



Teaching, Learning and assessment in student-centered degree programme

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Student-centered learning

- Active learning – solve problems, answer questions, discuss, debate, explain
- Coöperative learning – work in teams
- Inductive teaching and learning
 - open-ended problems, creative thinking, critical thinking,
 - simulations, role plays



Why Student-centered learning?

- › Increased motivation to learn
- › Preater retention knowledge
- › Deeper understanding
- › Acquisition skills: critical thinking/creative problem-solving
- › Focuses on skills/practices that enables life long learning and independent problem-solving



Forms of instruction

- lectures
- tutorials
- seminars/projectgroups/small group teaching
- assignments
- Work placements/Internship
 - › Law in practice/field work, clinics
 - › Simulation/role play



If you have make a choice

depends on

- › Large or small groups?
- › Interactive intensively supervised teaching or passive transfer of knowledge?
- › phase in study: guidance or work indepently?
- › Nature of the subject.
- › Your own talent.



Keep in mind: Student behaviour

- a. Students focus on demands made by teacher
 - › Minimum-maximum strategy
 - › First-things-first strategy
 - › Freedom from obligations

- b. Proportion of time spent on face-to-face instruction/
independent study/other activities



Various functions of lectures

- › Arouse interest
- › Provide overall view
- › Give insight in the system
- › Devote attention to current problems/social issues
- › Discuss bottlenecks
- › Reach a relatively large number of students at once
- › A stepping stone to independent study or tutorials
- › Social function, students meet each other



Learning activities 1

- › Participating in lectures (quizzes, questions, voting)
- › Reading books and journals
- › Conduct research in library and on-line
- › Survey literature and summarize
- › Case-problem solving (individual/team)
- › Practice professional skills (role play /moot court)
- › Do research, write papers, reports, drafts
- › Design a wikipedialike webpage/ informational webpage or a game



Learning activities 2

- › Oral presentation
- › Chair and participate in meetings, seminar groups, discussions
- › Constructive criticism of work other students/use criticism of others productively
- › Work under time constraint to meet deadlines
- › Communicate questions and findings with others using a variety of media



Assessment

- › To check achievement of the learning outcomes
- › Central steering element in the teaching & learning process
- › Should be directly linked to the learning outcomes



Assessment: choices to make

- › 1. Content: Test of knowledge, understanding, skill?
- › 2. Form:
 - Written/oral/demonstration skill
 - Essay, Case, multiple choice questions, analyse text, review literature, critique of contrasting research papers
 - Portfolio/Report internship/fieldwork
 - Memory/open book/Take-home exam
- › 3. Function:
 - Final - summative tests
 - Interim – formative tests, feed back



Important criteria for assessment

- › Designed to measure achievement intended LO
- › Appropriate for the purpose
(diagnostic/summative/formative?)
- › Clear and published criteria for marking
- › Do not rely on single examiners