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## AN EVALUATION TO PREDICT THE PROBABILITY OF SUCCESS OF STUDENT-CENTERED LEARNING IN BUSINESS SCHOOL

Taridi Kasbi Ridho\*, Fitri Yani Jalil

Syarif Hidayatullah State Islamic University of Jakarta, Indonesia

E-mail: [taridi.kasbi@uinjkt.ac.id](mailto:taridi.kasbi@uinjkt.ac.id)

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### Abstract

The purpose of this study was to describe the implementation of student-centered learning, to evaluate its effectiveness and to predict the possibility of success of it in a business school of the Faculty of Economics and Business of Universitas Islam Negeri (State Islamic University) Syarif Hidayatullah Jakarta. A number of questionnaires were distributed to lecturers and students who experienced in using this method, followed by focused group discussions and in-depth interviews. Results showed that piloting three student-centered learning methods, i.e. learning by case method, project market research, and gamification at the faculty was welcomed by both students and lecturers as they have taken many advantages from it. They gained deeper and wider knowledge. They could improve their critical and creativity thinking, be more independent, responsible, confidence, courage and had better engagement and dedication to learning process, a set of skills required to be successful after graduation. However, challenges to make this new pedagogy method to be fun, easy to understand and deliver optimum result still remained. This paper contributed to improvement of human resources in the private sector especially in emerging countries by showing that applying right pedagogical method together with multi aspects improvement from lecturers, students, and physical infrastructures will enable business school graduates to fulfill the needs and challenges of current and future business world.

**Keywords:** student-centred learning; learning by case method; project marketing research; gamification, business school

### Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi pembelajaran yang berpusat pada siswa, mengevaluasi keefektifannya dan memprediksi kemungkinan keberhasilannya di sekolah bisnis Fakultas Ekonomi dan Bisnis Universitas Islam Negeri (UIN) Syarif. Hidayatullah Jakarta. Sejumlah kuesioner dibagikan kepada dosen dan mahasiswa yang berpengalaman menggunakan metode ini, dilanjutkan dengan diskusi kelompok terfokus dan wawancara mendalam. Hasil penelitian menunjukkan bahwa percontohan tiga metode pembelajaran yang berpusat pada siswa, yaitu pembelajaran dengan metode kasus, riset pasar proyek, dan gamifikasi di fakultas disambut baik oleh mahasiswa dan dosen karena mereka telah mengambil banyak keuntungan darinya. Mereka mendapatkan pengetahuan yang lebih dalam dan lebih luas. Mereka dapat meningkatkan pemikiran kritis dan kreativitas mereka, menjadi lebih mandiri, bertanggung jawab, percaya diri, berani dan memiliki keterlibatan dan dedikasi yang lebih baik dalam proses pembelajaran, seperangkat keterampilan yang dibutuhkan untuk sukses setelah lulus. Namun, tantangan untuk menjadikan metode pedagogi baru ini menyenangkan, mudah dipahami dan memberikan hasil yang optimal masih ada. Makalah ini berkontribusi pada peningkatan sumber daya manusia di sektor swasta terutama di negara-negara berkembang dengan menunjukkan bahwa menerapkan metode pedagogis yang tepat bersama dengan peningkatan multi aspek dari dosen, mahasiswa, dan infrastruktur fisik akan memungkinkan lulusan sekolah bisnis untuk memenuhi kebutuhan dan tantangan saat ini dan dunia bisnis masa depan

**Kata kunci:** pembelajaran yang berpusat pada siswa; belajar dengan metode kasus; penelitian pemasaran proyek; gamifikasi, sekolah bisnis

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\*Corresponding author

## Introduction

Universities as a “vehicle” for higher education are increasingly required to fully contribute value to stakeholders. Not only produce graduates who have adequate knowledge, skills and attitude or KSA in accordance with their field of knowledge, but also must be able to contribute values that are relevant to the world of work, education, society, and also the country. The Faculty of Economics and Business (FEB) which is spread across higher education institutions throughout Indonesia is designed to produce graduates who master economics and business management, whose alumni are expected to be able to compete and fill strategic positions in economics and business management at the national and global level.

