



## LEARNER-CENTERED PEDAGOGY: A GAME-CHANGER IN TEACHING

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### ANNOTATION

This article explores LCP's potential as a "game-changer" by analyzing theoretical foundations of LCP and its contrast with traditional pedagogy, implementation challenges in diverse contexts. This article analyzes information from several scientific papers to assert that learner-centred pedagogy signifies a paradigm change that enhances engagement, critical thinking, and a lifetime passion for learning, therefore enabling students to excel in a fast changing world.

**Keywords:** Learner-Centered Pedagogy (LCP), student-centered learning, active learning, constructivism, educational reform, teacher education, student engagement, humanistic psychology, social learning theory, autonomy, formative assessment

### INTRODUCTION

Learner-Centered Pedagogy (LCP) has emerged as a transformative approach in education, shifting the focus from teacher-led instruction to student-driven learning [6:1]. Rooted in constructivist theories suggested by Vygotsky and Piaget, LCP emphasizes active participation, autonomy, and collaborative learning [2:4]. This progression acknowledges that learners are not passive users of information but active builders of knowledge, and that successful teaching must accommodate varied learning styles, experiences, and backgrounds. This methodology centres the learner in the educational process, promoting enhanced engagement, critical thinking, and a lasting passion for learning, so allowing students to succeed in a fast changing world.

### MAIN PART

Learner-centred pedagogy (LCP) is a pedagogical methodology that prioritizes the needs, interests, and active participation of learners in the teaching and learning process. This pedagogical model is based on several key theoretical frameworks, including constructivism, humanistic psychology, and social learning theory. Jean Piaget's cognitive constructivism posits that learning transpires through assimilation and accommodation, wherein learners incorporate new knowledge into pre-existing cognitive frameworks [5:15]. Lev Vygotsky's social constructivism emphasizes the significance of social interaction and scaffolding in the learning process, positing that knowledge is collaboratively built [9:90]. Humanistic psychology, especially the contributions of Carl Rogers and Abraham Maslow, emphasizes the significance of human development, autonomous learning, and emotional health in education. Maslow's hierarchy of needs (1943) reinforces LCP by indicating that learners must

satisfy their fundamental psychological needs prior to attaining self-directed learning [4:382]. Albert Bandura's social learning theory (1977) highlights that learners acquire information not alone via direct teaching but also by observing peers and educators, which corresponds with collaborative and interactive learning practices in LCP [1:22]. According to Bremner, LCP is defined by six key aspects [2:4]:

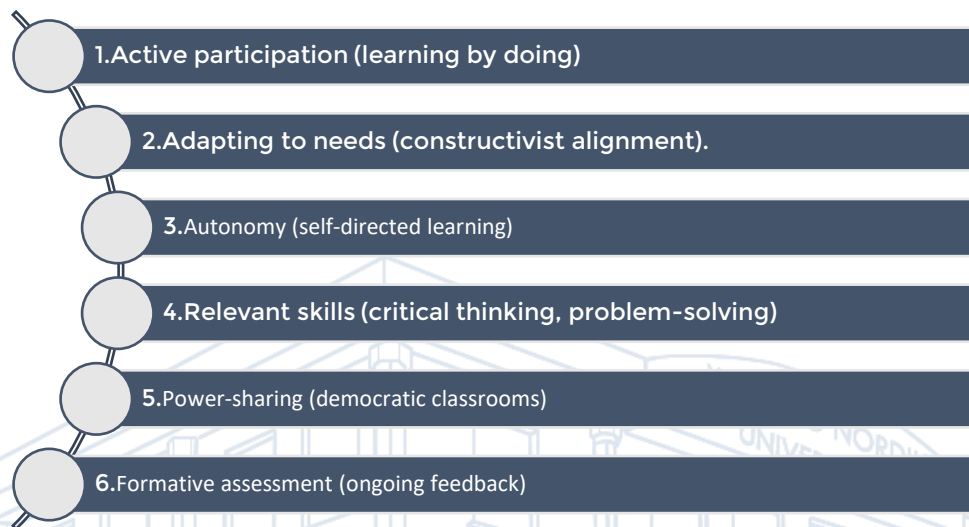


Figure 1. Key aspects of LCP

In contrast to conventional education, which regards the teacher as the principal authority imparting static information, LCP promotes autonomy, critical thinking, and flexible learning processes. Significant differences arise in classroom dynamics: conventional techniques depend on lectures, standardized curriculum, and passive information absorption, whereas LCP emphasizes inquiry-based activities, varied instruction, and metacognitive reflection. Evaluation within LCP transitions from summative assessments to formative, competency-oriented evaluations, consistent with constructivist learning concepts that see learning as an iterative process. LCP contrasts sharply with teacher-centered methods, which prioritize rote memorization and passive absorption [8:2].

Despite its theoretical advantages, the actual use of learner-centred pedagogy (LCP) encounters several obstacles. A significant barrier is instructor opposition, sometimes arising from insufficient training or unfamiliarity with facilitative as opposed to directive teaching methodologies [10:45]. Conventional educational frameworks, which prioritize uniform curriculum and instructor-centered teaching, impede the transition to LCP [6:12].

Another difficulty is the substantial number of classes, which complicates the successful implementation of individualized instruction and active learning methodologies. Moreover, assessment frameworks that favour standardized testing instead of formative and competency-based assessments contradict LCP's focus on personalized learning [3:8].

Ultimately, socio-cultural issues influence pupils, since those familiar with passive learning may first oppose interactive approaches [7:73]. Addressing these difficulties

necessitates systemic reforms, encompassing teacher professional development, curricular adaptability, and governmental endorsement for alternate assessment frameworks. Bremner also supports these views and mentions similar implementation challenges.[2:6]:

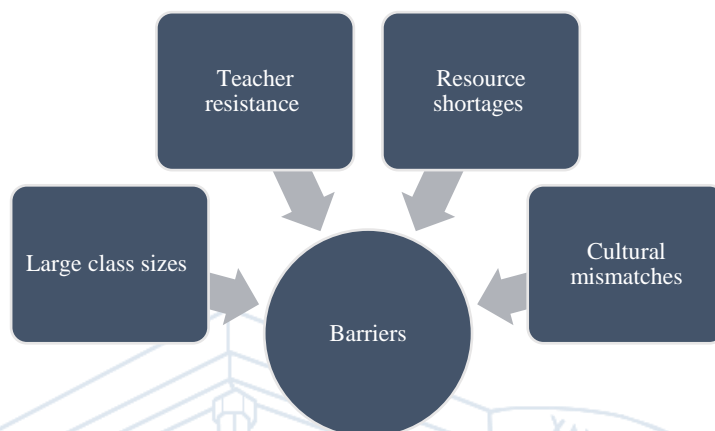


Figure 2. The implementation barriers of LCP

## CONCLUSION

Learner-centred Pedagogy (LCP) signifies a fundamental transition in education, departing from conventional teacher-centric teaching to a framework that emphasizes student autonomy, participation, and active knowledge building. Grounded in constructivist and humanistic beliefs, LCP promotes critical thinking, teamwork, and lifelong learning skills vital for managing an increasingly intricate world. Nonetheless, its execution encounters considerable obstacles, such as educator opposition, inflexible curriculum, substantial class numbers, and socio-cultural impediments. Notwithstanding these challenges, empirical research indicates that LCP provides significant cognitive and non-cognitive advantages, rendering it a valuable investment for educational reform. Systemic reforms are need to fully actualize its potential, encompassing teacher training programs, legislative support for adaptable curriculum, and alternative evaluation frameworks. By tackling these obstacles, educators and policymakers may establish more inclusive, dynamic, and effective learning environments that enable students to flourish.

LCP is not only a pedagogical trend but a paradigm change that redefines the roles of educators and students, promoting a more equal and engaging educational system. As global needs change, adopting learner-centred methodologies will be essential in equipping students for the uncertainties and prospects of the future. Future research should focus on longitudinal studies to measure LCP's academic impact and explore hybrid models blending traditional and learner-centered approaches.

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