

STUDENT-CENTERED LEARNING AND TEACHING PROCESS: TWO LECLESSES PLANS WITH PROCEDURES AND IMPLEMENTATION MODES

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Abstract

Drawing from the *Routledge International Handbook of Student-centered Learning and Teaching* (2021) and Bari's Convention on Academic Didactic Innovation (2018), while bearing in mind the most relevant theories of modern pedagogy along with the consequent practical implementations of glottodidactics, this article focuses on the objectives of the EU program ET 2020.

Great relevance is granted to the learning-teaching approach and the new roles of students and teachers, exemplified through a "lecless" sample plan with objectives, times, number and role of students involved, procedures and assessment. Some works presented by university students during their English classes are finally included.

Keywords

Assessment, Communication, Learning, Lecless, Lifelong Learning.

1. Introduction

Despite the movement away from Teacher-Centered towards Student-Centered Learning and Teaching (SCLT) in Higher Education has intensified in recent years, SCLT still remains somewhat poorly defined, under-researched and often misinterpreted. This urged a thorough and up-to-date overview of the fundamentals of SCLT and its discussion and applications in policy and practice, thoroughly offered by *The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education* (Hoidn, Klemenčič 2021).

Modern methodology is in favour of the Learning Paradigm against the Instruction Paradigm (Barr & Tagg 1995; Tagg 2019), but what about the scenario of the Italian academic world? Some relevant innovations in the area of academic pedagogy emerged during the Convention titled "Innovazione didattica universitaria e strategie degli atenei italiani. 100

contributi di 27 università a confronto”, held in Bari in October 2018.¹ Most presenters, in an attempt to make up for the lost time, tried to put didactics at the center of the learning-teaching process also in the academic world and discussed the new roles played by both students and teachers in the educational process. One of the main didactic innovations foregrounded in the convention was to highlight the fundamental role of learners in the formative process, an area where new strategies and techniques of active, responsible involvement need to be further exploited, assisted by communication, IT and interactive web systems².

A few additional key areas of investigation and reflection were pointed out, in the formative process of learning and teaching, including tutoring and the support of autonomous learning, together with interdisciplinarity and a necessary, stricter connection between High School and University, a tie which is hardly found in Italy. Soft skills equally received some kind of attention, but most of all the importance of teachers’ formation, often ignored at academic level, came out quite clearly.

Bearing in mind the new role of the learner in the educational process, together with the most relevant theories and the consequent practical implementations of modern pedagogy and glottodidactics (Pepicelli, 2021; Intorcia & Pepicelli, 2021), this article focuses also on the four objectives of the EU program ET 2020³, all of them indispensable branches of education:

- make lifelong learning and mobility a reality;
- improve the quality and efficiency of education and training;
- promote equity, social cohesion and active citizenship;
- enhance creativity and innovation, including entrepreneurship, at all levels of education and training.

2. The new roles of teachers and learners

In this article adequate relevance is given to the learning-teaching approach, exemplified through a “*leclass*”⁴ plan with objectives, times, number and role of students to be involved, procedure and assessment methods. Some works presented by university students during some English courses are finally included.

The ideal teacher stems in her/his multifaceted roles of facilitator, guide, stimulator, leader, supporter from the mentioned theoretical assumptions, as well as from modes like CLIL, Retrieval Practice, microlanguages and the related methodological implementations through appropriate strategies, techniques, skill getting and skill using activities, language analysis, learning and acquisition. It is essential, for such a teacher, to be resilient, open-minded, resourceful, reflective, balanced, knowledgeable, communicative, empathic and much more;

¹ The outcome of this convention was a book published in 2019 by GEO, Università degli Studi di Bari Aldo Moro e CRUI (Conferenza dei Rettori delle Università italiane), titled after the name of the convention itself and edited by Corbo F., Michelini M., Uricchio A.F.