However, the competitiveness of higher education FEB in Indonesia is still relatively lagging behind whether at the Southeast Asia region, Asia, or the world level. For example, the world-class university ranking from the QS World University Ranking (2020) for the Department of Accounting and Finance only places one of the best universities in Indonesia, namely the University of Indonesia in 39 Asia and 151-200 in the world, then for Business and Management Studies only places Universitas Gajah Mada and Bandung Institute of Technology at 55 and 60 in Asia and 201-250 and 251-300 in the world, as well as for Economics and Econometrics, placing University of Indonesia and Universitas Gajah Mada in 77th and 91st Asia and 351-400 and 401-450 in the world. This is certainly not the best achievement because neighbouring countries such as Singapore, Malaysia and Thailand have placed more universities in higher ranks.

QS World University Ranking (2020) makes these rankings based on assessments on four things, namely academic reputation, employer reputation, research citations, and H-index, namely a measure of the productivity and impact of the publication of the work of academics. By considering the criteria in the ranking assessment, a comprehensive evaluation of the learning management that has been conducted in FEB is needed and improvement efforts are required to increase competitiveness at the regional, Asian and world levels.

Quoting Hubbart (2019), the main objective or job of business schools is teaching business. Since 1970 Nobel laureate in economics Milton Friedman has emphasized that the main task of business schools is to educate the leaders of tomorrow. Hubbart (2019) also states that business schools can provide greater added value if they are able to forge a closer relationship between educational theories and practical problem solving. According to him, the value of business school lies in the emergence of important ideas that shape business and in the application of these ideas to related problems. For example, at Columbia Business School, they bridge theory and practice by combining three themes at once in one program, namely to innovate (think like an entrepreneur), to connect (connect the dots in business problems), and to lead (develop their students as leaders).

The ideal goals above will be difficult to achieve if FEBs in Indonesia still maintains the practice of the traditional learning method called the Teacher Centred Learning (TCL) method, which is lecturer-centred learning. On the other hand, based on the needs of different stakeholders, many schools and universities have used a new method called the Student-Centred Learning (SCL) method, which is a student-centred learning method.

In the SCL method, students get learning opportunities and knowledge reconstruction dynamically in an open learning environment (Hannafi n et al. 2014), so that students are expected to have higher autonomy and responsibility in the learning process they undergo. Students build a unique background knowledge and then explore, select, and build personal strategies (Bransford et al., 2000 and Hannafn et al., 2014). More specifically, Brush and Saye (2000) emphasize that SCL encourages students to take a more active role in the learning process and not solely depend on lecturers. Thus, students are expected to increase the effectiveness of the learning process with the support of lecturers and fellow students (Estes, 2004). There are four characteristics inherent in the SCL approach, namely active responsibility in learning, proactive management of learning experiences, independent knowledge construction and lecturers as facilitators (Geven and Santa, 2010; Attard et al., 2010; Maclellan, 2008 as quoted by McCabe. and O'Conno, 2014).

Lee and Hannafi n (2016) emphasize that SCL demands a paradigm shift for both students and lecturers. The student's role changes from being a recipient of information to being the owner of learning goals, decisions, and actions. Lecturers on the other hand need to learn well how to give up control over the learning process and support students to become owners of the learning process. Both students and lecturers need to be given strong support to realize this transformation process.

One of the success of the SCL method is highly dependent on the readiness of the lecturers in the learning process using the SCL approach. However, as found by Blackie, Case, and Jawitz (2010), Kember (2009), and Gilis et al. (2008), there are some difficulties faced by lecturers, namely lack of preparation, conflicting lesson schedules, rejection from other staff, reluctance and rejection from students, and lack of confidence from lecturers. McCabe and O'Conno (2014) also emphasized that switching the role of lecturers as facilitators requires adequate professional confidence to be able to provide various kinds of information and equipment to students to be able to solve problems faced independently rather than directly telling, as well as a sense of empathy from lecturers as a prerequisite for effective facilitators.

Research conducted by McCabe and O'Conno (2014) presents the conclusion that the SCL approach provides benefits for both lecturers and students. Benefits received by lecturers are in the form of opportunities to learn from students. On the other hand, students benefit from SCL in the form of opportunities to take an active role in the courses they are studying, enjoy the responsibility of deciding what is going on, and share opportunities to learn new skills with their classmates.

