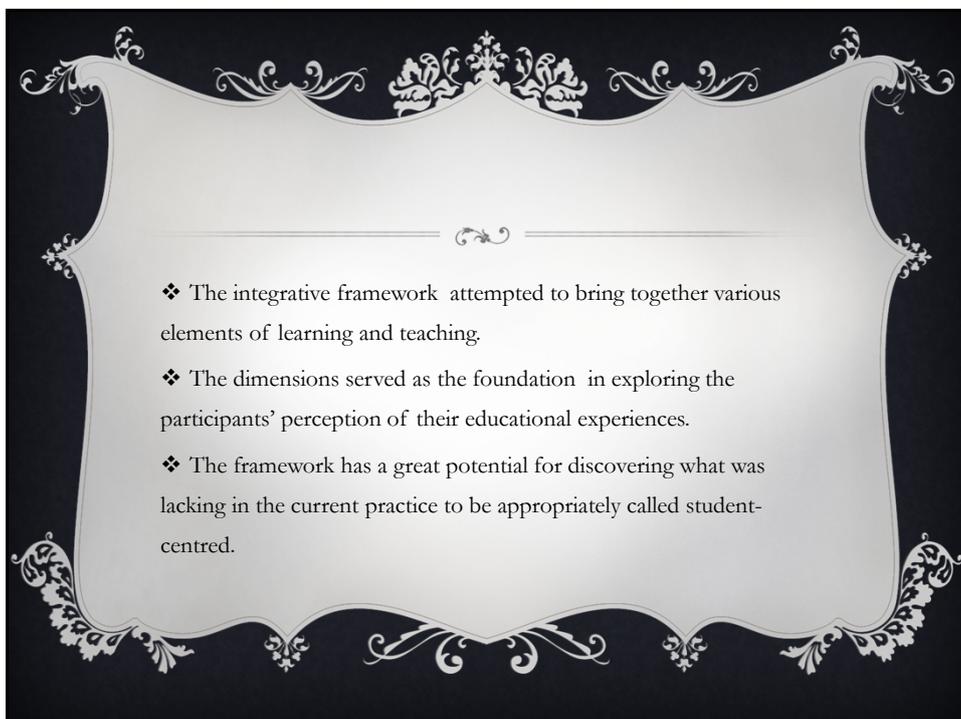


## SCL

❖ Student-centred learning:

- focuses on the learners and their learning process
- shift from teaching to learning
- emphasis on deep learning and understanding
- increased responsibility and accountability on the part of the student

❖ The APA Learner-Centred Principles are considered to be fundamental in providing quality learning experience as it takes into consideration the development of the intellectual, physical, mental, social and individual domain of the learners.





❖ Western/mainstream conceptions of learning appeared to be universal but may not be adequate in other non-western culture.

❖ Simplistic forms of 'transfer' of western approaches to other contexts may often be inappropriate



## THE 'CULTURAL' FACTOR

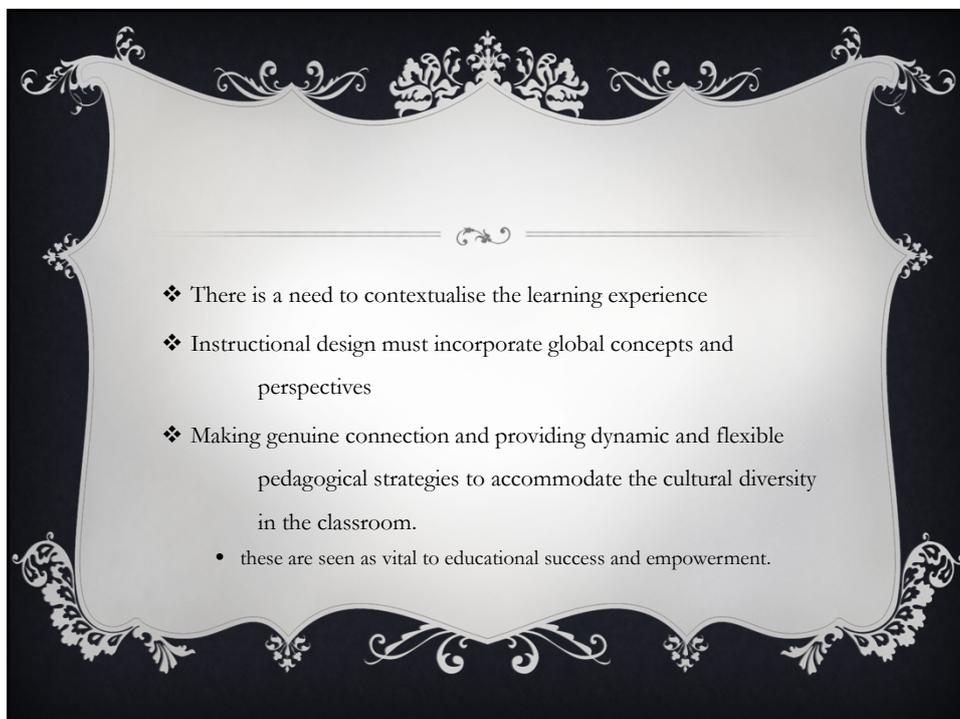
❖ From non-western countries, conceptions of learning are influenced by local moral obligation, cultural and religious traditions.