² At the end of the 2019 Bari convention, Marisa Michelini, Director of GEO (Consorzio Interuniversitario Giovani Educazione Orientamento), University of Udine, asked herself: “What have I learned? What am I doing tomorrow?”. She also stated that “in the Italian academic panorama there are researches, meetings, conventions, studies in the field of education going on with new tendencies, approaches identified and explained and shared, but in terms of implementing these results it is quite another story now”.

³ “Education and Training 2020. Highlights from the ET2020 Working Groups 2016-2017”, retrieved from https://education.ec.europa.eu/sites/default/files/document-library-docs/education-training-et2020-working-groups-2016-2017_en.pdf

⁴ We have created a portmanteau word, *leclass* (pl. *leclasses*) made up of the initial letters of the two words: “*lecture*” and “*lesson*”, meaning something that is applicable both at University and in Secondary High Schools; as a matter of fact, there is not much difference in terms of acquired skills and competences for first-year university students, who until July attend high school and from September of the same year start university.

accordingly, the ideal student is expected to be motivated, cooperative, participatory, active, responsible, capable of self-esteem.

Conversely, whenever teachers speak a lot without communicating appropriately, often committed in producing a sort of soliloquy, when they do not continuously assess and evaluate their own performance and their students' – who might actually remain far away, distant, separated, rather cut out from classes – and follow their route without being conscious of their learners' expected progress, forgetting to check their levels of attention and participation, instructors and learners are simply not on the same wavelength. In other words, they act like the traditional teacher, a figure still popular nowadays, but frankly to be put aside: they basically just focus on getting information into their learners' heads.

Nowadays, what is expected by all teachers is to know what they should be and how they should behave, bearing in mind the main educational paths well in advance, yet being ready to adapt, adjust, refocus, change, modify, in keeping with all the restraints that the cutting-edge theories, listed below, involve.

In our lectures, we make an effort to abide by the features of a more inclusive teacher and to work for achieving the ET 2020 objectives as much as possible, prioritizing learning against teaching, quality education, spontaneous and continuing participation, together with cooperation and innovation. In other words, in our university classes we try to avoid traditional approaches, while fostering participation and capitalizing on shared assignments.

Once students, in the very first lectures, understand where they are in terms of competences, skill-using abilities, personal strengths and weaknesses, it comes out very clearly that the number of in-presence lectures alone is not enough to fulfil the expected objectives and foreign language competence level (B2 of the Common European Framework of Reference for Languages), especially for weaker learners.

Consequently, the attempt is to transform students' voluntary attendance into a sort of continuous participation, just like in high school classes or in USA colleges, where attendance is obligatory. This is the main reason why in our lectures there is a strong emphasis on assignments. On the other hand, students are aware that each university credit is made up of 25 hours of work: 8 in-presence and 17 of individual work, outside the lecture-room, including homework, tutoring and similar learning activities.

3. Some key words

In order to make our work as clear as possible, it might be useful to share beforehand the meaning of some key words: *learning*, *lifelong learning*, *resilience*, *sustainable/sustainability*.

3.1 Learning

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. Psychologists often define learning as a relatively permanent change in behavior as a result of experience. The psychology of learning focuses on a range of topics related to how people learn and interact with their environments.

“Being knowledgeable about the ways students learn is extremely beneficial to the job of college instructors and requires surveying research in fields as diverse as developmental psychology, anthropology, and cognitive neuroscience.” (Eyler J., 2018)

3.2 Lifelong learning

Lifelong learning is extremely relevant as it implies movement and changes, rather than something overtaking only the idea of staticity. It is the provision or use of both formal and informal learning opportunities throughout people's lives in order to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment. (Collins English Dictionary)

3.3 Resilience

What does it mean to be resilient? Resilience is the ability to withstand adversity and bounce back from difficult life events. Being resilient does not mean that people do not experience stress, emotional upheaval, and suffering. Some people equate resilience with mental toughness, but demonstrating resilience includes working through emotional pain and suffering. Resilience empowers people to accept and adapt to situations and move forward.

