

Table of Contents

| | |
|---|------------|
| 1. INTRODUCTION | 7 |
| 1.1. The need for the manual | 7 |
| 1.2. Purpose of the manual | 8 |
| 1.3. How to use this manual | 8 |
| 2. LEARNER-CENTRED TEACHING | 10 |
| 3. TEACHER COMPETENCIES FOR LEARNER-CENTRED TEACHING | 13 |
| 4. STUDENT-CENTRED PEDAGOGY – BRIEF OVERVIEW OF LEARNER-CENTRED METHODS AND APPROACHES | 18 |
| 4.1. Problem-based learning (PBL) | 18 |
| 4.2. Task-based learning (TBL)..... | 20 |
| 4.3. Discovery learning | 24 |
| 4.4. Project-based learning | 26 |
| 4.5. Learning contracts | 28 |
| 5. METHODOLOGICAL SUPPORT | 32 |
| 5.1. Overall organisation | 32 |
| 5.2. Target audience..... | 32 |
| 5.3. Organisation of a module | 32 |
| 5.4. The Handouts | 32 |
| 6. TRAINING MODULES | 33 |
| 6.1. Module 1 – Theoretical background of learner-centred teaching | 33 |
| 6.2. Module 2 – Hands-on experience with learner-centred teaching | 88 |
| 6.3. Module 3 – Assessment | 129 |
| 7. INTERESTING PRACTICES | 144 |
| 7.1. The changing context of higher education..... | 144 |
| 7.2. Best practice or interesting practice? | 145 |
| 7.3. What stands behind interesting practice? | 146 |
| 7.4. Examples of collected <i>interesting practices</i> | 148 |
| 7.4.1. Interesting practice examples in problem-based learning..... | 148 |
| 7.4.2. Interesting practice examples in task-based learning..... | 158 |
| 7.4.3. Interesting practice example in discovery learning..... | 187 |
| 7.4.4. Interesting practice example in project-based learning | 215 |
| 7.4.5. Interesting practice example in learning contracts | 222 |
| 8. REFERENCES | 231 |
| 9. GLOSSARY OF TERMS | 234 |