University of St.Gallen

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Student-Centered Teaching for Deeper Learning and Engagement

PD Dr. Sabine Hoidn, University of St. Gallen

24. January 2025

"From insight to impact"

Agenda

- Constructivist conception of learning and teaching
- High-performing students
- Student-centered learning and teaching (SCL&T)
- Design features of effective student-centred learning environments/ ecosystems

Constructivist conception of learning and teaching

Effective learning and teaching in higher education

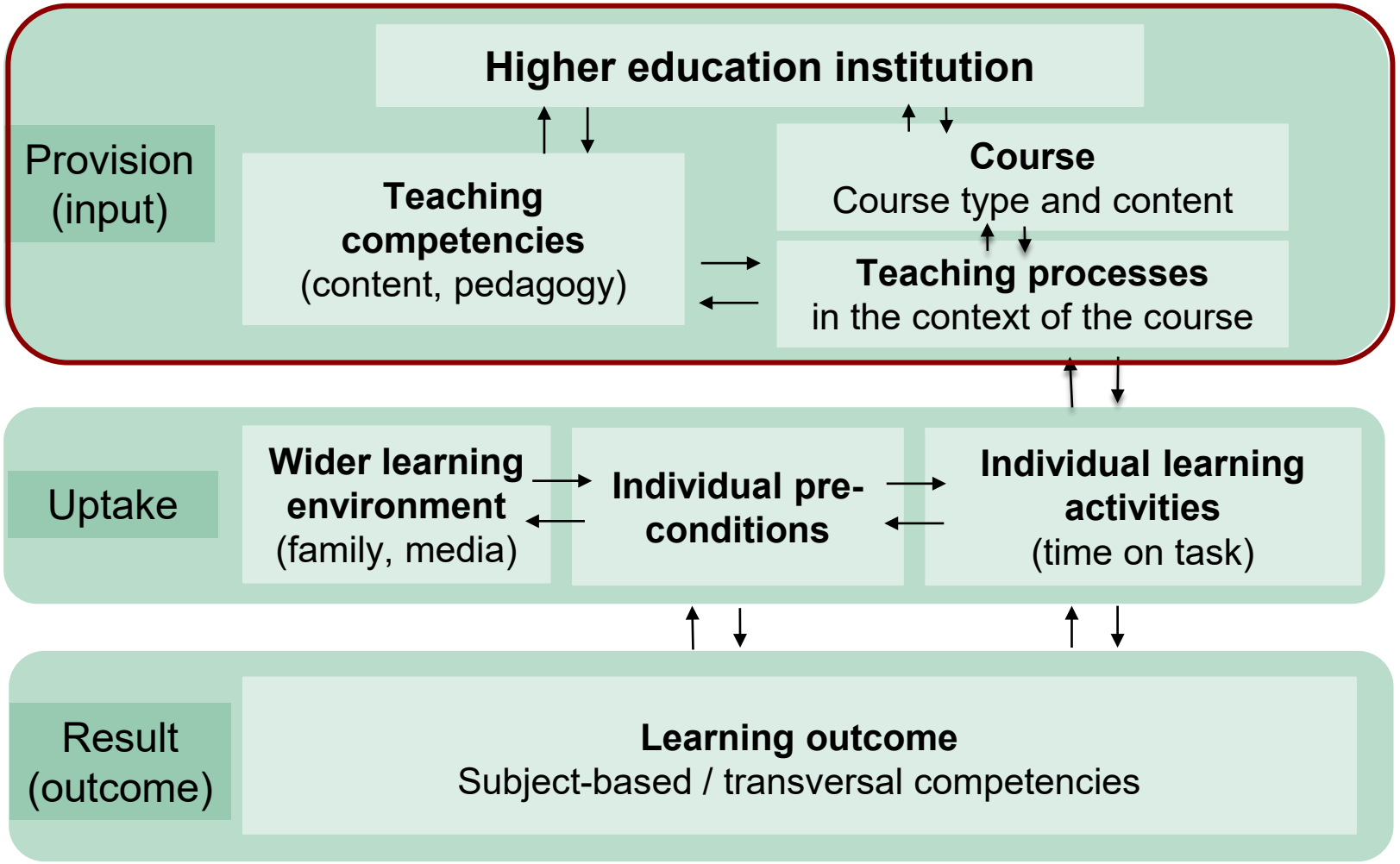
Learning = (co-)construction or re-construction of knowledge based on prior knowledge, ideally with high self-regulation and self-motivation (Reusser, 2014, S. 4).

Effective = successful in producing an intended result (Oxford Dictionary).

Teaching = Instructors design and enact learning environments that support deeper learning (student meaning-making, competencies).

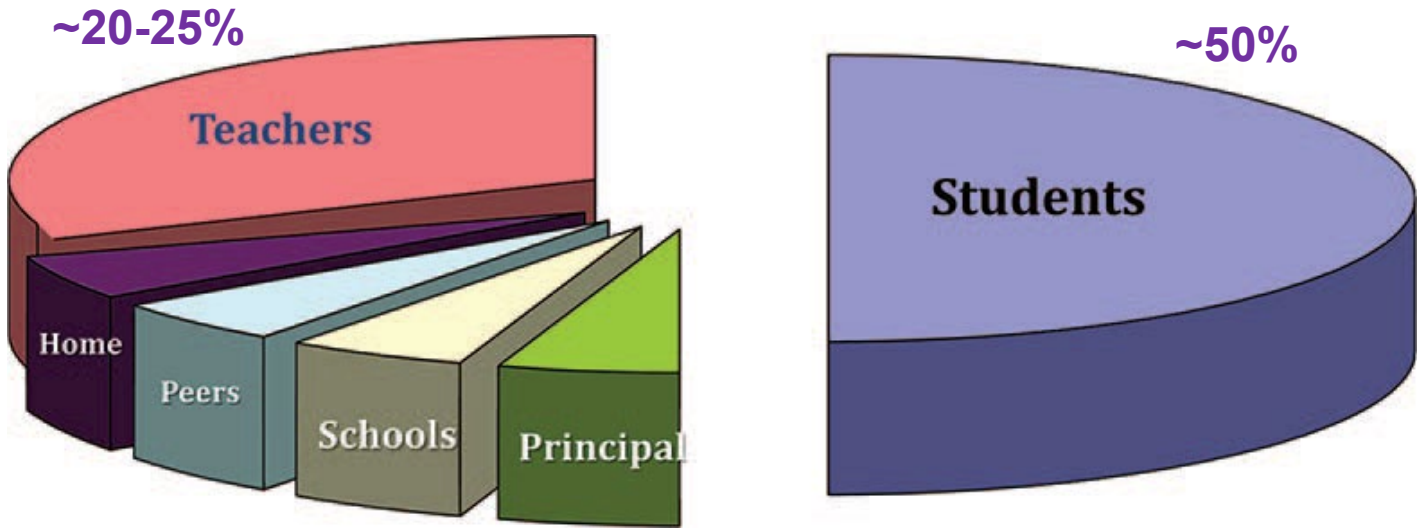
Hoidn, 2018

Model of the provision and uptake of learning opportunities



Braun, Weiß & Seidel, 2014

Distribution of variance of the various achievement influences (Hattie, 2015)



Hattie, 2015, p. 89

High-performing students

What «high-performing» students do

- High intelligence and prior achievement (e.g., grades)
- High performance self-efficacy
- Goal-oriented use of learning strategies (effort, time management)
- Self-motivation through «grade goals»
- Frequent/regular attendance of class (e.g., conscientiousness)

Schneider & Preckel, 2017

Self-efficacy as the most important motivational variable

Rank	Variable	*d*
2	**Performance self-efficacy**	1.81
5	Grade goal	1.12
19	Achievement motivation	0.64
45	Academic goals	0.36
52	Academic motivation training	0.33
54	Academic intrinsic motivation	0.32
69	Self-esteem	0.24
69	Learning goal orientation	0.24

of 105

Academic self-efficacy refers to the belief that one can successfully carry out the tasks and behaviors necessary to reach a designated level of academic achievement.

