

# STUDENT-CENTRED LEARNING IN (HIGHER) EDUCATION – THEORY AND PRAXIS.

**Willy Aastrup**

Aarhus University, Ndr. Ringgade 1, DK-8000 Aarhus C, Denmark  
Centre for Teaching Development, Paludan Müllers Vej 48, DK-8200 Aarhus N, Denmark  
Email: wsea@dpu.dk

## **Abstract**

In the last 50 years the policy context for Higher Education institutions have changed dramatically. The change is closely linked to the fact that the economic driver – generally speaking, of course more or less in different countries – have changed from mainly industrial production into the knowledge society. In the knowledge society higher education is considered a primary apparatus for the socio-economical development. If higher education institutions are to address this challenge seriously, it is necessary to organize education in a way that will meet the challenges to higher mass-education provision which can be summarized in; more students in the courses of diverse age, experience, cultural and socio-economic background, together with requests for flexible and prompt response to (new) demands from “stakeholders”. Demands that are not followed by increase of public funding, on the contrary; in many countries the authorities expect “more for less”. Against this general setting the presentation will open up theoretical and practical perspectives on higher education. The model presented is based on teaching practise and on a conceptual course developed. This course combines the development of concrete knowledge and skills; however the methodology also deliberately fosters vital “soft-skill” competences. Although developed for postgraduate students, it can certainly be adjusted to be used at all levels (primary, secondary and tertiary) of education.

**Keywords:** *Student-Centred Learning, Knowledge Society, Methodology, Theory, Praxis*