3.4 Sustainable/sustainability

Sustainability is a complex concept. A clear definition comes from the UN World Commission on Environment and Development:

“Sustainable development is a development that meets the needs of the present without compromising the ability of future generations. To meet this aim, it is necessary to strengthen the means of implementation and to revitalize the global partnership for sustainable development”.

4. Some university students' presentations

The table below summarizes most of the topics presented by students attending the Degree Courses in Business Economics, Tourism Economics (for these Degree Courses the English exam corresponds, respectively, to 6 and 9 university credits), Civil Engineering, Energy Engineering, Information Technology and Electronics for Automation and Telecommunications Engineering (where the English exam corresponds to 3 university credits) during the academic years 2018/19 and 2019/20.

Tab. 1

Considering that each semester typically includes 36 classes of two hours each for Tourism Economics and only 13 classes for each of the four Degree Courses in Engineering, students presented their works almost in every lecture. They did so on a voluntary basis, mostly by using PowerPoint presentations. Classes participated with questions and, sometimes, with additional materials too, which were usually presented at the start of the lecture. As a result, the lecture plan had often to be adjusted, having to deal also with what came out of these presentations; clearly, this highly fostered class participation. This initiative was so successful that after an initial hesitation, as soon as they realized that their participation implied a positive evaluation for their performance anyway, students were eager to share their presentations. Their enthusiasm was evident and this obviously made it a pleasure to work together.

The key to this success was the connected, relaxed atmosphere in the lecture room, where the main focus was on students, the main actors of the learning environment, bearing in mind a core statement of the Olympic Games: “The important thing in life is not the triumph,

Topics	No. of presentations
Brexit	4
Communication	4
Curriculum vitae following the European Union Format	36
Decalogue of sustainable tourism	2
Dwellings in UK and USA	3
Education	6
English around us	5
False cognates	2
Gentrification and <i>touristification</i> at Barcelona and Capri	2
Idioms	5
Mind maps	3
My degree course	2
My ideal dwelling	10
Phonetics: Homophones and homographs	2
Plan of green building	25
Pollution	2
Study and life skills	5
Thailand's tourism resources	1
Tourism in Turkey	2
Travelling	3
Total	124

but the fight; the essential thing is not to have won, but to have fought well.” (Pierre De Coubertin, London, 1908).

5. Assessment

At the end or during each presentation, a brief discussion would start with questions, observations, reactions. A few minutes would be devoted to an informal assessment.

Students would be asked to assess their colleagues' presentations according to the table below, which had originated from an interactive work of learners and teacher. These materials would then be presented and discussed by each student when sitting the oral English exam.

Assess each element with marks ranging from 3 to 5. You can cooperate with your deskmates.

Elements	Marks (from 3, the lowest, to 5, the highest)
Confidence	
Fluency	
Pronunciation	
Grammar	
Comprehensibility	
Digital competence	
Final score (from 18 to 30)	

Tab. 2

Well-defined, specific activities stem from these theoretical ideas; some of them are an integral part of the two lesson plans which follow.

6. Some pedagogical assumptions

In our lectures we try to implement strategies and techniques stemming from well-established assumptions and principles of modern pedagogy and glottodidactics (Róg, 2014). Classroom management (Tauber, 2007) seems to be one of the essential competences: what the teacher should add, do, modify, cancel, and why, also considering that in university classes there are sometimes 100 attendees or more? What is, in a broader sense, her/his approach? In any class there are all sorts of learners with a large variety of learning styles: global or analytic, auditory, visual (Barsch, 1991) and, each of them, in different proportions.

Among the most innovative learning strategies in modern pedagogy are: crossover, incidental, embodied, context-based learning; computational thinking; adaptive teaching, science (with remote labs), analytics of emotions, argumentation, stealth assessment (Eyler, 2018). Such a rich variety of strategies suggests the use of multiple stimuli (visual, auditory, written, oral, pictorial) appealing to the four language skills (reading, listening, speaking and writing), without ignoring the fifth skill, viewing.