Large effect: $d > 0.65$
Medium effect: $d = 0.35–0.65$
Small effect: $d = 0.11–0.34$

Schneider & Preckel, 2017

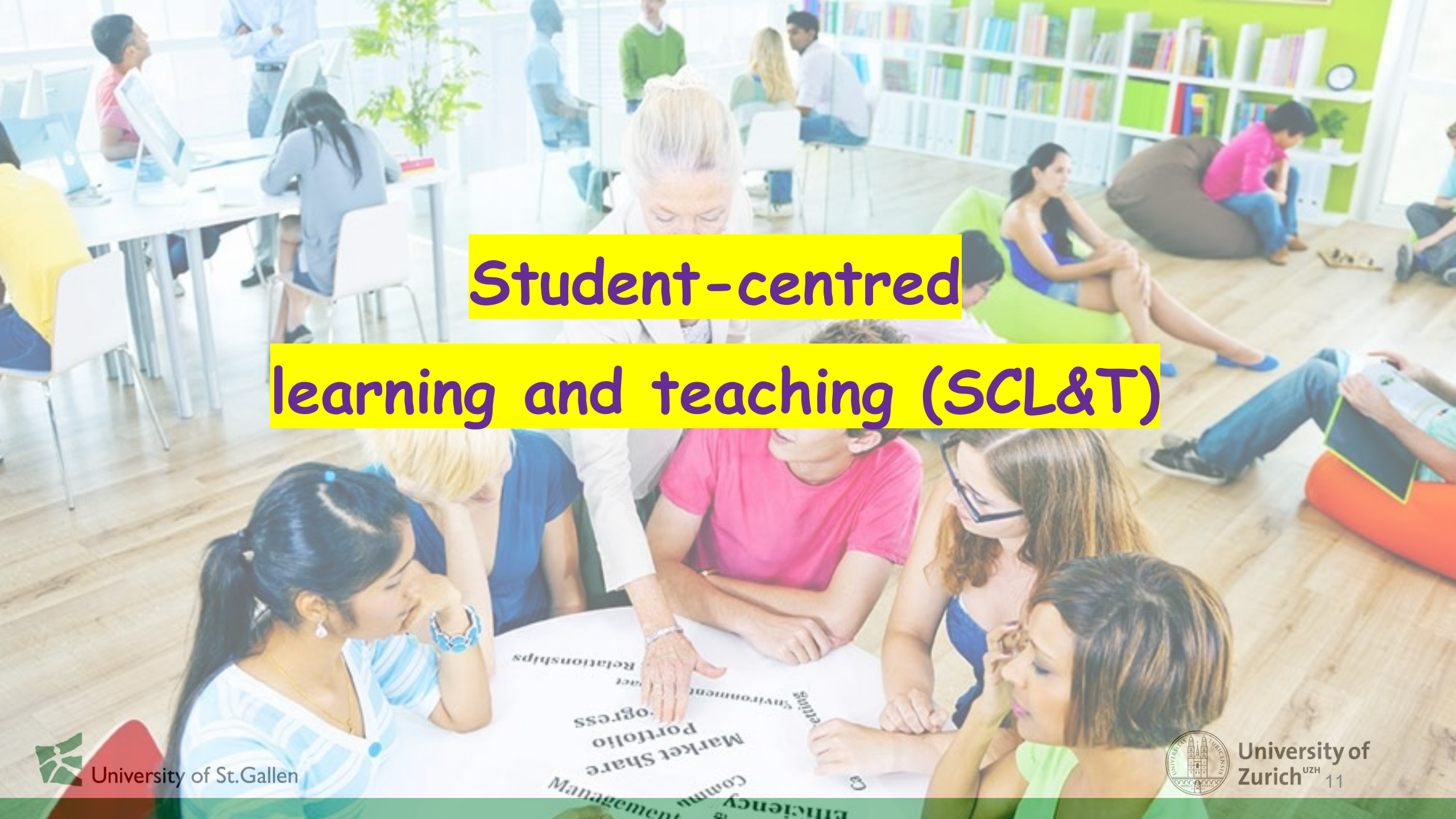
Promoting self-efficacy beliefs

Effective exam preparation occurs when students develop high self-efficacy beliefs (SEB) during a course (d = 1.81; very strong effect). This means they recognize/expect that their efforts will allow them to achieve the teaching-learning goals and receive excellent evaluations (Richardson et al., 2012).

What can instructors do?

- Clearly define learning objectives, exam requirements, and assessment criteria
- Provide sufficient resources for learning
- Enable success experiences (intermediate goals) and provide appropriate feedback (task-related, effort-related)

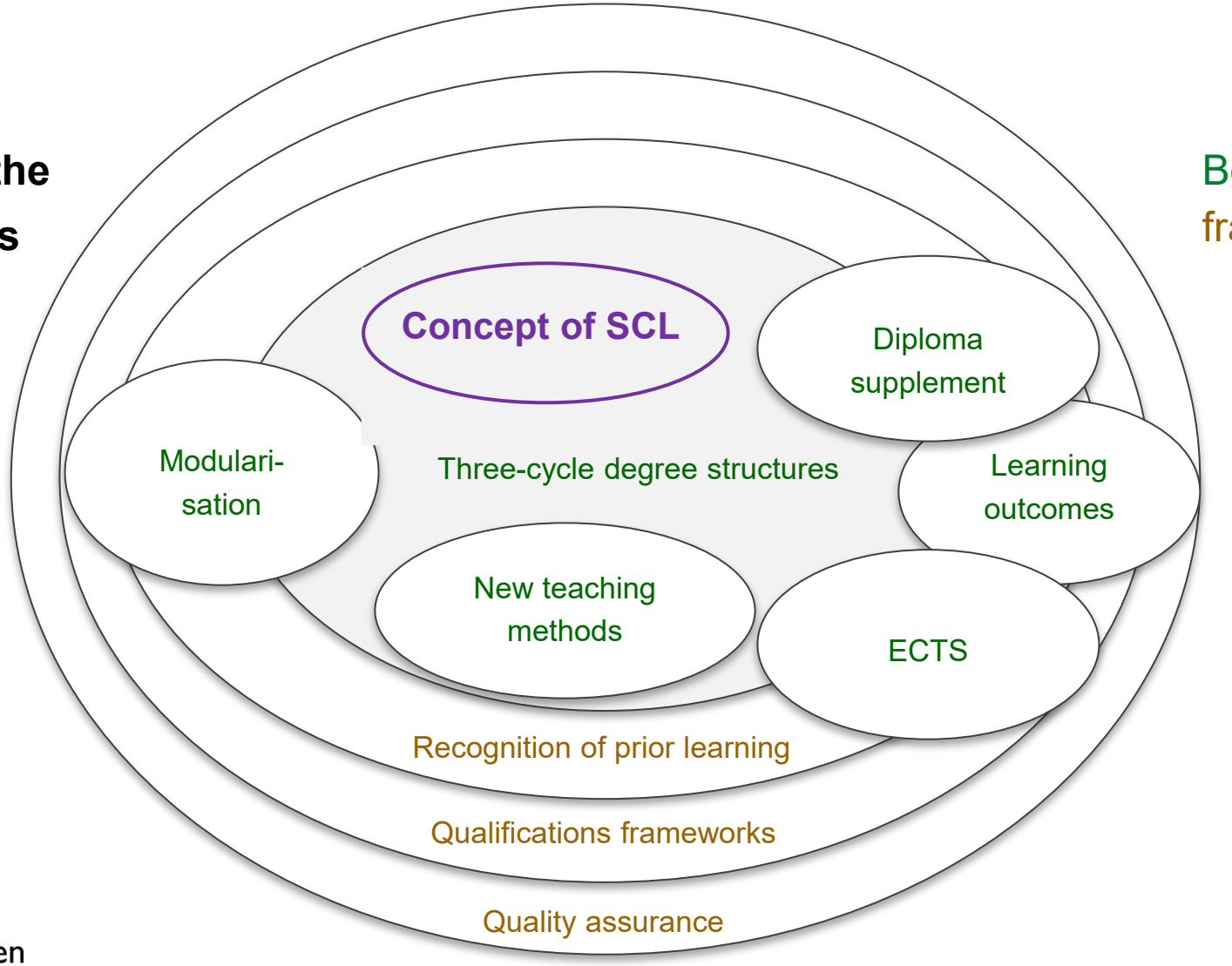
Negative factors include: Confusion (lack of structure), overwhelm, lack of help with problems, long chains of failure experiences, exam content/assessment criteria are not clearly related to seminar content



Student-centred learning and teaching (SCL&T)

The pedagogical concept of SCL and Bologna

Architecture of the Bologna Process



Bologna tools and framing instruments (3)

What does SCL&T mean? A definition

… refers to pedagogical concepts wherein students and their learning processes are placed at the heart of the educational process, with the aim to foster deeper learning processes and outcomes for students to become self-directed, lifelong learners.

