečovania kvality*

According to your NUS, how important or not important is the ESG2015 standard 1.3 seen by the QA agency/ies in comparison with the other standards?

13.16%
Not important
I don't know

31.58%
Very important

7.89%
Fairly important
Slightly important

26.32%
Important

- Different results than for the internal QA
  - *Rozdiel oproti VSZK*
- More than 50% of NUSs state the importance of the SCL in the external QA processes
  - *SCL skôr dôležité pri externom*

We cannot always quantify SCL approaches or assess them by categories. SCL is, above all, a process we need to track, and the only assessed feature should be variety of student engagement and the progress made by the institution!

SCL sa nedá jasne kvantifikovať,
dá sa ale pozrieť na rozsah zapájania
študentov a progres VŠ

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3. Points of improvement | *priestor na zlepšenie*

- Developing a structure which will follow up on and **monitor the implementation** of the recommendations produced by the BFUG's Advisory Group on Learning and Teaching
  - *Monitorovanie implementácie odporúčaní BFUG v oblasti učenia sa a učenia*

- Internal QA should **enhance the involvement of students** and promote their **meaningful participation**
  - *VSZK by mali ponúkať študentom zmysluplné zapojenie*

- European HEIs should incorporate **active student approach** in relevant policy documents and make sure the implementation occurs
  - *Európske VŠ by mali zaviesť aktívny prístup k študentom do svojich politík*

- Retrain those involved in the curricula development on defining learning outcomes and their connection to the ECTS points
  - *Preškolenie tvorcov učebných osnov, tak aby lepšie vedeli definovať výstupy vzdelávania a ich prepojenie na ECTS*

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3. Points of improvement | *priestor na zlepšenie*

- **Capacity building activities for students** for engaging in building the SCL approach at their HEI
  - *Aktivity na posilnenie kapacít študentov na zapojenie sa do tvorby SCL prístupu na ich VŠ*

- External QA should focus on **prioritising the assessment of those accreditation standards which are linked to SCL**
  - *Prioritizovanie štandardov prepojených na SCL pri externom zabezpečovaní kvality*

- Communicate the importance of SCL through external QA to all the QA agencies and HEIs in the EHEA
  - *Komunikácia dôležitosti SCL všetkým agentúram na zabezpečovanie kvality a VŠ v EHEA.*

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4. The role of students | Úloha študentov

- Active and meaningful participation is the highest priority!
  - *Aktívne a zmysluplné zapojenie je najväčšia priorita!*

- Students should not only monitor implementation and suggest improvements, but they should also be the ones organizing SCL capacity-building activities
  - *Študenti nielen kontrolujú a podávajú návrhy, ale sami organizujú aktivity na budovanie kapacít v oblasti SCL*

- Forming national and international QA Pools highlighting the importance of ESG point 1.3
- National students` QA pools` establishment
  - *Vytvorenie a formovanie národných a medzinárodných zoznamov (študentských) posudzovateľov / expertov na zabezpečovanie kvality*

4. The role of students | Úloha študentov
The perspective of ESU`s QA Pool

- SCL is usually approached from an individual's perspective
  - *K SCL sa pristupuje z perspektívy jednotlivca*
- Let's see how your perspective varies
  - *Pozrime sa ako sa vaše perspektívy líšia*

Log into / *Otvorte* www.menti.com
Use code / *Zadajte kód* **7336 7200**

https://www.menti.com/dsv5zjxx6j

4. The role of students | Úloha študentov
The perspective of ESU`s QA Pool - Perspektívy

Nr.	SCL characteristic	Point of view	How we should look at the SCL
1	Diversity of students *Diverzita študentov*	Usually structural or "pull" factors for foreign students/ vulnerable groups *Zahraniční študenti, ohrozené skupiny*	Complete approach: tracking the implementation measures, following-up and actively promoting diversity and internationalisation, guaranteed academic freedom *Implementácia a propagácia diverzity a internacionalizácie, garantovanie akademických slobôd.*
2	T&L modes *Učenie a učenia sa*	Virtually/ in presence *Virtuálne / prezenčne*	Flexible learning per type of the student. Supporting informal and non-formal competencies, use of digital tools, promoting open science concept etc. *Flexibilita učenia, podpora ne/informálnych, digitálne nástroje, open science*
3	Mode of delivery and pedagogical methods *Pedagogické metódy*	Students` assessments *Hodnotenie študentov*	The education and training of the teaching staff, supporting learners` autonomy *Vzdelávanie a tréning učiteľov, podpora autónomie učiaceho sa*

4. The role of students | Úloha študentov
The perspective of ESU`s QA Pool

Nr.	SCL characteristic	Point of view	How we should look at the SCL
4	Testing and examination methods	Course outcomes	Learning outcomes, extracurricular activities, flexibility of examinations, innovative testing methods, quality of testing and the integrity of HEI
	Metódy testovania a skúšania	*Výstupy predmetu*	*Výstupy vzdelávania, mimoškolské aktivity, flexibilita skúšania, inovatívne testovanie, kvalita testovania a integrita VŠ*
5	Students` assessments and appeals	Present/ not present	The quality of the assessment, previous reports and improvements, students` role in assessments etc.
	Hodnotenie od študentov a podnety	*Prítomné / neprítomné*	*Kvalita hodnotenia, posledná správa a zlepšenia, úloha študentov v hodnotení*

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4. The role of students | *Úloha študentov*
What can we measure? | *Čo vieme merať?*

- The presence of students in all governing bodies of the University and the change in their numbers
- Improvement at the institution based on students` assessments, and tracking students` satisfaction
- Tracking the availability of students` support services (mental health services, diet, students` identity cards, employability, flexibility of learning, scholarships, support for student-parents
- Recognition procedures` accessibility and improving retention measures for international students
- Students` participation in bodies for the protection of academic freedom and integrity
- Number of student bodies and organizations
- Increase in the number of funding opportunities for students (entrepreneurship, projects, patents etc.)
- Involvement of students in building curricula, developing learning models
- Use of innovative technologies and methods of teaching
- **Education of the teaching and supporting staff**

- Zapojenie do riadenia VŠ
- Zlepšovanie VŠ na základe študentského hodnotenia
- Dostupnosť študentských podporných služieb
- Uznávanie a procesy
- Zapojenie do orgánov na ochranu integrity a akademickej slobody
- Počet študentských organizácii, orgánov a spolkov
- Nárast možností na financovanie študentských projektov
- Zapojenie do tvorby učiva/kurikula
- Inovatívne metódy, technológie
- Vzdelávanie učiteľov

5. SCL of the future | SCL budúcnosti

- Students in the centre of a working- model of SCL
  - *Naozaj orientácia na študenta*
- Better tracking of the outcomes and a unified implementation
  - *Lepšie sledovanie výstupov a unifikovaná implementácia*
- Integrated with the internationalisation measures
  - *Integrácia s medzinárodnými opatreniami*
- Bottom-up approach
  - *Prístup zdola nahor*
- Sharing good practices between HEIs
  - *Zdieľanie príkladov dobrej praxe naprieč VŠ*

Students` assessments in a different format: more constructive, less completing a requirement!
Iný prístup k hodnoteniu: konštruktívnejší, menej zameraný na splnenie požiadavky!

Do not be afraid to let the students guide the learning process!
Nebojte sa, nechať študentov viesť proces učenia sa!

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