❖ Dimensions need to be congruent and inclusive of the cultural identity, practices and pedagogical approaches of the institution and the learners.

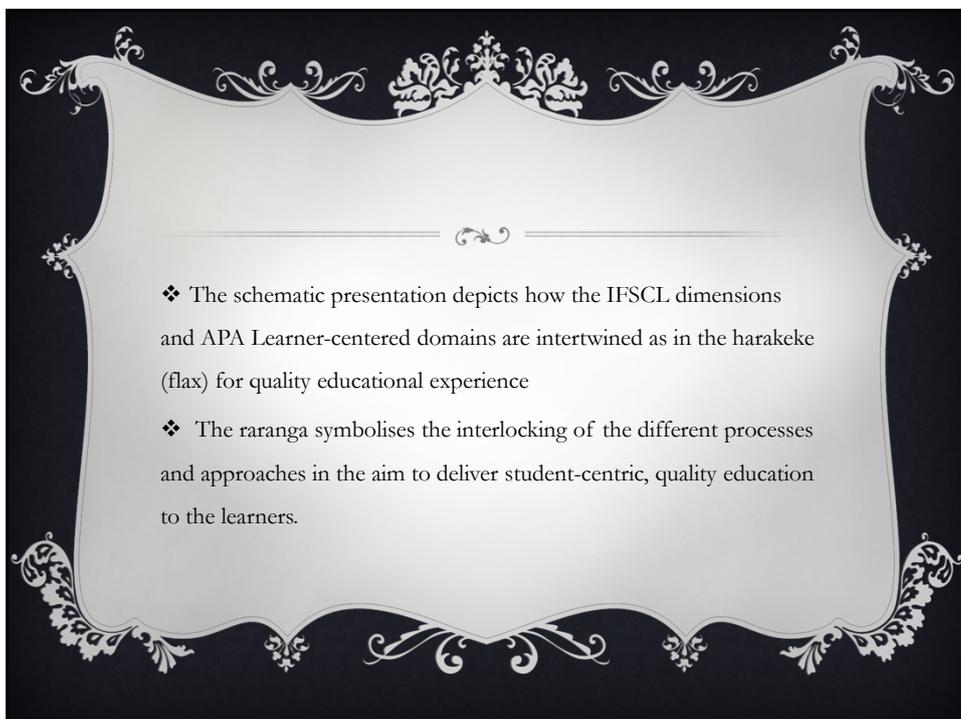
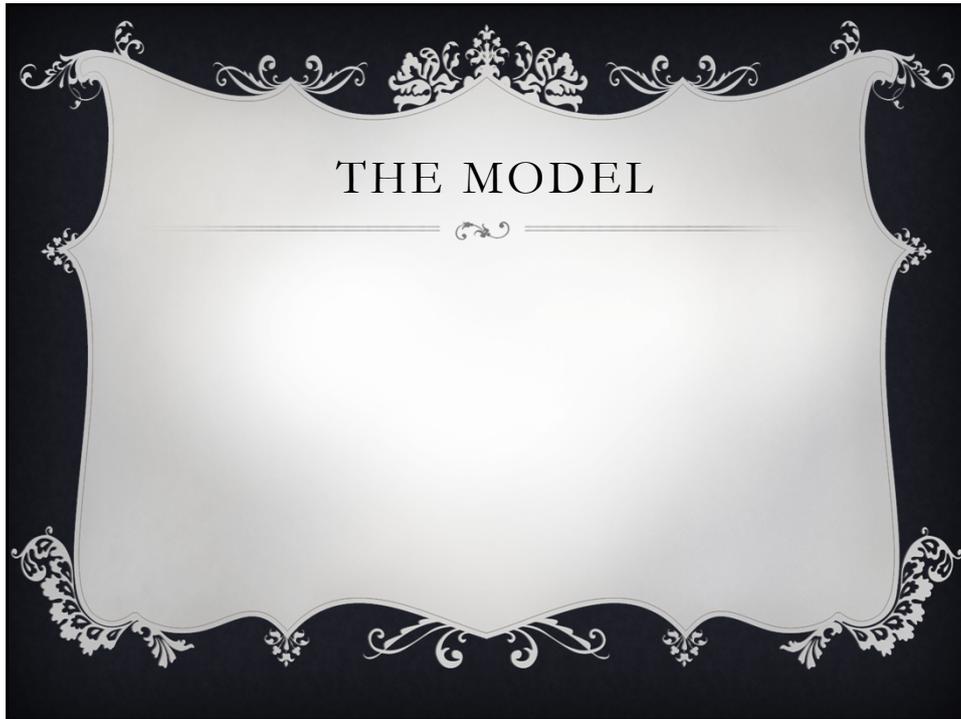