Student-focused / Learning oriented

↓

Design of learning environments/ecosystems

↓

Output (Learning outcomes)

↓

Facilitation of learning

Students are at the center!

Hoidn, 2017, 2022; Hoidn & Reusser, 2020

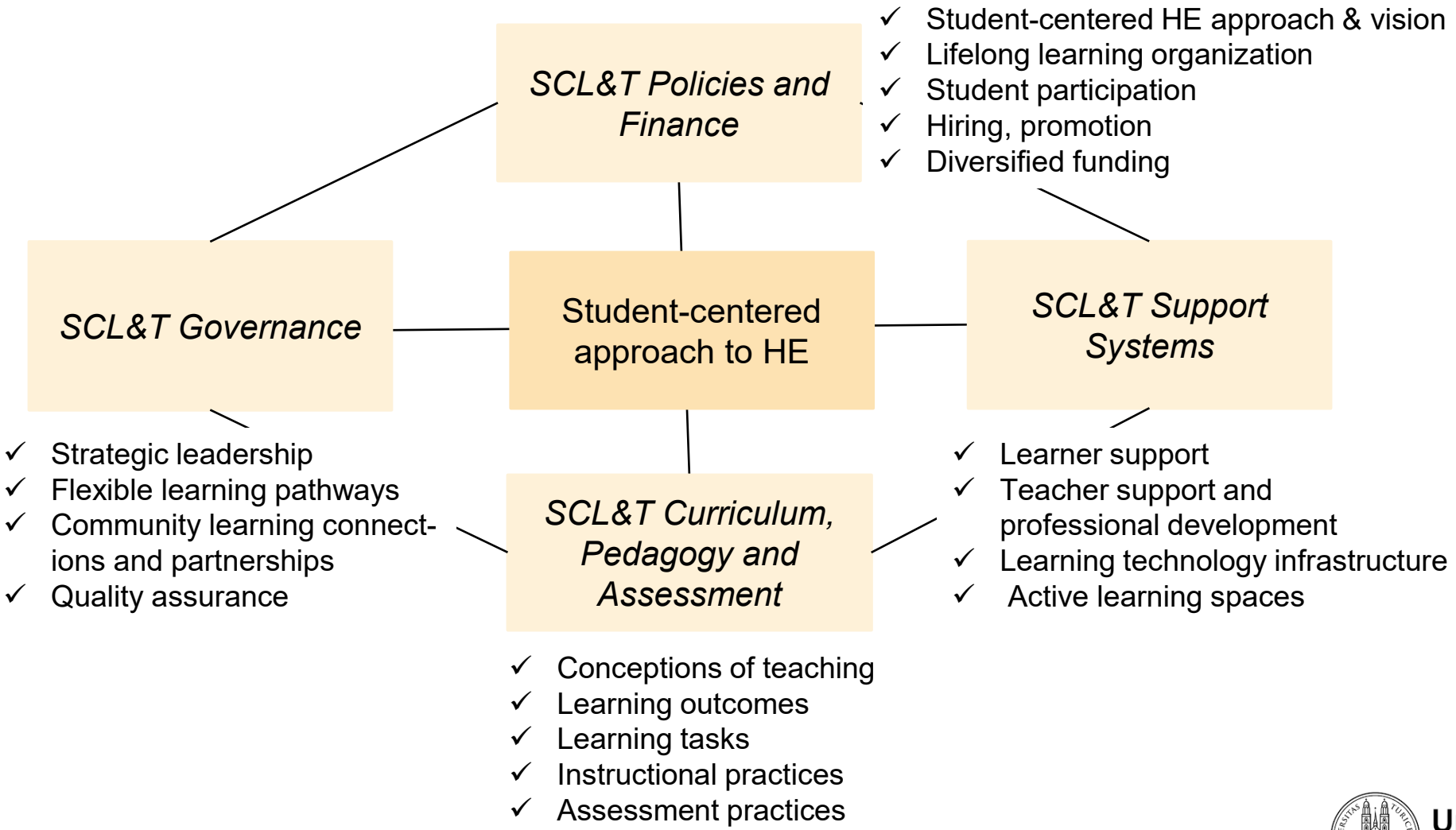
Holistic understanding of studentcenteredness

Student-centredness “describes an open and appreciative culture within an educational institution. It involves the mutual commitment of educators, staff, and students to collaboratively and co-creatively shape all teaching, learning, and study-related processes and structures of a university in a partnership manner. The goal is to prepare a diverse student body well for their responsibilities in the professional world and society. An essential characteristic of student-centredness is the equal participation in strategy and project development, as well as involvement in decision-making processes. Student-centredness as a design approach can be conceptualized in three areas: classroom learning and teaching, teaching and learning projects, and university organisation.

not just thinking about students but thinking with students, not just talking about students but talking with students, and not just designing for students but designing with students

Bachus, Saukel & Rahrt, 2023, p. 5

Student-centered ecosystems framework



Klemenčič & Hoidn, 2020

Example: Strategy Development Process at TU Wien

Formation of a working group on the topic of student-centered teaching

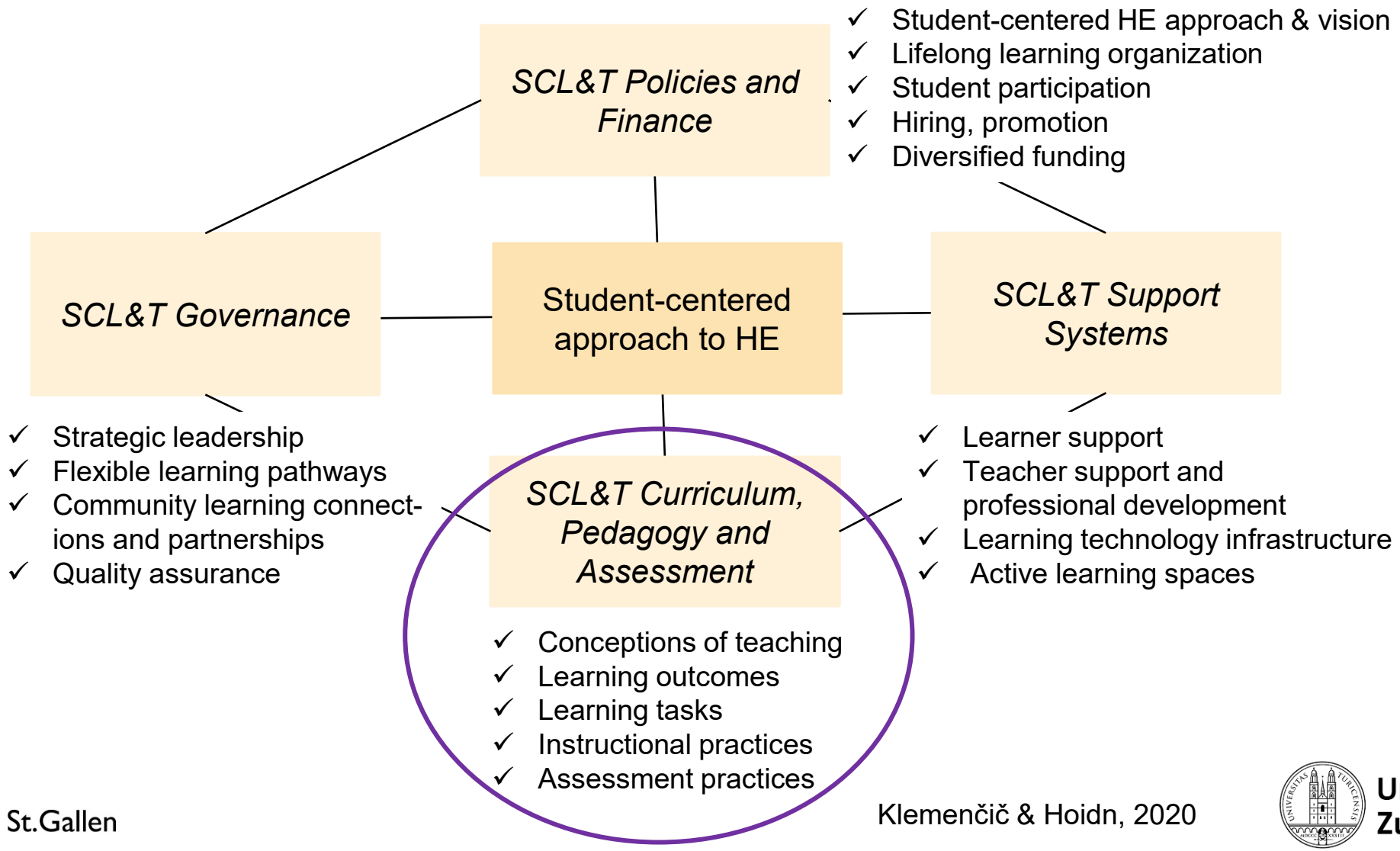
Panel discussion with external experts

Input from external experts on the following questions:

- What does successful student-centered teaching look like in practice?
- What factors are needed for successful implementation?
- What experiences from other universities can TU Wien benefit from?

