



A Learner-Centered Approach to Learning: Students from Diverse Professional Backgrounds

Zanyar Nathir Ghafar

Business Administration Department, Bright Technical and Vocational Institute, Sulaymaniyah, Kurdistan Region, Iraq

*Corresponding author: zanyar.ghafar@btvi.edu.iq

Abstract

Learner-centered teaching gives students the tools they need to participate in their learning. This model puts the student at the center of the learning process instead of the teacher, which is different from more usual teacher-centered methods. The review article intends to examine the learner-centered approach to education, characterized by active student engagement and the customization of teaching methods to suit individual students' circumstances, interests, and purposes. Secondary sources, which also include projects, hypotheses, and papers that have been published in the past, were used for the current research. The study results from increased student engagement, improved learning outcomes, and the development of lifelong learning skills. Nevertheless, there are potential challenges that may arise, including the need for teacher instruction and assistance, the potential for inconsistent student involvement, and the imperative for meticulous planning and readiness. Technological improvements have facilitated students' access to an excess of educational materials, enhanced their ability to collaborate, and provided them with the opportunity to receive tailored and customizable teachings. The research findings demonstrated that promoting collaboration among students from various professional backgrounds via team-based work is an additional method of incorporating interprofessional education. Simulations and other interactive instructional methods, together with student involvement in patient care and decision-making, may be beneficial in a clinical environment.

Keywords: efforts, roles, student-centered, teaching, learning

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Introduction

The development of learning approaches is led by student-centered learning. According to (Zohrabi et al., 2012), this method considers student actions as significant indications of the learning process and the caliber of the learning output. This method is linked to experiential learning, self-directed learning, and flexible learning when it comes to teaching and learning English (Acat & Dönmez, 2009). Every single learning experience is under the authority of the instructors as they plan the class activities. The benefits of teacher-centered learning include its adaptability to large class sizes, reduced class time, well-prepared learning materials, fewer instances of anxiety, embarrassment, or tongue-tie on the part of teachers, and the ability to manage students' increased use of English through the establishment of criteria for when students should speak in class (Nagaraju, 2013).

The key to success in this learning method is passing on what you have learned to your students (Anisa Fitria et al., 2023). It is essential to assess the need to change and modernize classroom instruction before using a student-centered approach to teaching English at the university level. Learning need analysis, according to the research, may help close the belief gap between teachers and their pupils. (Xiao, 2006) argues that 'factors such as students' motivation, attitudes towards student-centered approaches', class authority, cultural learning in EFL programs, and the most common challenges students face while learning English and putting language learning strategies into practice can provide valuable insight into students' learning requirements. It was in the 1800s that the concept of a learner-centered classroom first emerged. This was when teachers started looking for ways to shake up the status quo of education, yet LCT did not come into its own until the 1970s (Darsih, 2018; Kumar, 2020). Learning-centered teaching (LCT) has gone by a few names since its inception in the 1970s: learner-centered approach, student-centered teaching, and child-centered pedagogy. Increased engagement and better learning outcomes are hallmarks of a student-centered approach, which is defined by student involvement. After evaluating each student's unique learning style, pace, abilities, requirements, and objectives, teachers using this strategy then use the pedagogical approaches that have been determined to be most effective for them (Putri et al., 2023); (Kumar, 2020). The goals of this review article are to (1) examine learner-centered instruction across disciplines, (2) consider the benefits and drawbacks of this approach to education, and (3) highlight technological resources that aid in the learning process.

Methodology

This review study was done utilizing secondary sources, such as projects, theories, and papers that have already been published. It is a group of data from different organizations or institutions that have already gathered the data from first-hand sources. The researcher does not get first-hand numeric and raw data about the study from this. In this way, the secondary source of data gathering explains, summarizes, or makes sense of the main sources. Like reviews, government websites with polls or data, scholarly books, magazines, newspapers, stories, and so on.

Identifying Features of Learner-Centered Instruction

Five primary components are included in learning that is centered on the learner. Many advantages are gained by students when they are allowed to participate in the hard, messy work of learning in the classroom (Matmuratova, 2020). A significant portion of the burden for the kids' education would often fall on the shoulders of the teacher in a traditional classroom setting. According to Matmuratova (2020), teachers are responsible for a variety of tasks, including conducting the preview and review, organizing the content, providing examples, and adding mainly

to student responses. Instruction that is learner-centered, on the other hand, requires students to take an active role in all of these learning activities. This allows them to refine their learning capacities via practice.