Together with other forms of communication, the body language should equally find adequate room, along with all the technical tools that technology modes make available, every day more, such as Blippar, Flipped class/lecture room, Gamification, Kahoot.⁵

7. The learning/teaching approach

The learning-teaching process implies knowledge, motivation, involvement, socialization, shared values, ability to disambiguate whatever is not clear. The teacher tries to accommodate a wide range of techniques and strategies, taking into consideration the types of learners, the average shape of her/his classes in terms of learning styles, integrating with assignment and doing individual work, i.e. during tutorials, offering the single learner the most appropriate stimuli/support according to what has come out from the individual questionnaires at the beginning of the course/semester.

8. A sample lecless plan

8.1 Topic 1: “The Global Village” (Tourism Economics)

Lecless 1. Part 1

Procedure

Step 1. Prerequisites (Pre-lecless, 10')

⁵ Here are some of the suggested widespread techniques which can be exploited for better and more varied activities: *Kahoot*: a game-based learning platform; *Gamification*: to use video game design and game elements in a learning environment. One basic element: rules to be respected, a democratic approach; *Blippar*: augmented reality through a digital platform. Users look at real-world objects enhanced with text and digital graphics through camera, smartphone, tablet, etc.; *Flipped classroom*: a blended learning strategy. Students prepare learning before they meet. This allows for content exploitation, meaning making or capturing, demonstration and application.

Create a true learning environment with a friendly, empathic, relaxed atmosphere. Anticipate content/topic of the following lecture, so as to allow for a more democratic learning experience (thus avoiding the situation where the teacher knows and learners ignore what would come next). Always come to class with a detailed plan clearly in mind.

Create the correct expectations in the learners' minds; give them the chance to get ready for the lecture through reading, checking, calling back their own prerequisites.

Step 2. Start working (20')

Questions on the topic according to the tridimensional way: teacher/students, students/teacher, students/students. Students contribute with their prior knowledge, drawing on their own encyclopedia, and with the assignment they did at home.

The teacher takes notes on the screen so as to clarify content to everyone and to allow each student, also those who have not understood, to take notes too, thus sharing the various contributions.

Students are free to go to the desk, write and read their contributions from the PC for everyone to share.

Step 3. Continue working (30')

The teacher gives six handouts with activities to six groups of students⁶. They are free to choose which group to join. The teacher shows activities also on the screen (a set of questions of reference, inference and/or presupposition, multiple choice, identification of key words in a short passage)⁷. Students can cooperate.

Coffee Break (10')

It is meant to release anxiety, to let students relax and to recover their level of attention.

Lecless 1. Part 2

Step 4 (50')

The teacher goes on working on the six texts eliciting, questioning, creating expectations. Each student has joined one group and gets involved actively through personal remarks, comparing ideas from the text to their own experience.

In order to facilitate understanding and communication, and whenever necessary, morphology, syntax, phonology with pronunciation and vocabulary with spelling receive adequate attention in order to clarify all the possible doubts in the various areas dealt with.

Work continues in the following *lecciones* with the same approach, similar techniques and the activities connected with the given texts. Whenever weak areas appear, additional activities and tutoring are suggested in order to overcome them.

⁶ The texts mentioned are from Intorcchia, E., Pepicelli, E., 2017, *English for Me*, Aracne, Rome. Their titles are: "Tourism Economics", "Sustainable Tourism", "Forum for the Future", "The Travel Foundation", "The Last Approach to Tourism in Italy and in Other Countries", "The Future of Tourism".

⁷ A *reference question* is when the answer is clearly expressed in the text. An *inference question* occurs when the reader has to take into consideration other elements from the text to find the answer. Answering inference questions correctly requires the ability to take information given in the text and then draw logical, supported conclusions from it. A *presuppositional question*, instead, is when the reader has to refer to her/his own encyclopedia to answer it correctly.

Lecless 2. “Green Environment”

This lecless has been implemented with students attending Degree Courses in Civil Engineering, Energy Engineering, Information Technology and Electronics for Automation and Telecommunication Engineering. Similar theoretical principles, strategies, techniques, activities and procedure to the ones shown for Lecless 1 are applied, being ready to adjust, modify, according to emerging needs and to the specific requirements of the four Degree Courses. In order to facilitate understanding and communication, together with morphology, syntax, phonology and pronunciation, microlanguages (English for Special Purposes) will receive special attention.