Why are the needs and engagement of students not at the center of teaching?

Student-centered ecosystems framework



Klemenčič & Hoidn, 2020

Teacher-centred versus student-centred L&T (1)

	Teacher-Centred Learning	Student-Centred Learning
Approaches to learning (students)	**Surface** approach to studying	**Deep** approach to studying
Approaches to teaching (teachers)	**Teacher-focused** aiming at the trans-mission of information to the students	**Student-focused** aiming at bringing about conceptual change in the students (emphasis on learning)
Objectives and learning outcomes	**Teacher prescribes goals** based on curricular affordances and his own knowledge and interests Memorization and lower order thinking skills	**Students negotiate objectives** based on their prior knowledge, interests and experiences Application and higher order thinking skills
Responsibility for learning and teaching	**Teachers has full responsibility** for their teaching and the design of the educational environment (teacher as main source of knowledge)	**Students have full responsibility** for their learning, they are accountable for their learning process; teacher as facilitator and resource person
Choice	**Teacher chooses** mainly what, how, why, when, with whom, where to teach	**Student chooses** mainly what, how, why, when, with whom, where to learn

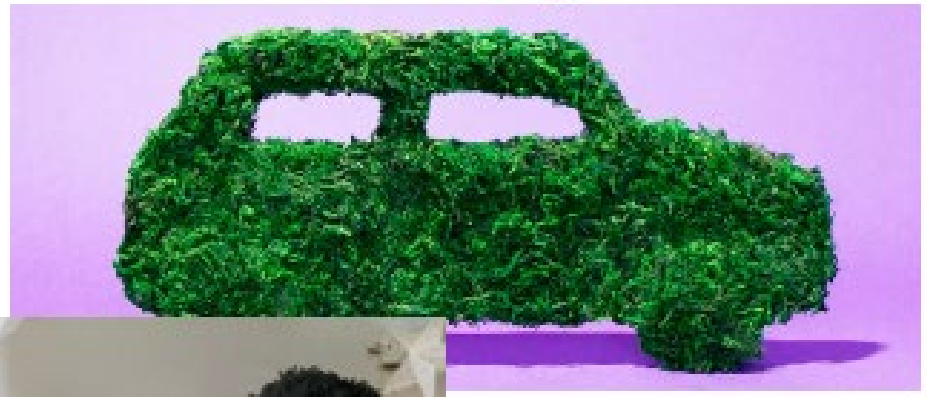
Teacher-centred versus student-centred L&T (2)

	Teacher-Centred Learning	Student-Centred Learning
Experiences, prior know-ledge	**Teachers' experience and knowledge**	**Students' experience and knowledge** (on the course, outside the institution and prior to the course)
Level of active involvement	**Teacher is active** Student is passive recipient of information	Teacher less active and more responsive **Students are active** ("doing") – knowledge construction – participation (involvement) – reflection
Power relation-ship between the student and the teacher	**Power is primarily with the expert teacher** (decision-making)	**Power primarily with the student learner** (decision-making); key decisions are made by the student through negotiation with the teacher
Assessment	Selective, summative, **teacher sets criteria**	Outcome-based, formative, **students involved** in assessment
Physical / mater-ial environment	Students sit in rows **Materials provided by the instructor** (e.g. textbooks, articles, work sheets)	**Students sit in circles, have access to multiple resources** (e.g. Internet access) and produce their own materials

Design features of effective student-centred learning environments/ecosystems

Interdisciplinary contextual studies at FH OST,St. Gallen

Artificial Intelligence (AI)



Climate and Energy

Living a healthy life and aging

Curriculum Design

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Degree course architecture University of St. Gallen (HSG)

	Core Studies			Contextual Studies	
	Classroom Study / Independent Study				
Master of Arts HSG Master of Science HSG* Master's Programme (1.5–2 years)	Compulsory Subjects	Core Electives/ Electives	Master's Thesis	Areas of Concentration	Skills
Bachelor of Arts HSG Bachelor of Science HSG* Subsequent majors (2 years)	Compulsory Subjects	Core Electives/ Electives	Bachelor's Thesis	Areas of Concentration	Skills & Languages
Assessment Year (1 year)					
Economics/Legal Sciences	Compulsory Subjects	Core Electives		Cultural & Social Sciences	Skills & Languages
Computer Science	Compulsory Subjects	Core Electives			

25 %

*Bachelor and Master of Science in Computer Science

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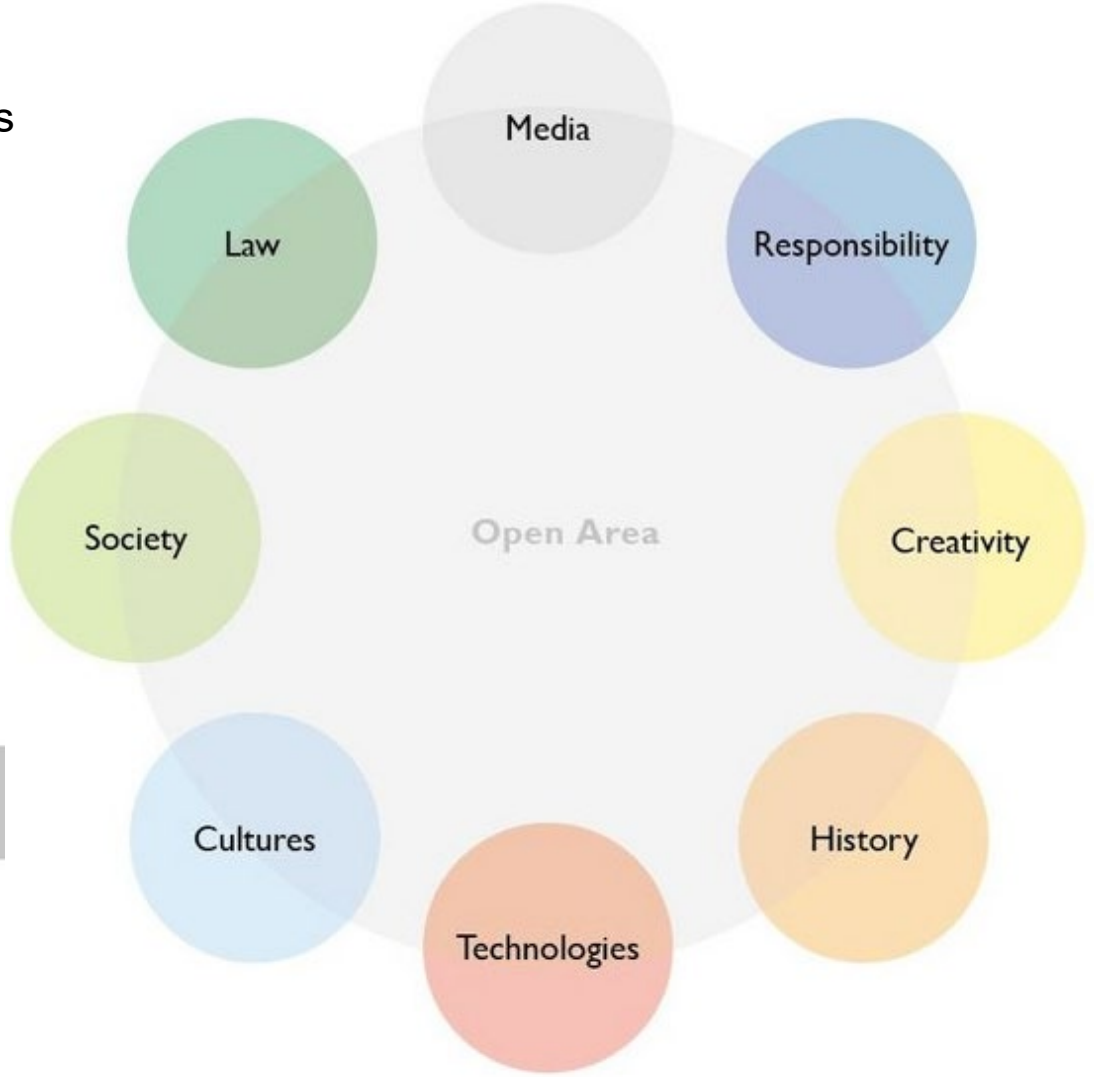
Contextual Studie HSG – 8 different areas of concentration

