Teachers can transform the way students look at learning—while improving outcomes and increasing engagement—by incorporating practices that fall under the umbrella term, student-centred learning. Student-centred learning is fundamentally about changing our understanding of how teachers and students work together so that, eventually, every student becomes a confident, capable, self-directed learner, able to adapt to the challenges of the modern world. Student-centred learning is not a light switch we turn on or off; rather, by changing small things, incorporating different activities, or even talking about learning in new ways, we can help students become autonomous, lifelong learners.
**choice**

(essential) the power to make a decision. This ability allows individuals to decide autonomously, makes individuals resources and learning experiences in order to allow learning to their interests, thus increasing self-directedness. See also personalization.

**cooperative learning**

(essential) a learning environment in which learners work in groups of two or more to complete a task or solve a problem. Cooperative learning designs emphasize the importance of individual contributions, task structures, and resources for the benefit of the group. See also active learning and collaborative learning.

**democratic classroom**

(essential) a learning environment in which learners are actively engaged in the learning process, taking responsibility for their own learning, and working collaboratively with others. See also student-centered learning.

**discovery learning**

(essential) an instructional approach in which students are provided with the opportunity to explore and construct their own understanding of the subject matter they are learning through hands-on activities and feedback. See also inductive teaching.

**experiential learning**

(essential) a theory that suggests people learn through direct and meaningful experience with subject matter followed by reflection on the experience. See also active learning and authentic learning.

**flow**

(essential) a pleasurable mental state of full engagement and absorption. Flow states occur when people are immersed in an activity and are in a state of full concentration and control that they have total control of in and out of their usual environment. See also feedback and autonomy support.

**formative assessment**

(essential) the low- or no-stakes evaluation of student learning that focuses on providing constructive feedback to students to improve their performance. See also self-directed learning and collaborative learning.

**gestalt**

(essential) an organizational concept that refers to the wholes or parts of an object. See also pedagogical design and personal learning networks.

**goal setting**

(essential) an approach to teaching that values the active participation of students in the learning process. Students are given the opportunity to choose their own learning objectives and are responsible for achieving them. See also intrinsic motivation and self-regulated learning.

**guidance**

(essential) an instructional approach that uses external modeling and scaffolding to help students make academic progress. See also collaborative learning and community of practice.

**inductive teaching**

(essential) a teaching method in which students are provided with a conceptual framework and then given an opportunity to explore and apply the concepts to real-world situations. See also discovery learning and scaffolding.

**intrinsic motivation**

(essential) the organized force of learning for an internal reason, for example, for the sake of the learning itself. Students who are intrinsically motivated are interested in learning for the sake of learning and are motivated to engage in intellectually stimulating activities that are not tied to external rewards or recognition. See also self-directed learning.

**learning-centered teaching**

(essential) an instructional approach that is centered on the student's needs and preferences. Learning-focused teaching designs are intended to provide students with a personalized challenge, feedback, and autonomy support. See also self-directed learning.

**personal learning network**

(essential) a suite of technologies that allows students to create a network of learning resources (people, information, tools, etc.) that are relevant to their individual needs and goals. See also personalization and lifelong learning.

**personalization**

(essential) an instructional practice that uses assessments of individual students' needs and abilities in order to provide learning experiences that are appropriate for their individual backgrounds, abilities, or preferences. See also formative assessment, personalized learning, and student-centered learning.

**personalized learning**

(essential) an instructional approach in which students are provided with different learning opportunities, experiences, or pacing that are based on individual background knowledge, abilities, or preferences. Personalization can be done through classroom instruction, small group instruction, or collaboration with other students or teachers. See also collaborative learning and formative assessment.

**project-based learning**

(essential) an instructional method in which students consider an authentic, real-world problem or question. Students are encouraged to work in teams and to apply their knowledge and skills to solve real-world problems. See also discovery learning and authentic learning.

**reflection**

(essential) a pleasurable mental state of full engagement and absorption. Flow states occur when people are immersed in an activity and are in a state of full concentration and control that they have total control of in and out of their usual environment. See also feedback and autonomy support.

**scaffolding**

(essential) an instructional approach that uses external modeling and scaffolding to help students make academic progress. See also collaborative learning and community of practice.

**self-directed learning**

(essential) an approach to learning where students choose their own learning goals, and when and how they achieve them. Students are encouraged to engage in self-directed, lifelong learning and to apply their knowledge and skills to solving real-world problems. See also intrinsic motivation and self-regulation.

**self-regulation**

(essential) the ability to monitor and control one's own behavior, actions, and emotions in order to achieve a specific goal. Self-regulated learners are able to set learning objectives, monitor their progress, and adjust their strategies as needed in order to achieve their goals. See also intrinsic motivation, self-directed learning, and personal learning network.

**student-centered learning**

(essential) an educational approach that is centered on the student's needs and preferences. Student-focused teaching designs are intended to provide students with a personalized challenge, feedback, and autonomy support. See also learning-centered teaching and self-directed learning.

**unschooling**

(essential) an educational approach that disregards traditional formal schools and student-centered learning at all levels of education. Unschooling focuses on students' personal interests, and encourages self-directed, lifelong learning activities that are everyday. See also self-directed learning and intrinsic motivation.

**virtual learning environments**

(essential) an instructional approach in which students use computer-automated, digital learning designs. See also self-paced learning and scaffolding.

**willingness to learn**

(essential) the ability to engage in self-directed, lifelong learning and to apply their knowledge and skills to solving real-world problems. See also intrinsic motivation and self-regulation.