The acquisition of specific abilities constitutes the second component of education which is focused on the learner. Teachers are responsible for assisting pupils in the development of skills such as critical thinking, the capacity to articulate ideas, the evaluation of arguments, and the ability to solve issues. For students to become learners for life and to successfully comprehend the material covered in the course, they need to possess certain qualities. In the third place, LCI encourages students to engage in self-reflection as a method of comprehending what they have learned and how they have learned it.

The teachers will engage in casual conversation with the students to challenge their views about learning and inquire about the student's progress during the course. Understanding and accepting one's learning style and inspiring a drive to improve one's learning abilities are essential goals of learner-centered pedagogy. The fourth advantage of a learner-centered approach is that it empowers students by letting them choose how and what they study. Students desire to study drops and become reliant on the traditional approach since they are not engaged in creating learning techniques or objectives (Matmuratova, 2020). Instructors ethically share authority with students in a learner-centered approach. Students are given the freedom to choose their tasks, set their due dates, and participate in the process of developing evaluation criteria. Fifth, seeing classrooms as communities of students, a learner-centered approach promotes cooperation. Instructors who put their students at the center of their lessons have the belief that their students can educate each other and that instructors can learn from their students. Teachers take this into account when they design lessons that encourage students to make personal investments in their education.

Both the advantages and disadvantages of learner-centered instruction

Increasing student involvement is the primary advantage of a learner-centered approach. The goal of student-centered learning is to foster a love of learning in students by capitalizing on their natural curiosity. Because there is less oversight, students are free to take the initiative, ask more questions, and participate actively in class debates and disagreements. A learner-centered approach encourages passion, which in turn increases students' ability to learn. Furthermore, it facilitates enhanced memorization. The method shifts the emphasis from memorization to demonstrating how students may use what they have learned in the actual world. According to (Tzenios, 2022), a learner-centered approach emphasizes hands-on activities above theoretical study, which piques students' interest and motivates them to continue their pursuit of knowledge. Furthermore, by connecting the new knowledge with what they already know, their capacity to remember what they have learned is enhanced. Lastly, a learner-centered approach teaches pupils to think critically and solve problems.

For students to grow intellectually and creatively, a traditional student-centered classroom offers a variety of discussion topics, role-playing opportunities, and other obstacles. Students may enhance their critical thinking skills, which are valuable in their future jobs, by interacting with complicated real-life problems. Students develop the ability to think creatively and solve common difficulties with ease. Finally, the capacity to collaborate and work in groups is fostered by a learner-centered approach. The strategy emphasizes group work by having students complete several projects and activities. Fifth, according to the learner-centered approach, each student's learning objectives are taken into account. Therefore, the system caters the course to the requirements, interests, and skills of the learners. Teachers have the power to personalize lessons, quizzes, and homework based on each student's strengths and weaknesses.

On the other hand, there are several drawbacks to the learner-centered approach, albeit its many advantages. First of all, this method relies on the instructor's capacity to choose resources that

are a good fit for the student's actual requirements. The effectiveness of the learner-centered approach is compromised if the instructor is unable to provide valuable resources. It requires time and resources to create customized learning materials. Secondly, it is challenging for teachers to strike a balance between students' interests and their immediate requirements. Third, since it demands a lot of resources and human labor, a learner-centered strategy might be costly for students.

Utilizing technological tools to enhance student learning

Technology is essential for getting students more involved in learning and for active learning. N. Tzenios (2022b). Some technology tools that can be used to help students learn are online practice problem banks and peer-assisted learning programs. Some students in the same school help each other learn, even if they are not at the same level (Guraya & Abdalla, 2020). This is called peer-assisted learning. A study at the University of Washington by Jaruregui et al. (2018) found that peer-assisted learning is a suitable method because it makes students more interested and helps them remember what they have learned.

A Peer-assisted learning teaching system with iPads was used at the University of Washington to help medical students learn better in practice case-based training that students led. Students reported higher levels of learning satisfaction and rated the peer-assisted learning simulations as superior to the more traditional teacher-led simulations, according to the study (Jauregui et al., 2018). Outside of this, 82% of med students utilize online question banks as a resource (Wynter et al., 2019). By providing a framework for practice tests, question banks help students retain new material and improve their test-taking abilities (Wynter et al., 2019). There is real-time feedback for pupils via online question banks. Immediate feedback on students' comprehension enhances their learning and retention, according to Wynyl et al. (2019).