School of Social Sciences and Humanities (SHSS) is in charge



Bachelor-Level	24 ECTS
Areas of Concentration	12 – 24
Skills & Languages	0 – 12

Master-Level	18 ECTS
Areas of Concentration	12 – 18
Skills	0 – 6

Skills & Languages*

*On MA level "Skills"

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Effective student-centered pedagogy

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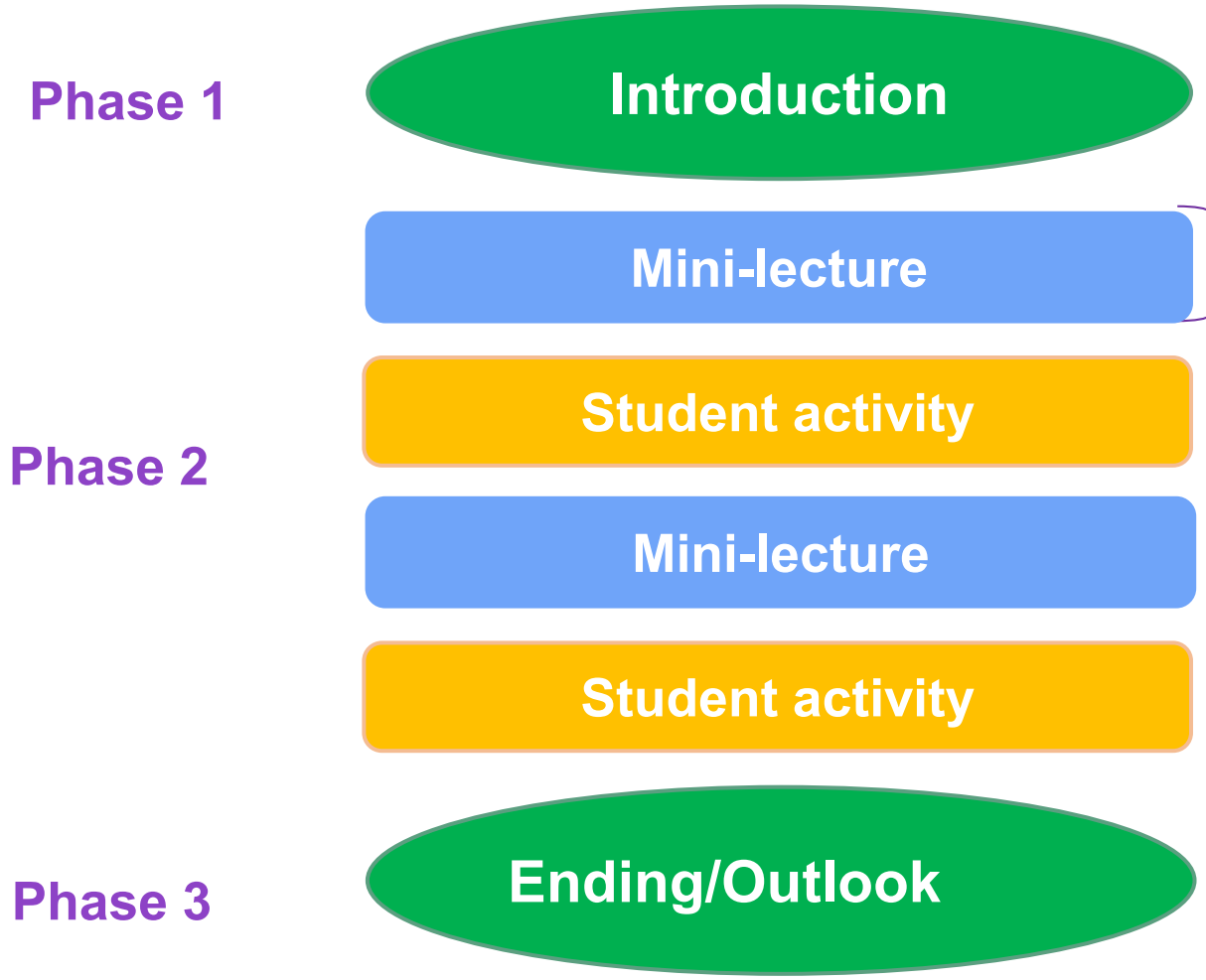
Sandwich principle (bookend procedure)



Lesson / course planning

15-20 min. max

3-4 methods in addition to mini-lectures

Balance between:
Variety – Safety – Knowledge

Smith, 2000, S. 27

Tips for successful student-centered teaching

TIP 2

Enable social interactions.

Have students interact in small groups. Initiate group discussions by using #breakoutrooms (groups of three usually work well). You can also stay in touch with your students on a more informal level by starting your call earlier or by staying present during the break or for a few minutes after class ends.

TIP 3

Create variety.

Wherever possible, divide your own inputs into multiple short components of approx. 15-20 minutes. In between, you can activate your students with a task and plan active breaks. How about sending them a link to an optional **#fitnesssnack** of the ASVZ or to a short yoga exercise?

TIP 5

Align assessments with learning objectives.

Make sure that the assignments or questions in #remote-exams are aligned with the learning objectives. Provide regular opportunities for students during the semester to review their learning progess (there are several #digitaltools that work well for this).

TIP 1

Activate students with digital tools

Use a selection of suitable #digitaltools to activate your students. For instance, by including a #poll in your lecture or by using an interactive #whiteboard in your seminar.

TIP 4

Maintain routines.

Stick to lecture times, established work routines, breaks, and deadlines during the entire semester. Upload **#podcasts** at the scheduled time. Fixed appointments, regular revisions and clear guidelines provide a foothold for students and help them plan their days and weeks.

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Source: https://www.teachingtools.uzh.ch/index.php?id=tool&toolId=22

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Categories of effective student-centered teaching (of 105 student and teacher variables)

1 Social interaction

Rank	Instructor variable	*d*
11	Teacher‘s encouragement of questions and discussion	0.77
11	Teacher‘s availability and helpfulness	0.77
16	Pose open-ended questions	0.73
27	Small-group learning	0.51
30	Teacher‘s concern and respect for students; friendliness	0.47

2 Stimulating meaningful learning

Rank	Instructor variable	*d*
3	Teacher‘s preparation / organization of the course	1.39
13	Clarity of course objectives and requirements	0.75
17	Teacher relates content to students	0.65
26	Intellectual challenge and encouragement of independent thought	0.52

3 Assessment

Rank	Instructor variable	*d*
1	Student peer-assessment	1.91
8	Student self-assessment	0.85
20	Teacher‘s sensitivity to and concern with class level and progress (formative evaluation)	0.63
24	Quality and fairness of examinations	0.54
25	Mastery learning (goal-oriented learning)	0.53
30	Quality and frequency of feedback	0.47

4 Presentation

Rank	Instructor variable	*d*
4	Teacher‘s clarity and understandableness	1.35
9	Teacher‘s stimulation of interest in course and content	0.82
13	Teacher‘s elocutionary skills	0.75
23	Teacher‘s enthusiasm for subject and / or teaching	0.56

Schneider & Preckel, 2017

Large effect: d > 0.65
Medium effect: d = 0.35–0.65

1 Tips for conversation design

- Good problem formulations, questions, and stimuli are crucial.
- Avoid question-answer/evaluation chains; pass questions on to the group
- Incorporate prior knowledge
- Pay attention to active listening and thorough understanding
- Revoicing beyond the lecturer-student ping-pong
- Gather multiple solution approaches, opinions, perspectives before assessment
- Include thinking pauses („wait time“), involve passive students in participation
- Do not suppress mistakes and misunderstandings
- Direct questions and stimuli towards critical academic moments and challenges
- Lead the discussion (e.g., provide structure, rein in marathon speakers, guide off-topic students back, ensure decorum in the discussion)
- Serve as a model

Adapted from Reusser, 2014

1 Example: Cold and warm calling

- Inform students that you may start calling them at random (because you value their contribution)
- Ask a question and give everyone a minute to think/write down their thoughts before you ask for volunteers to share their answers
- Ask the last student who spoke to pick the next speaker
- Encourage participation from more students by asking for multiple hands to be raised before calling on anyone
- Call on a subset of students and then ask your question to these students
- Enter student group's breakout rooms and ask them if they'd be willing to share their thoughts when they return to the main room (division of labor)

Source: Adapted from https://bokcenter.harvard.edu

2 High-impact SCL&T practices focus on

- "the learner" and "what is learned"
- "what students bring to the table" (e.g., prior knowledge, self-efficacy, interest)
- "what the students do with what they know"
- "the students are doing the work and thus, the learning"
- "sense making" and "deep learning"

Crucial for student learning: How selected methods, techniques or media are implemented in the classroom and whether *effective teacher behaviors* are enacted.