To start the application of the SCL method, several universities in Indonesia have collaborated with university networks in the European Union. Universities in Indonesia include Syiah Kuala University (UNSYAH)-Aceh, Yogyakarta State University (UNY)-Yogyakarta, Syarif Hidayatullah State Islamic University (UIN)-Jakarta, Bina Nusantara (BINUS) International-Jakarta, and Widya Mandala Catholic University (UKWM)-Surabaya. Meanwhile, universities in Europe consist of Turku University of Applied Sciences (TUAS)-Finland, University of Seville (US)-Spain, Inholland University of Applied Sciences-The Netherland, University of Gdansk (UG)-Poland, and Business Academic Aarhus (UG)-Denmark. This collaboration has been established since the beginning of 2017 and is carried out to improve the quality of higher

education and the teaching capacity of lecturers as well as a pedagogical approach. This collaboration is known as the Innovation Pedagogy for Indonesian Higher Education (Indoped), which is funded by the Erasmus + Program of the European Union.

UIN Syarif Hidayatullah Jakarta has appointed the Faculty of Economics and Business (FEB) to become a trial center for the application of the SCL method, through the application of three learning methods, namely Project Market Research (PMR) in the Management Study Program, Learning by Cased Method (LCM) in Accounting Study Program, and gamification in Development Economics Study Program. The three learning methods have been implemented since 2017 in related study programs. Kairisto-Mertanen and Budiono (2019) explained the specific characteristics of the three methods of student centred learning. In a project market research (PMR), students are requested to solve a problem by using various knowledge they have obtained from several courses they have studied. Students must collect data, process it and present it. Such conditions bring students closer to the real world they will face after completing their education. On the other hand, the learning by case method (LCM) is a learning process based on a case study, and then students are asked to thoroughly discuss regarding the resolution of the problem. By doing so, the learning process will help sharpen students' analytical skills, since they must produce quantitative and qualitative evidence to support recommendation. Meanwhile, gamification is an approach to learning by bringing the spirit and mechanism of play into the interaction of education and lecture activities inside and outside the classroom. By involving factors of challenge, fantasy, control, and curiosity, it will encourage greater engagement in people and aid in creating richer experiences in everyday life events through game mechanisms and most importantly, with more enjoyment.

As such, the three methods brought similarities of positive impacts both for students and lecturer. These methods enable students to become active. They make students think critically and analytically and provide motivation to the lecturers to be creative in the learning process. They can also increase student motivation, interest and involvement in each learning activity and lecture activities become more interesting.

This article aims to explain the evaluation of the application of the Student-Centered Learning (SCL) method at the Faculty of Economics and Business, State Islamic University (UIN) Syarif Hidayatullah Jakarta. The analysis of the effectiveness of the SCL method is expected to be a model for obtaining the best learning methods in the economic and business faculties of universities in Indonesia, in order to increase the competitiveness of graduates at the regional, Asian, and world levels.

## Method

This research used both quantitative and qualitative methods. Primary data were obtained by distributing questionnaires to lecturers and students of FEB of UIN Syarif Hidayatullah Jakarta who are currently or have used the SCL learning method. Questionnaires were sent in early October 2019. The number of questionnaires sent was 140 questionnaires with 135 returned questionnaires. Of the returned questionnaires, only 87 questionnaires were used for the purposes of analysis in this study, consisting of 9 questionnaires derived from lecturers and 78 questionnaires from students. The contents of the questionnaire given to lecturers and students

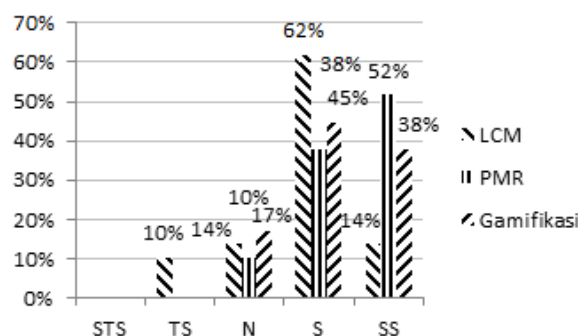
are the same. The 87 questionnaires each came from 29 questionnaires for lecturer and student groups using the LCM method, 29 questionnaires for lecturer and student groups using the PMR method, and 29 groups of lecturers and students using the gamification method. Respondents in this study are mostly women, namely 73 people (83.91%) and the rest are men. The majority of respondents aged 21 years to 30 years are 48 people (55.17%). A total of 78 respondents are students (89.66). The average response rate used the SCL method for 3 semesters (39.08).

