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Abstract

This paper investigated the alignment of the teaching practices with the principles of a student-centred learning approach from the perspectives of tutors and students in an indigenous institution. The rapidly changing needs and demands of the diverse student population and other transformation happening in the different parts of society and the economy drive the need to continually improve the effectiveness of education. A review of literature indicated that when a western concept is applied in the classroom, it is vital that it must be culturally relevant and appropriate with the cultural beliefs and values of the students and the institution. In an indigenous institution, learning and teaching that acknowledges the learner's cultural identity is seen as fundamental to their educational success and empowerment. The existent cultural elements of beliefs, values, language, heritage, heredity, perspectives and practices are clearly reinforced. The teaching approaches based on a framework that recognises cultural diversity must contextualise the learning experience, building upon students' background and aspirations. A ten-dimension framework, the Integrated Framework for Student-Centred Learning (IFSCL), was developed which served as an embodiment of student-centred principles and practices in the provision of holistic educational experience. The findings have highlighted aspects of the teaching and learning practice in an indigenous institution which exhibited strong associations with the student-centred approach as well as areas that deviated from it. There are implications for changes to the current teaching and learning practice, either in re-examining the teaching and learning approaches as well as in the provision of support services to the diverse student population.