The role of teachers remains crucial!

2 Cognitive activation: Stimulating students to engage in (co-) constructive and reflective higher-level thinking

Effective instructors devote more time to activities that increase the level of students' cognitive engagement and active participation.

- Quick write/Minute paper
- Think-Pair-Share
- Warm/cold call
- Small group work
- Case study (developed myself)
- (Interactive) Lecture/Mini lecture
- Guest lecturers/practitioners (ftf/online)

- Discussion
- Co-teaching
- Presentations (PowerPoint)
- Concept map
- Journaling
- Slido/Mentimeter
- Whiteboard/Padlet

3 Strategies for effective assessment

- Clear lesson-learning goals and success criteria, so students understand what they're aiming for;
- Evidence of learning gathered during lessons to determine where students are relative to goals;
- Pedagogical response to evidence, including descriptive feedback, answering three questions:
    a. Where am I going?
    b. Where am I now?
    c. What are my next steps?
- Peer- and self-assessment to strengthen students' learning, efficacy, confidence, and autonomy;
- Collaborative classroom culture where students and teachers are partners in learning.

3 Classroom Assessment Techniques (CATs)

- **Minute Paper:** Students write down their most significant insight at the end of teaching input or a course.
- **Muddiest Point:** Students write down what is still unclear at the end of teaching input or a course.
- **Short quiz or poll:** Students answer some (open) questions on the topic.
- **Small group think-pair-share:** Students think about their response to a discussion question, discuss their response in pairs, and then share out insights or questions they might have.
- **Journaling:** Students write down their ideas, thoughts, concerns following their own experience of learning.
- **Short check-in meetings:** Students share work in progress and get immediate thoughts from an instructor during section or office hours.
- **Practice exams:** Students solve sample exam questions/task and receive lower-stakes, ungraded feedback.
- **Drafts or proposals for writing assignments or projects:** Students can work on drafts and revise their work taking feedback into account.

4 Teacher – effective presentations

Expressive speaking style („expressiveness“)

- Clear/crisp language
- Smooth, but not too fast speech
- Appropriate volume
- Lively emphasis
- Absence of unnecessary filler words
- Avoidance of mumbling, stammering, hesitation sounds (uh, um)

Enthusiasm

- Use emphasis, speak «dramatically»
- Move around during the presentation
- Utilize facial expressions and gestures (hands/arms)
- Establish eye contact
- Incorporate humor (jokes, anecdotes)

Schneider & Mustafic, 2015

slido

Click share System

Visualizer

ChatGPT

Teaching Tools

Wurfmikrofon

Think – pair - share

Mentimeter

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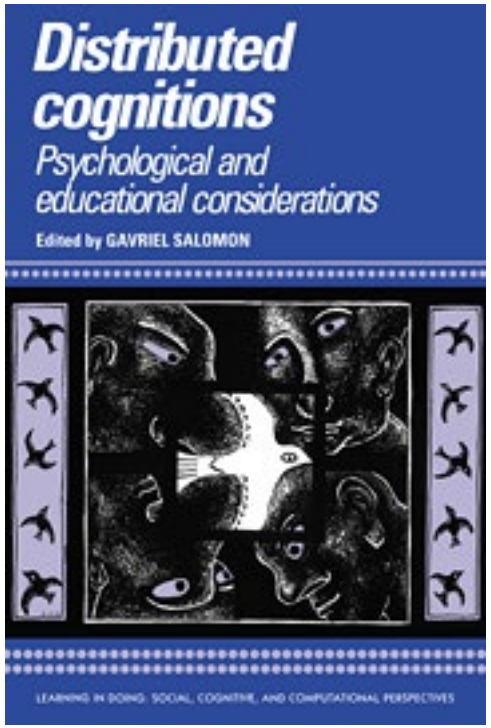
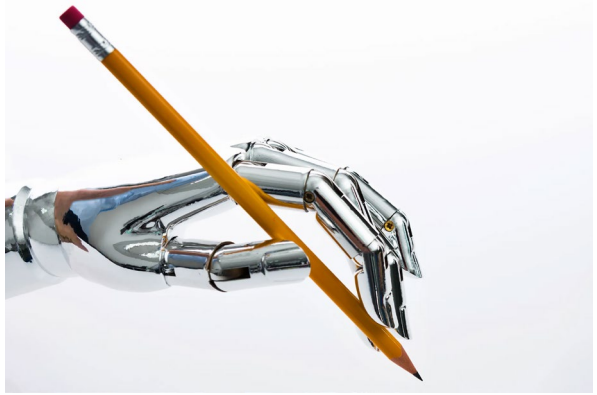
Approach of distributed cognitions

"Cognitions become 'distributed' in the sense that the tool and its human partner think jointly. Whatever is produced is product of the joint system, resulting from the pooling together of the intelligences of both partners […]" (Salomon, 1993, p. 182) .



The tool does not think for you, but you think with the help of the tool!