Qualitative methods were also carried out in this study to obtain depth of information obtained from quantitative methods, namely by conducting a focused group discussion (FGD) on October 9, 2019 for a group of lecturers, which was also attended by Dean officials and Chairmen and Secretaries of Study Program in FEB of UIN Jakarta, and October 10, 2019 FGD for student groups. Furthermore, on October 11, 2019 an in-depth interview was conducted with a number of selected lecturers (three persons) and students (6 person) in each study program in the UIN Jakarta environment.

## Results and Discussion

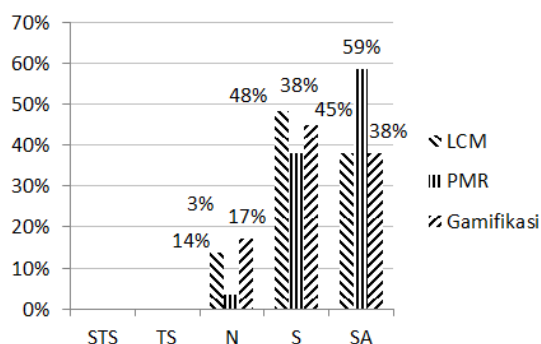
By using a Likert scale of 5, respondents gave 5 choices for each statement submitted, starting from strongly disagree (STS), disagree (TS), neutral (N), agree (S), and strongly agree (SS).

The first advantage of using the SCL method is that this teaching method can increase students' understanding of lecture materials taught by the lecturer. As shown in the following graphic 1, 90% of the 29 respondents in the PMR group agree and strongly agree with the statement, followed by the gamification group at 83% and the LCM group at 76%.



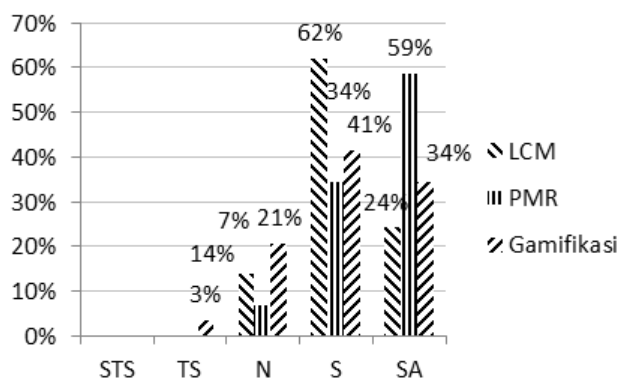
Graphic 1. Respondent response for statement SCL can increase students' understanding of lecture materials taught by the lecturer

The second advantage of using the SCL method is that it can encourage students to be more independent in learning. The following graphic 2 shows 97% of PMR respondents agree and strongly agree with the statement, while the groups who agree and strongly agree from the LCM and gamification groups are 86% and 83%.



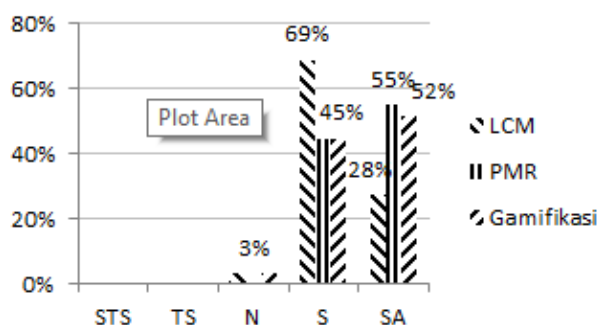
Graphic 2. Respondent response for statement SCL can encourage students to be more independent in learning

SCL can also assist students in developing their knowledge in learning. 93% of respondents in the PMR group agree and strongly agree with this statement, while the graphic 3 for the LCM group is 86% and that of the gamification group is 76%.