In addition, students may use question banks to pinpoint any areas of a course where they may be lacking understanding. Even though the learner-centered approach promotes student agency in the classroom, it is critical to include a multi-disciplinary strategy. Skills like cooperation and teamwork are essential in every healthcare worker's toolbox, and inter-professional education helps develop them (van Diggle et al., 2020). When students from different fields study together to better healthcare cooperation and results, this is known as inter-professional education (Liller et al., 2020). The healthcare staff is better able to meet the community's comprehensive healthcare requirements when they participate in interprofessional education. Establishing student-run free clinics is one approach to integrating interprofessional education into the classroom. In this setting, students from various healthcare fields collaborate with instructors and preceptors to aid underprivileged communities (Rupert et al., 2021). Medical schools without clinical rotation sites but with a patient population in need of treatment may serve as a substitute for healthcare programs. By providing an opportunity to hone their abilities in collaboration, interprofessional partnerships, and cooperation, students are better prepared for the professional world when interprofessional partnerships are integrated into the setting.

Instructors and Learner-Centered Education

Numerous studies have shown that proficient educators provide the best conditions for pupils to learn and handle learning. Furthermore, research has shown that teachers, via their efficacy, are the most significant school-related factor influencing student accomplishment (Orodho et al., 2013; UNICEF, 2012; Willitter et al., 2013 & Vavrus et al., 2011). Deep and long-lasting learning is supported by learner-centered teaching practices (Fahraeus, 2013). For teachers to perform their duties successfully, they must possess elevated morale, motivation, and a comprehensive command of information (Wachanga & Mwangi, 2004). These circumstances will

enable instructors to ignite excitement in pupils and use suitable teaching tactics to enhance learning. Suppose a teacher demonstrates enthusiasm for the topic and effectively demonstrates the practicality of assignments about the real world and students' future jobs. In that case, they will be able to persuade students that the course material is both fascinating and relevant and that the assignments have value (Taylor, 2014). However, this is not the situation in public primary schools in Kenya.

Even though teachers are required to handle large class sizes, their pay talks with the government have not been fulfilled yet (Syomwene, 2013). In addition, the scarcity of instructors results in a high workload for the few available teachers, which hinders their ability to function at their best and provide high-quality education (UNESCO, 2004; Syomwene, 2013). According to Bunyi et al. (2013), teacher educators in academic places believed their trainees were prepared to use learner-centered methods of instruction. However, in reality, their students' contributions to class consisted mainly of reciting facts, acting out what they had learned, and taking notes. There was a lack of critical thinking and debate among the trainees on the material, and they were not asked to show or explain how they would adapt their teaching strategies to meet the requirements of individual students in their future courses. It was clear that the trainees were learning to follow specific protocols, which bodes poorly for their ability to adapt their teaching styles to meet the needs of their diverse student bodies when they enter the workforce. Instructional techniques that foster more robust partnerships between educators and their students provide the greatest challenge to the field as a whole.

Learners and Instruction of a Learner-Centered Approach

A student's aptitude and mindset, in addition to the tools available to them at school and home, have a significant impact on their capacity to learn. Many factors influence a child's academic success in elementary school and beyond, but two of the most important are having parents who encourage and provide a stimulating home environment (UNICEF, 2012). Children from low-income households often attend public primary schools without the resources their peers need to succeed academically. Because of the rising poverty rate, many families are unable to meet basic needs, including food, clothing, and medical care for their children (Syomwene, 2013). Fewer low-income minority pupils in the United States participate actively in their schooling (O'Donnell, 2009).

Students are expected to participate in class while using learner-centered techniques actively. However, if students do not actively participate, teachers may feel compelled to return to the more accommodating conventional teacher-centered approach. It is a well-established fact in the field of education that students' prior knowledge, abilities, aptitudes, attitudes, and values significantly impact the knowledge, skills, aptitudes, attitudes, and values that they acquire in a classroom or school. The information and abilities that students bring to a classroom at the beginning of a given academic year are the most indicative of their final knowledge and abilities (Anderson, 2004). Children have rapid growth in their motor, social, emotional, linguistic, and cognitive capacities during infancy and early childhood. For these developments, parents and other essential caregivers play a crucial role. The educational aspirations of parents, together with their convictions, perspectives, and dedication to their children's education, are essential for academic achievement (UNICEF, 2012). Parents from better socioeconomic backgrounds may be more likely to offer their children the emotional and practical assistance they need to thrive in school (Considine & Zappala, 2002). On the flip side, children from low-income neighborhoods often lack the intrinsic motivation to succeed academically and face several barriers to their cognitive and intellectual development, including general sensory deprivation due to an absence of adequate visual and auditory stimuli and poor verbal skills due to a halt in language acquisition at home (Dembo & Eaton, 2000).