Key words to be used include: green, pollution, environment, climate, sustainable development, energy sources.

Students, divided in 5 groups, start working on five texts.⁸ They will continue their work at home; some volunteers will give a presentation on the basis of their activities in the following lectures.

9. Appendix

9.1 Topic n.1: Communication

Part of what follows about communication stemmed from an introductory conversation between teacher and students. It is agreed that communication is one of the most important features of any society, it is a two-way process between two people or two groups of people. True communication is a process that fills an information gap between two or more people or groups.

A follow-up activity in a lecless room:

“Distinguish between true communication and untrue communication.”

The teacher asks her/his students: “What did you have for breakfast this morning, Elena?” (true)

The teacher pointing to her/his eyes and addressing her/his students: “How many eyes do we have? (untrue, simply because it is an obvious question).

It is equally pointed out that there are different types of communication (i.e. oral, written, pictorial, face to face, online) and registers (formal and informal with different degrees).

9.1.1 A Dicto-comp

A good example of an activity favouring communication is the Dicto-comp, as it involves the four language skills, together with viewing, speaking and writing in the limelight.

Setting: The lecture-room of an Italian university or a High School classroom. About twenty students. Teacher and students agree that communication is a relevant topic for everyone to talk and write about. They produce this mind map through a quick brainstorming; the teacher elicits ideas from students; using a PC, the teacher or a student keys in the mind-map and it is shown through the video projector:

⁸ The texts mentioned, “My Place”, “Typical Dwellings in Britain and the USA”, “Environment”, “Pollution”, “Green Buildings” are from Intorcia E., Pepicelli E., 2017, cit., pp.19-20, 61-65.

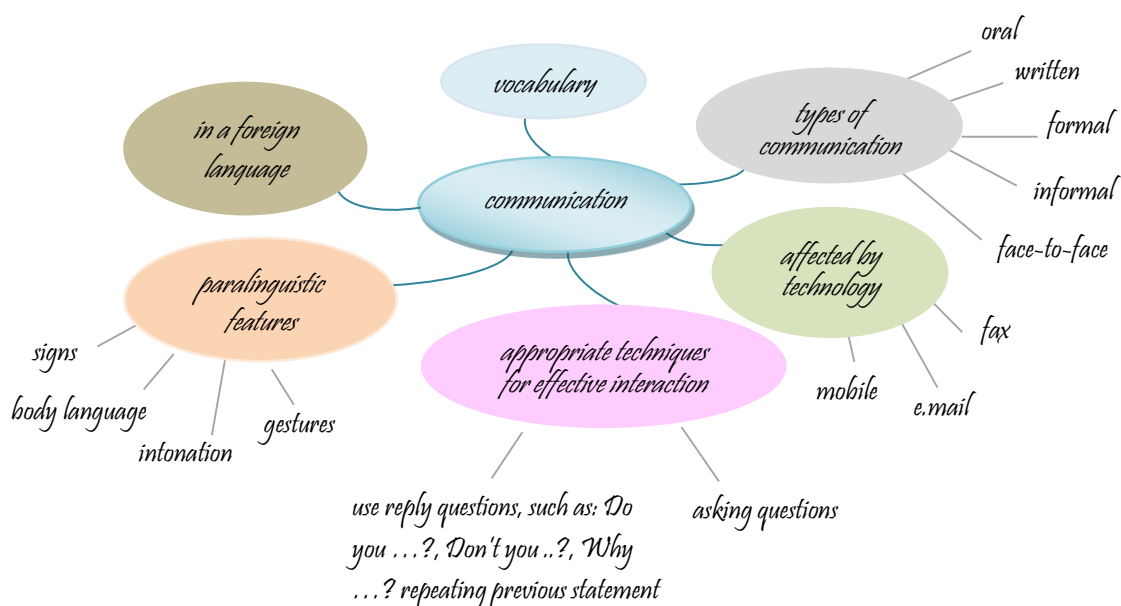


Fig. 1

Procedure:

- a. Each student writes a sentence about the topic, and, in turns, all dictate their own sentence to the class; some errors may be corrected during this activity by anyone.
- b. Everyone writes those sentences.
- c. The teacher writes them on the PC/interactive whiteboard, without showing them.
- d. Dictations finishes and students are asked to rearrange those sentences, trying to correct mistakes, if any, granting cohesion and coherence to the composition.
- e. A volunteer student reads her/his composition.
- f. Then, s/he goes to the computer/interactive whiteboard and writes it down, showing it to the whole class.
- g. Final class checking of errors, if any left.

10. Samples of students' presentations*10.1 Verbal and written communication*

It is formed by the words we use when we speak or write, and normally it is also the level we are most aware of. When we have to express ourselves, indeed, we try to carefully choose words, adapting the register to our interlocutor and the context.

The way we say something is equally very important, for example the volume of our tone, speed, timbre of voice. In the case of written communication, punctuation and the length of periods give the text rhythm and speed. Obviously in a context of English as a Foreign Language (EFL) learners are usually less aware of these aspects than in one where English is a Second Language (ESL), leaving aside where English is the Mother Tongue (EMT).

Communication is also all that is conveyed through posture, movements, the “body language”, the position occupied in space compared with the interlocutor, but also through the way of dressing; these are additional elements in favouring or hindering communication.

The non-verbal language is equally present when we communicate in writing or through images: if we write by hand, the handwriting and the colour used can reveal our state of mind. For example, in a mail, the type of font, the color, the possible use of images are important indicators. Printing is an old technology used for the production and distribution of information and for communicating through books, posters, newspapers and magazines.

In recent years radio first and then television are bringing information into our homes, and now the internet, cell phones, tablets play a crucial role in our daily lives.

Nunzio A., Assunta O.

10.2 Brexit

Consolidated version of the Treaty of European Union, Title VI, Final provisions.⁹ Article 50 of the Treaty of the European Union – TEU – recognizes that any member State has the right to withdraw from the European Union. The terms of the withdrawal must be negotiated between the EU and the State concerned, with the aim of concluding an agreement.

10.2.1 Consequences of Brexit

The majority of British citizens seemed to have thought that the EU was too expensive, they wanted a major control over immigration. The most relevant consequence of Brexit regards the abolition of the free circulation of people and goods. British citizens have to leave Member States and viceversa. To enter Britain citizens would need a passport and they have to respect strict regulations to work in Britain.

“While we are free to choose our actions, we are not free to choose the consequences of our actions”. (Covey, 1993)

Some Brexit consequences: the City of London will no longer be the EU financial center. The main firms, including banks, will have to move some businesses to EU, over 3 million of working population are EU citizens and over 1 million Britons work in the EU. Also, the UK will lose tariff-free access to largest export markets. A massive lack of workers, like truck drivers, waiters and waitresses are already creating grief, suspense, and worries to British politicians.

Britain broke from the European Union’s regulatory orbit on Jan. 1, casting off nearly half a century inside the bloc and embarking on what analysts described as the biggest overnight change in modern commercial relations.

Far from closing the book on Britain’s tumultuous relationship with the rest of Europe, the split, known as Brexit, has opened a new chapter – one that could reshape not only the country’s economy, foreign policy and politics, but even its borders.

Prime Minister Boris Johnson is now speaking of creating a more agile “Global Britain”, with stronger ties with the United States and other democracies like Australia, India and South Korea.

And arrangements for the sensitive territory of Northern Ireland have fueled rioting and diplomatic tensions, both of which may yet flare up more fiercely, not ignoring that most Scots want to stay with EU.

The Trade and Cooperation Agreement between the UK and the EU on Brexit formally entered into force on 1 May 2021.

Sara M., Angelica S., Francesca C.