Graphic 3. Respondent response for statement SCL can assist students in developing their knowledge in learning

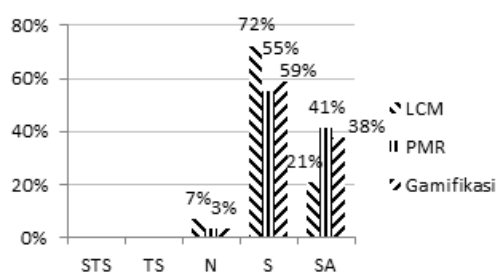
Furthermore, the SCL approach is also able to make students more responsible with subjects and knowledge development. This is agreed upon by all respondents in the PMR group and by 97% of the LCM and gamification groups.



Graphic 4. Respondent response for statement SCL able to make students more responsible with subjects and knowledge development

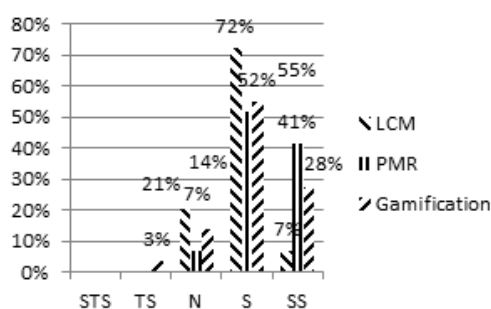
Likewise, the application of the SCL approach has a positive impact in the form of improving the quality of critical and creative thinking, as well as good communication skills and

the ability to solve existing cases or problems. This is confirmed by 97% of respondents from the PMR and gamification groups and 93% of the LCM group respondents.



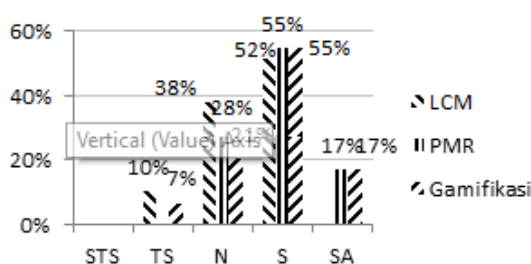
Graphic 5. Respondent response for statement SCL has a positive impact in the form of improving the quality of critical and creative thinking

In addition, the SCL method can increase students' confidence in the teaching and learning process through the learning techniques offered. 93% of respondents in the PMR group agree and strongly agree with this benefit, while from the gamification and LCM groups the figures are 83% and 79% respectively.



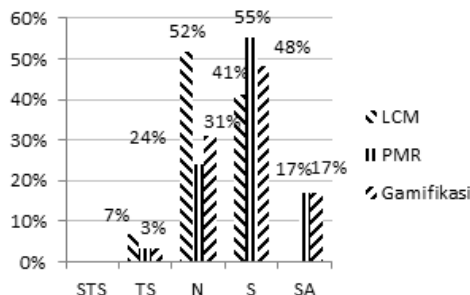
Graphic 6. Respondent response for statement SCL increase students' confidence in the teaching and learning process through the learning techniques offered

However, the application of the SCL method in the FEB of Syarif Hidayatullah State Islamic University Jakarta still faces many challenges. First, the SCL approach implemented has not been fully able to make students interested and enjoy learning more, even though SCL should create a better teaching and learning atmosphere. The graph below shows that the SCL statement is able to attract students and enjoy the learning process more and is only approved by 72% of respondents from the PMR and gamification group, while only 52% of the LCM group agree and disagree.



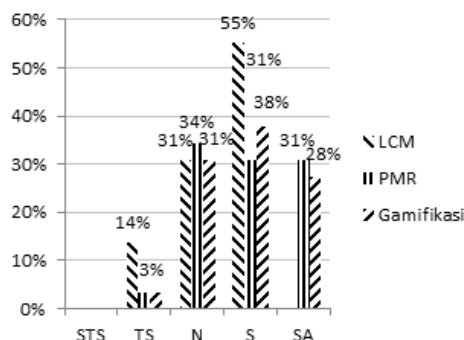
Graphic 7. Respondent response for statement SCL increase students' confidence in the teaching and learning process through the learning techniques offered

Second, the implementation of the SCL method has not been able to fully provide more comfort to students than the lecturer-centred learning method (TCL). From the PMR group, only 72% agree and disagree with this statement, while from the gamification group is only 66% and from the LCM group is even only 41%.