Results and Discussion

The study encourages that the character of the curriculum should shift from being conventional to being progressive to enable the complete adoption of learner-centered methodologies and that instructors should be exposed to new trends in the teaching profession. students collaborate in groups to solve issues and complete projects, ensuring that they rely on one another and take responsibility for their contributions. The teacher's role is to act as a facilitator, providing guidance and comments on the results of projects and assignments. These are abilities that are irreplaceable by automation and, as a result, should be successfully imparted to our pupils. The learner-centered strategies also assign the instructor a new responsibility in the classroom. In this context, the role of the teacher transitions into that of a "facilitator." The primary responsibilities of the teacher in this capacity include offering direction, correcting misinformation, and overseeing projects.

Meyers (2017) states that early educational movements that paved the way for learner-centered education include Dewey's progressive approach (Dewey, 1938) and Montessori education. Examples of learner-centered techniques include problem-based learning, project-based learning, and inquiry-based learning. Thus, learner-centered education may manifest in several ways. According to McCombs (2012), learner-centered activities vary in appearance across different schools, classrooms, and even daily. The learner-centered method creates a dynamic classroom where students participate actively while the teacher takes on a more passive role. In contrast, the traditional method of instruction views students as "blank slates" and teachers as experts who must impart all relevant information. It essentially comes down to group projects, individual student-teacher mentoring, and student presentations (Caroline, 2019). It was emphasized once again that for pupils to acquire a skill, they must be actively engaged in it and that professors cannot just impart knowledge in the classroom and expect their charges to be competent when they leave. Include pupils in the process of learning. fourth, in most typical classroom settings, instructors put forth a lot more effort than students do. Without the opportunity to practice, pupils cannot acquire complex learning abilities, yet in most classrooms, the instructor receives considerably more practice than the students. Learner-centered education gives students the chance to apply a real task and gain critical competencies and 21st-century abilities in the process. Learners get specific skill training in learner-centered teaching, which teaches them critical thinking, problem-solving, decision-making, teamwork, evaluating evidence, analyzing arguments, and generating hypotheses, all learning skills necessary for understanding the discipline's curriculum.

- A. Learner-centered instruction promotes students' reflection on their understanding of the material and their method of learning.
- B. By offering students some influence over the learning process, learner-centered education inspires students. It promotes student cooperation; as a consequence of learning from one another, students commit to the teaching and learning process together.
- C. The learner-centered approach enables the customization of educational material to align with the interests of students/
- D. Enabling students to acquire proficiency and expertise at their speed before advancing to other subjects.

Conclusion

One of the best ways to prepare aspiring student professionals for work in academic settings is via learner-centered training that capitalizes on students' potential for lifelong learning. The five characteristics that distinguish learner-centered education are collaboration, learner autonomy, explicit skill teaching, reflection, and involvement. Enhancing students' focus,

memory, and problem-solving skills is one of the numerous benefits of learner-centered education. Due to its many drawbacks, learner-centered education will be taxing both teachers and students in terms of strain and expense. This research aimed to address the topic of whether learner-centered teaching may be effective in academic environments. The answer is no, based on the discussion that has been in place so far. Teacher-centered teaching practices are still widely used by educators despite the many benefits of student-centered teaching. This may be attributed to the fact that educators have not been trained and have never had the chance to work with these methods directly. Creating and implementing a strategy for extensive professional growth for teachers based on student-centered teaching methods; Obtaining financial resources to facilitate the building of classrooms with a balanced number of students per instructor; Academic places should employ qualified teachers who possess the necessary language, subject-specific, and pedagogical knowledge to effectively execute student-centered teaching methods. As a result, there will be a decrease in the number of students per instructor, which will enable the adoption of student-centered teaching methods.

Conflicts of Interest

No conflict of interest

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