

## **SELF-ACCESS MODULE 2: “PEDAGOGICAL APPROACH: SUBJECT VS LEARNER CENTRED APPROACH”**

### **CONTENTS**

- Subject centred approach: highly structured, directed learning. It emphasizes the content of disciplinary teaching inputs and it is centered around one single subject. It structures the teaching contents systematically.
- Learner centred approach: mostly unstructured, open-ended learning. It focuses on the learner's needs, abilities, interests, rather than those of others involved in the educational process, such as teachers and administrators. It allows students to actively participate in discovery learning processes from an autonomous viewpoint. It includes active learning, cooperative learning and inductive teaching and learning.

### **READINGS**

- *Learning outcomes approaches in VET curricula*, CEDEFOP, [http://www.cedefop.europa.eu/EN/Files/5506\\_en.pdf](http://www.cedefop.europa.eu/EN/Files/5506_en.pdf)
- *Study on Active Citizenship Education*, DG Education and Culture, [http://ec.europa.eu/education/pdf/doc248\\_en.pdf](http://ec.europa.eu/education/pdf/doc248_en.pdf)
- *Classification of learning activities Manual*, European Commission, [http://www.uis.unesco.org/template/pdf/iscled/NFE\\_CLA\\_Eurostat\\_EN.pdf](http://www.uis.unesco.org/template/pdf/iscled/NFE_CLA_Eurostat_EN.pdf)
- *Non-formal adult education: Handbook*, UNESCO, <http://www2.unescobkk.org/elib/publications/nonformal/INTRO.pdf>
- *"Peer learning" activities in adult education*, European Commission -Education and Training, <http://www.kslll.net/PeerLearningClusters/clusterDetails.cfm?id=7>

- For links about non-formal learning in EU refer to:  
[http://europa.eu/youth/studying/non-formal-learning/index\\_eu\\_en.html](http://europa.eu/youth/studying/non-formal-learning/index_eu_en.html)

## **AIMS**

- To compare and contrast the two approaches as well as their different impact on the learning process.
- To provide ALS and AL with self-learning materials about the two approaches to help their day-to-day work.

## **TIME ALLOCATED**

- 180 minutes

## **ACTIVITY**

### **1. Reflection – Learning how to know..**

1. According to your previous experiences, why it is important to identify learning needs?

2. What are the main skills, knowledge and attitudes an educator should have in both approaches?

3. Reflect on how curriculum objectives and outcomes are modified by comparing and contrasting both approaches.

#### 4. Reflect and fill in the table below

| <i>According to your view..</i> | <i>Subject centred methodology</i> | <i>Learner centred methodology</i> |
|---------------------------------|------------------------------------|------------------------------------|
| Advantages                      |                                    |                                    |
| Disadvantages                   |                                    |                                    |

## 2. Exercise – Learning how to do..

Design a lesson plane targeted to Adult Learners (AL related to your local working context) based on a learner-centred approach. Use RMA as the main pedagogical approach by explaining how it could profit the full group.

Use the following scheme:

|                         |
|-------------------------|
| Target:                 |
| Contents of the lesson: |
| Methodology:            |
| Activities:             |
| Learning Outcomes:      |