⁹ Consolidated version of the Treaty on the Functioning of the European Union. Part Seven - General and Final Provisions#Article 355# (ex Article 299 (2) <https://op.europa.eu/en/publication-detail/-/publication/a2f27fb4-b95d-4087-ae72-d372259e4d7a/language-en>.

10.3 English around us

Activity 1: Look up the meaning of the words below in a monolingual English dictionary and translate them into your mother tongue.

Ex. *bipartisan*: belonging to two political parties.

The world of politics: party, government, bipartisan, Prime Minister, President, jobs act, exit poll, speech, welfare, the world of business, economy and economics.

Business, customer care: mission, startup, community manager, CEO (Chief Executive Officer), part-time/full-time job, freelance, target, manager, meeting, deadline, conference call, e-mail, technology, work in progress.

IT: Smartphone, wireless, RAM (Random Access Memory), hardware, software, touchscreen, social networks.

The world of fashion: brand, must-have, trendy, make-up, cool, outfit.

Cinema, theatre and books: cinema, movie, soundtrack, drama, sequel, spin-off, story, soap operas, abstract, trend, trash, millennials.

Some more words: teenager, duty free, coffee break, all inclusive, all you can eat, ok, all right, very well, cool, car, news, bar, smart, chips, restaurant, swimming pool, football league, corner.

Activity 2: Write a sentence with one or more words from each group.

Ex.: A strong tie with the USA is *bipartisan* in the UK, as it is shared by both the Conservative and the Labour parties.

Sara M., D. Maria S.

10.4 Food

Food is different all over the world: each country has a different cuisine such as Japanese, Lebanese and Italian ones. Some words: fish and chips, rump steak, pork/beef steak: rare, medium, well-done.

My favourite food is Neapolitan pizza, “Marinara”; the ingredients are olive oil, tomato sauce, rosemary and anchovies.

I also like eating at fast food restaurants and pubs, but I think slow food is healthier than fast food because you eat slowly, so you have more time to digest.

An important problem of eating often in places like “Burger King” is the development of obesity, especially among young people. To contrast this problem, it is important to follow a diet, so you can select the food that is better for you.

I think cultures about food are very important because they differentiate each other. One of the most important food events of a few years ago was the “Expo 2015” that took place in Milan from the first of May to the end of October.

Elsino R.

11. Conclusions

Accepting the assumptions of modern research in the fields of pedagogy and glottodidactics, together with the four educational objectives included in the European Union

Program ET 2020, this work heavily relies on learning rather than on teaching: it exemplifies the daily approach to the organization of English lectures in some university courses.

Each lecture emphasizes the leading role of students who learn not only contents, but also skills and abilities, techniques and strategies participating in the lectures actively, working daily at home, exploiting tutorings, illustrating activities and topics relevant for a better achievement of the planned objectives, having understood and sharing among themselves procedures and assessment methods.

It continues with some works by students presented and assessed during lectures. Some pedagogical assumptions, basic to the whole discourse, are respected, while concentrating on the learning/teaching approach. A detailed plan of two “lecciones” follows, together with some students’ sample presentations. One leccion is presented with all its necessary elements: objective/s, time, number of students, procedures and assessment, without forgetting reinforcement and expansion through homework and tutorials. A few sample works by students are provided too.

The whole work aims at demonstrating the achievement of a twofold goal: first, that didactics is crucial also at university level; secondly, that the conclusions and suggestions from both *The Routledge Handbook* and Bari’s 2019 Convention on the needed innovation in university didactics can and should be implemented for better and more relevant results.

As suggested by Tagg (2019), universities should abandon their central operating belief that education merely revolves around instruction, which can be easily measured by means of course syllabi, credits, and enrollments. When examining their students, universities teachers should check and assess not simply content acquisition, but more importantly whether and to what extent students have acquired and/or learned study and life skills and competences to be spent for success in their future lives. Once you possess the correct ones, you can enrich your encyclopedia with all the contents you wish or need in order to fulfil your job expectations and truly become a good citizen.

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