Top 100 Tools for Learning



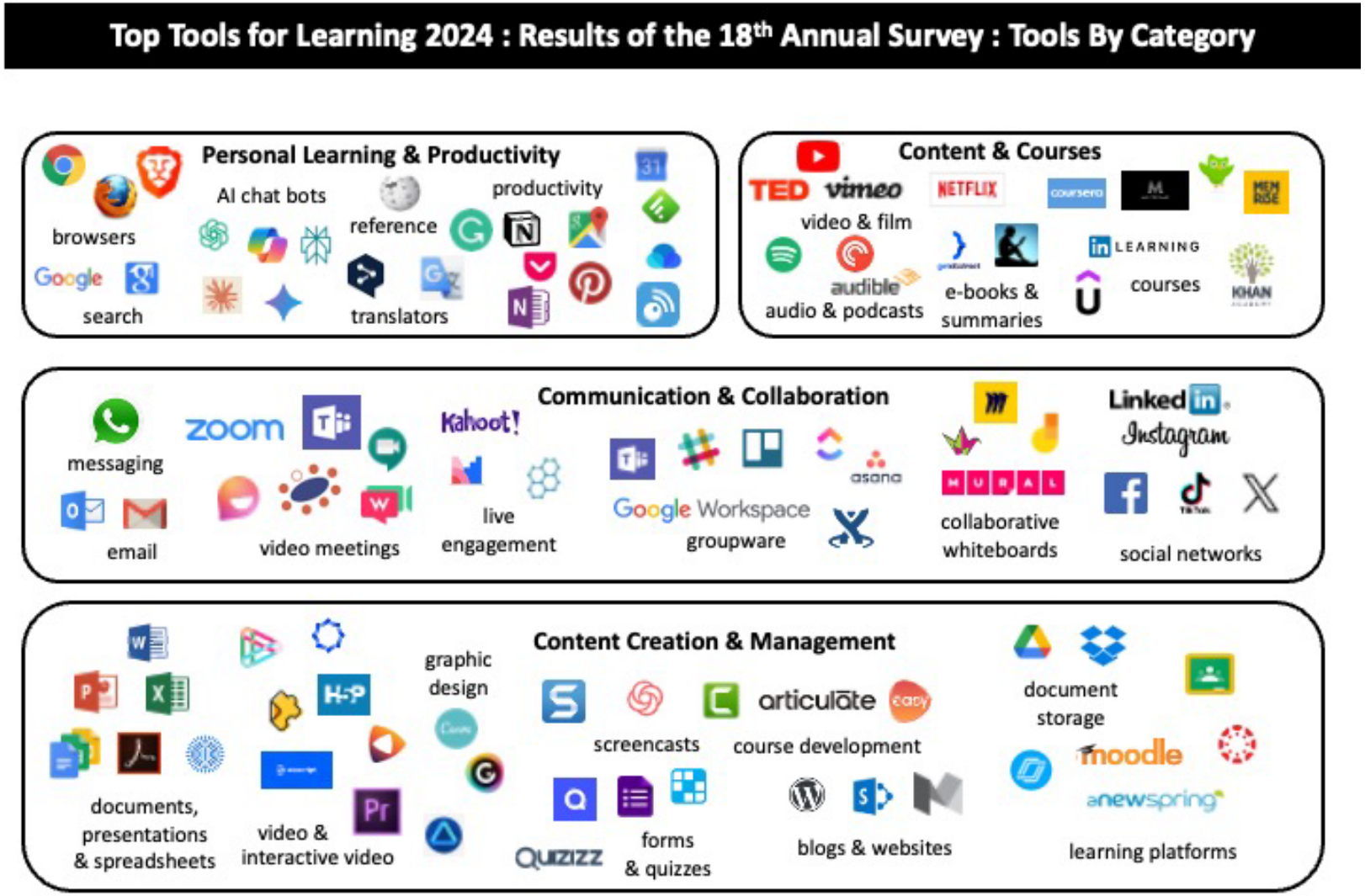
2023

change since 2022	TOP 100	Tool	Description
same	1	YouTube	video hosting and sharing platform
up 1	2	Google Search	search engine
up 1	3	Microsoft Teams	enterprise collaboration platform
new	4	ChatGPT	AI chatbot that understands and generates natural language text
down 3	5	PowerPoint	Microsoft's presentation software
up 1	6	LinkedIn	professional social network
up 3	7	Wikipedia	online encyclopaedia
same	8	Word	Microsoft's documentation software
down 3	9	Google Docs & Drive	office suite/file sharing platform
down 5	10	Zoom	video meeting platform
down 2	11	Canva	graphics tool
up 14	12	Spotify	audio/podcast platform
up 5	13	Instagram	photo sharing social network
down 2	14	Excel	Microsoft's spreadsheet software
up 17	15	Google Classroom	educational learning p
same	16	Kahoot	live engagement tool
up 4	17	WhatsApp	messaging app
up 1	18	Facebook	social network

2024

change	rank	TOOL	Description
same	1	YouTube	video hosting and sharing platform
up 2	2	ChatGPT	AI chatbot that understands and generates natural language text
down 1	3	Google Search	search engine
up 1	4	PowerPoint	Microsoft's presentation software
up 5	5	Zoom	video meeting platform
down 3	6	Microsoft Teams	enterprise collaboration platform
up 1	7	Word	Microsoft's documentation software
down 2	8	LinkedIn	professional social network
up 2	9	Canva	graphics tool
down 3	10	Wikipedia	online encyclopaedia
down 2	11	Google Docs & Drive	office suite/file sharing platform
up 5	12	WhatsApp	messaging app
up 13	13	DeepL	online translation tool
up 2	14	Kahoot!	live engagement tool
down 3	15	Spotify	audio/podcast platform
up 5	16	Mentimeter	live engagement tool
down 3	17	Excel	Microsoft's spreadsheet software
up 6	18	Grammarly	grammar checker
down 6	19	Instagram	photo sharing social network
NEW	20	Copilot	an AI chatbot developed by Microsoft

Quelle: https://toptools4learning.com/


Top Tools for Learning 2024 : Results of the 18th Annual Survey : Tools By Category
Personal Learning & Productivity
browsers
AI chat bots
reference
productivity
search
translators
Content & Courses
video & film
audio & podcasts
e-books & summaries
courses
Communication & Collaboration
messaging
email
video meetings
live engagement
Google Workspace
groupware
collaborative whiteboards
social networks
Content Creation & Management
documents, presentations & spreadsheets
video & interactive video
graphic design
screencasts
course development
document storage
forms & quizzes
blogs & websites
learning platforms
This image can be reused with full attribution
Jane Hart, Top 100 Tools for Learning 2024, TopTools4Learning.com

Top 100 Tools for Learning 2024: four key areas (1)

1 – **PERSONAL LEARNING & PRODUCTIVITY**
- **browsers:** 84 – Firefox | 90 – Google Chrome | 99 – Brave
- **search engines:** 3- Google search | 23 -Google Scholar
- **AI search engines:** 2 – ChatGPT | 20 – Copilot | 47 – Perplexity | 50 – Claude | 53- Gemini
- **reference:** 10 – Wikipedia
- **translators:** 13- DeepL | 58 – Google Translate
- **productivity:** 18 – Grammarly | 38 – Pocket | 39 – Notion | 49 – OneNote | 51- Google Maps | 70 – Pinterest | 81 – Feedly | 87 – Raindrop | 92 – Google Calendar | 100 – Inoreader

2 – CONTENT & COURSES
- **video & film:** 1 – YouTube | 30 – TED Talks | 34 – Vimeo | 37 – Netflix
- **audio & podcasts:** 15 – Spotify | 91 – Audible | 97 – Pocket Casts
- **e-books & summaries**: 26 – getAbstract | 73 – Kindle Reader App
- **courses:** 27 – Coursera | 28 – Masterclass | 31 -Duolingo | 44- LinkedIn Learning | 57 – Udemy | 82 – Khan Academy | 94 – Memrise

3 – COMMUNICATION & COLLABORATION
- **email:** 29 – Outlook | 54 -Gmail
- **messaging:** 12 – WhatsApp
- **video meetings:** 5 – Zoom | 6 – Microsoft Teams | 40 – Google Meet | 52 – Flip | 62 – Vitero Inspire | 83 – Whereby
- **live engagement:** 14 – Kahoot! | 16 – Mentimeter | 78 – Socrative
- **groupware:** 6 – Microsoft Teams | 22 – Slack | 43 – Trello | 55 – Google Workspace | 63 – ClickUp | 64 – Asana | 72 – Confluence
- **collaborative whiteboards:** 21 – Padlet | 42 – Miro | 60 – Jamboard | 65 – Mural
- **social networks:** 8- LinkedIn | 19 – Instagram | 45 – Facebook | 46 – TikTok | 66- X

Quelle: https://toptools4learning.com/top-tools-by-category/

Top 100 Tools for Learning 2024 four key areas (2)

4 – CONTENT CREATION & MANAGEMENT

- **documents, presentations and spreadsheets:** 4- PowerPoint | 7 – Word | 11 – Google Docs | 16 – Excel | 61 – Adobe Acrobat Pro | 86 – Prezi
- **video & interactive video :** 36 – hihaho | 71 – H5P | 75 – Synthesia | 76 – Edpuzzle | 88 – Descript | 89 – Adobe Premiere Pro | 96 – Clixie.ai
- **graphic design:** 9 – Canva | | 74 – Genially | 95 – Affinity Designer
- **screencasts:** 41 – Camtasia | 56 – Snagit | 77 – Loom
- **forms & quizzes:** 32 – Quizlet | 48 – Google Forms | 69 – Wordwall | 85 – Quizizz
- **blogs & websites:** 25 – WordPress | 68 – SharePoint | 93 – Medium
- **courses:** 24 – Articulate | 67 – Easygenerator
- **document storage:** 11 – Google Drive | 59 – Dropbox
- **learning platforms:** 33 – Moodle | 35 – Google Classroom | 79 – Canvas | 80 – Nearpod | 98 – aNewSpring

Quelle: https://toptools4learning.com/top-tools-by-category/

Active Learning Spaces

Square – ecosystems for learing and teaching

The SQUARE creates an ecosystem for the further development of the learning and teaching culture at the University of St.Gallen.

https://www.youtube.com/watch?v=t7vXBB9bJFg

University of St.Gallen

Square - mission and vision

Our Mission

By involving students, lecturers, alumni and alumnae as well as the general public equally, we organise innovative formats that focus on participatory, dialogue and experiential learning.

Our Vision

… connect the HSG community from within and facilitate the transfer of knowledge across all ages and backgrounds. By being curious, collaborative and creative, we shape a place that encourages serendipity (the ability or phenomenon of finding valuable or pleasurable things you weren't looking for).