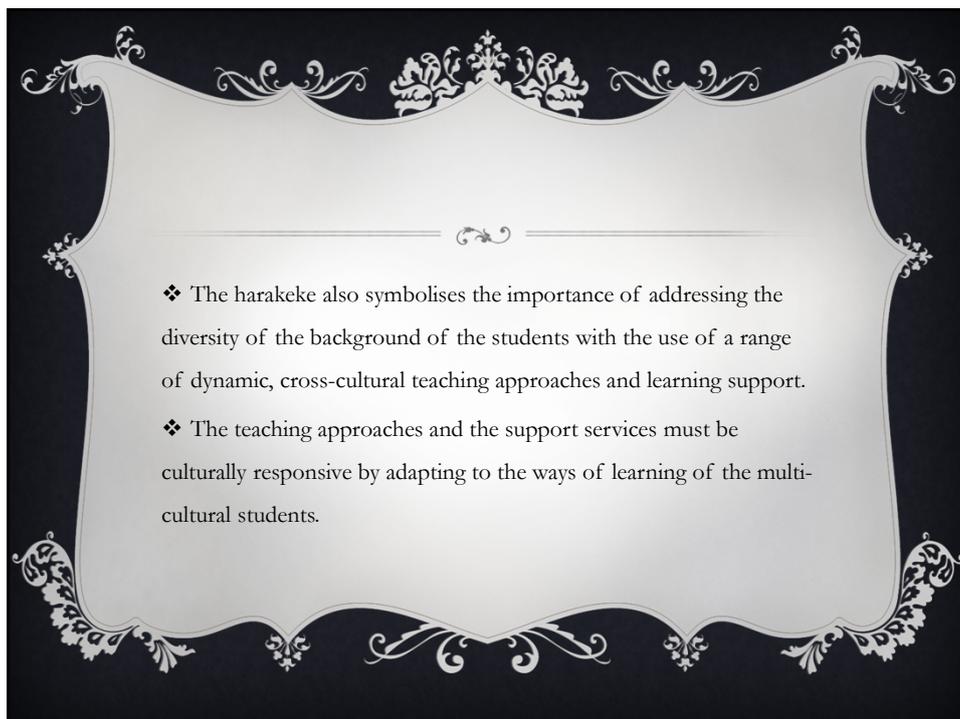
## CULTURAL CAPITAL

- ❖ Cultural capital (Bourdieu)
  - individuals and families have accumulated resources, wealth and knowledge which position them at a much higher level than others.
- ❖ Culture and Cognition (DiMaggio)
  - the different aspects of culture also have impact on cognition and educational achievement.
- ❖ linked cultural capital with educational success.



- ❖ There is a need to contextualise the learning experience
- ❖ Instructional design must incorporate global concepts and perspectives
- ❖ Making genuine connection and providing dynamic and flexible pedagogical strategies to accommodate the cultural diversity in the classroom.
  - these are seen as vital to educational success and empowerment.





❖ The harakeke also symbolises the importance of addressing the diversity of the background of the students with the use of a range of dynamic, cross-cultural teaching approaches and learning support.

❖ The teaching approaches and the support services must be culturally responsive by adapting to the ways of learning of the multi-cultural students.



❖ Kia ora!

