STUDENT-CENTERED LEARNING: ADDRESS INDIVIDUAL NEEDS

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As defined on the journal, student-centered refers aims to help students from all backgrounds master the skills needed for the learner’s basic education and the 21st-century knowledge economy (JFF, 2011). Also, education provides flexible learning experiences that enable students at various levels to build toward mastery of a common set of core skills and knowledge. This article aims on the importance of student-centered learning as a way to address the individual needs and goals of each student and empowered them to follow customized learning pathways that meet their particular needs and interests as they build their expertise in terms of gaining skills and knowledge.

Henceforth, student-centered learning approaches recognize each student’s emotional needs as well. Such approaches work to help students build self-confidence and motivation through learning experiences that match their abilities and interests, with the ultimate goal of supporting them to become self-directed learners. Another fundamental element of student-centered learning approach is that learning can take place in both formal and informal contexts. Learning is not restricted to the confines of a traditional classroom or school hours; rather, it transpires in multiple dimensions of a student’s life. Learning can occur in settings ranging from internships to community centers to cyberspace. Likewise, educators can include teachers, parents, community members, and professionals.

Moreover, student-centered models call for advancement upon mastery. In which, students advance when they have reached proficiency in particular skills, rather than when they have accumulated a certain number of hours in a classroom. Students
therefore do not necessarily progress with their peers in a cohort. Instead, each student is challenged based on his or her skill levels and graduates a program when he or she meets that program’s established standards. Furthermore, this article recognizes the individual differences of the learners in terms learning styles and most importantly the multiple intelligences that they exhibit.

Overall, student-centered learning approaches compose a flexible system designed to help students from all backgrounds succeed academically. Herewith, this student-learner centered is an effective approach in promoting the mind, brain and education for the students in which neuroscience research suggests that active engagement is necessary for learning. In line with this, active engagement is a prerequisite for the changes in brain that are thought to underlie learning. In educational terms, this suggests that reflexively sitting in a classroom hearing a teacher lecture will not inevitably lead to learning. In my own perspective, active engagement of the learners regardless of their differences and learning styles and with educational materials and technology within or outside of school will support learning that could enhance their knowledge and capability to understand concepts and skills that they may apply in the future.

References:

http://www.howyouthlearn.org/pdf/Mind%20Brain%20Education.pdf