

Concrete ways to "do" student-centred learning

- **Making lectures interactive:** Lecturing is still a very dominant teaching method at the university level. By making them more interactive, the students can have a saying in what is being taught.
- **Different student knowledge and background:** Adapting to student knowledge & background by, e.g. with mixed groups discussions, tests to establish a baseline, different sets of exercises.
- **Expectations:** The teachers and students must have shared expectations about their role. Teachers should clearly communicate the responsibilities of the students in the beginning and regularly follow up on the status of the shared expectations.
- **Make the structure fit:** In some universities, it is, i.e. required that the entire content have to be public already long before the course starts. This makes the content and form of a given course very static and thus not very suited for students' control over their learning.
- **Flexible content:** Having the students vote on the inclusion of certain topics into the course
- **Case studies:** Case studies are beneficial when students come from different backgrounds with different experiences, which we need to leverage. One case scenario with guiding questions can help students discuss the case based on their setting and their experience - what would work/not work in that setting? It becomes easier for them to see straight away that there may be different solutions to address the same problem and no single correct answer.
- **Flipped learning:** Record a short lecture on the topic and give students 2-3 supporting documents with the details. Students are asked to listen to the lecture, read the papers and prepare 1-2 questions each which they ask the teacher during a 1,5-2 hour zoom/live session.

Facilities that support student-centred learning

- **Make rooms that invite to collaboration:** Old-fashioned lecture halls encourage old-fashioned lectures: they do not invite activity, group discussions, movement in the room student participation.
- **Elements in the room:** Furniture is more important than technology. Have tables that invite for discussions, collaboration (no square tables).
- **Accessibility:** Make rooms available 24/7 and ensure that it is easy to see if the room is not occupied.
- **Multifunctionality:** Make rooms that can – in a short time – be reconfigured to fit the learning situation.
- **Learning takes place in many contexts:** Make learning spaces that support both learning activities that are initiated by the teacher and where the teacher is present, as well as spaces where the students initiate the learning without teachers present.
- **In hybrid teaching format:** make sure that those who are not present are not left behind (e.g. if a lecturer asks a question - start with an online student).