Professional Development & Support

didactica – Continuing education in teaching and learning at UZH and ETH Zurich

didactica
Hochschuldidaktik-Weiterbildung
an der Universität Zürich und ETH Zürich

ETH zürich

Universität Zürich[UZH]

	Nummer		Bezeichnung	Datum	Zeiten	Dauer	Dozent	Sprache	freie Plätze	Status
›	VR-24-2-1		Virtual Reality: Exploring new perspectives	26.09.2024	09:00-17:00	1 day	Hannah Freeman Alexandra Jansky Margherita Valle	E	5	anmelden
›	ITS-24-2-1		Improving my teaching slides with simple means	01.10.2024	09:00-13:00	1 day (partly online)	Karin Brown	E	1	geschlossen
›	BLL-24-2-1		Blended Learning: Models and application settings	01.10.2024 08.10.2024	13:00-17:00 13:00-17:00	2 half days	Nora Bertram	E	10	geschlossen
›	TCT-24-2-1		Teaching for critical thinking	03.10.2024	13:00-17:00	1/2 day (online)	Philip Barth	E	0 WL: 2	geschlossen
›	CD-24-2-1		Introduction to course design	04.10.2024	09:00-17:00	1 day (online)	Pia Scherrer	E	0 WL: 5	geschlossen

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Source: https://www.didactica.uzh.ch

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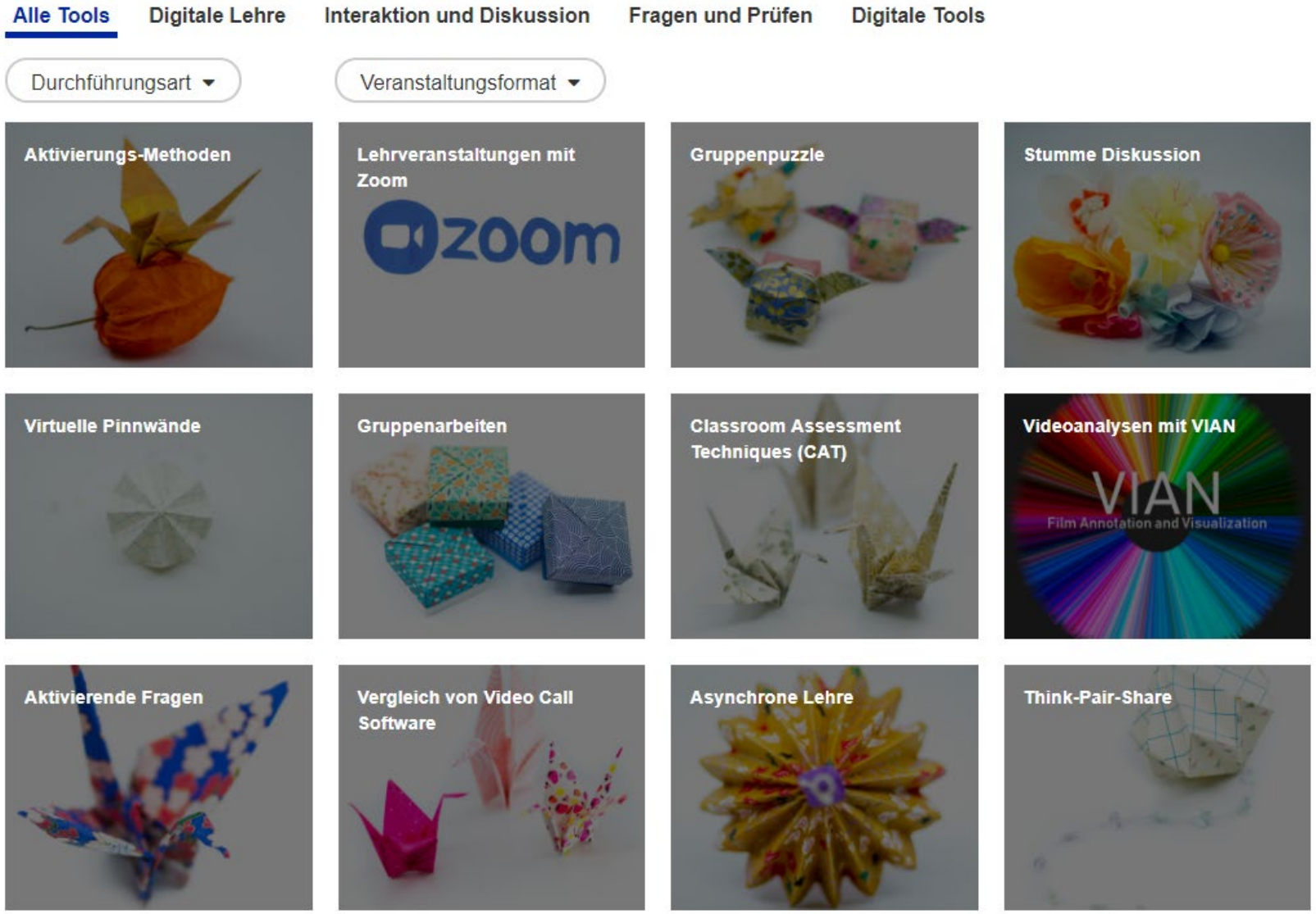
Teaching Tools – University of Zurich



Source: https://teachingtools.uzh.ch/de/

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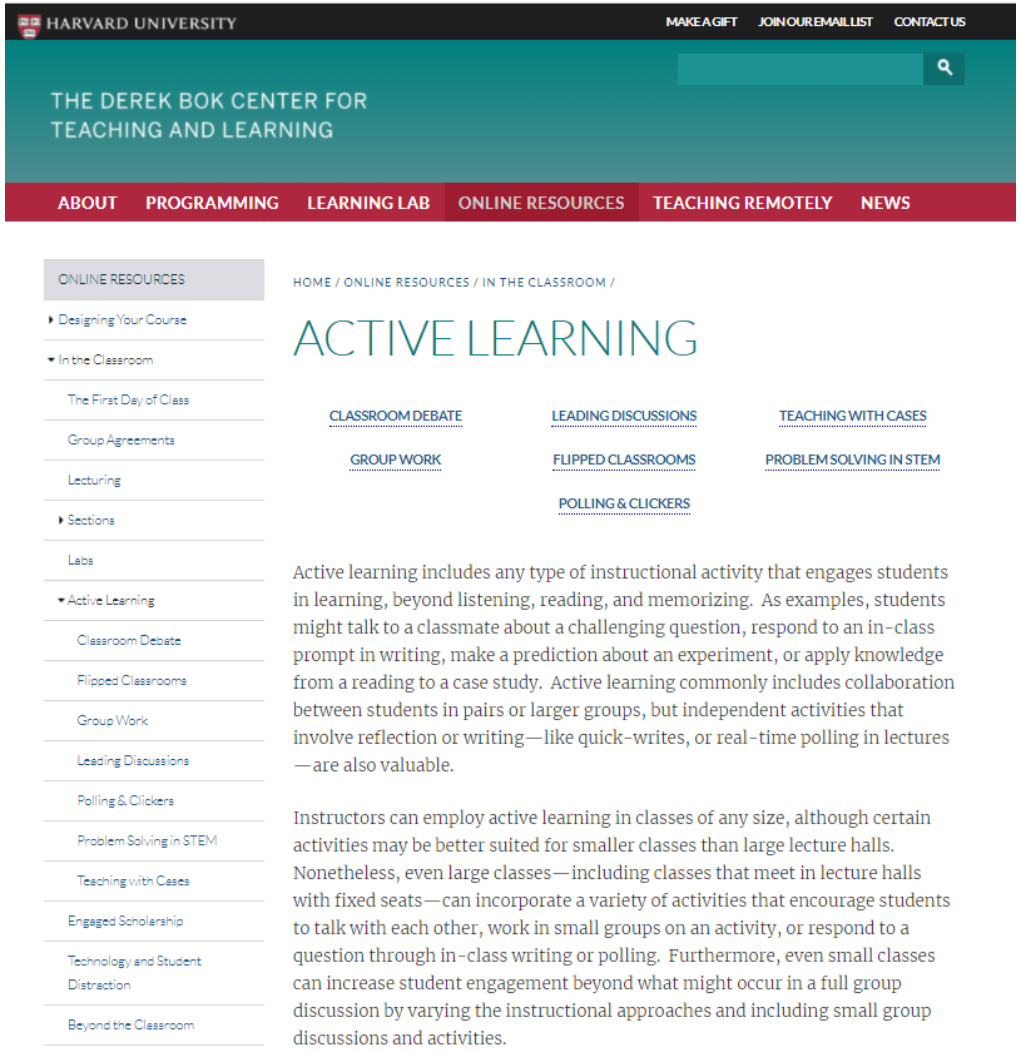
Resources at Harvard University, Bok Center



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Source: https://bokcenter.harvard.edu/active-learning Source: https://ablconnect.harvard.edu/activity-types

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HSG Teaching Innovation Lab

Services | News & Events | Tag der Lehre | Tools in der Lehre | Kontakt

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Tools in der Lehre

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Lernvideos selbst erstellen

Animationsvideos

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Audio

Podcast-Produktion

Podcast Studio

Podcasting To Go

Equipment →

Schnittplätze

Equipment Sortiment

Source: https://til.unisg.ch/de/

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Last thoughts …

We need to ensure student-centred learning is a reality for all students.

Tirana Communiqué, 2024

Thank you for your attention!

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