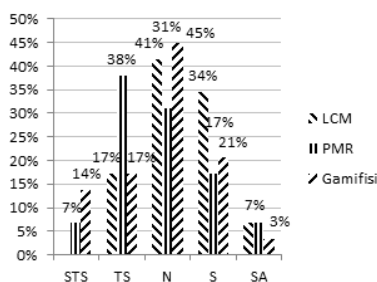
Graphic 8. Respondent response for statement SCL not been able to fully provide more comfort to students than the TCL

Likewise, the percentage of agreeing and strongly agreeing with the statement that the SCL method can provide good results for students or lecturers is relatively small, namely 65% by the gamification group, 62% by the PMR group, and only 55% by the LCM group.



Graphic 9. Respondent response for statement SCL can provide good results for student or lecturers is relatively small

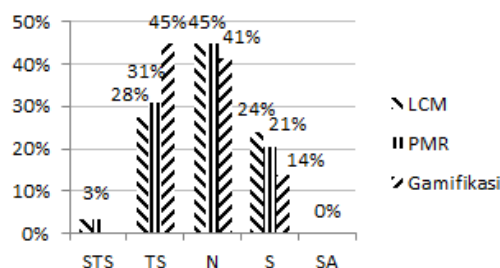
This seems to have something to do with the respondent's opinion on negative statements, namely that students feel they do not understand the material discussed when using the SCL approach in the learning process in class. The fact is that less than half of respondents disagree with this negative statement. 45% of the PMR group disagree and strongly disagree with these negative statements, while only 31% and 15% of the gamification and LCM groups disagree.



Graphic 10. Respondent response for statement student feel they do not understand the material discussed when using SCL approach

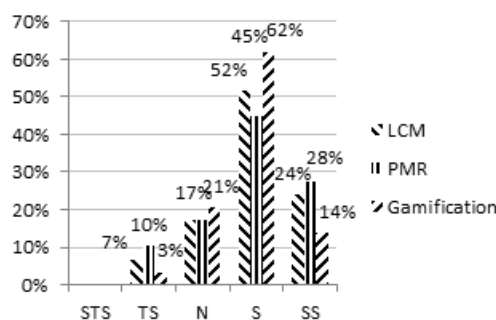


Likewise, when respondents were asked to provide responses to other negative statements, namely that students felt reluctant to learn when using student-centred learning methods, it turned out that less than half of the respondents strongly disagree and disagree with the negative statement (44% from the gamification group, 34% from the PMR group and 31% from the LCM group).



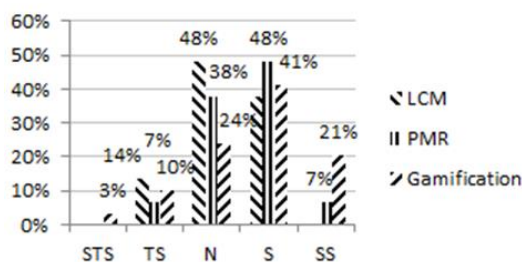
Graphic 11. Respondent response for statement student felt reluctant to learn when using SCL method

The lack of complete learning facilities could be the cause of the inadequate achievement of SCL method objectives. Most of the respondents, namely 76% of the LCM and gamification group and 72% of the PMR group agree and disagree that the implementation of SCL on campus has not been supported by adequate facilities.



Graphic 12. Respondent response for statement the lack of complete learning facilities could be the cause of the inadequate achievement of SCL method

Then, there are fundamental problems in implementing the SCL method as identified by respondents, namely the number of lecturers who have not been able to apply the SCL approach in the learning process in class. 62% of gamification respondents agree and strongly agree with this statement, while the figure for PMR respondents is 55% and the figure for LCM is 38%.



Graphic 13. Respondent response for statement the number of lecturers who have not been able to apply the SCL approach

Two years of testing the SCL method have proven to bring many benefits in the learning process in the three study programs at FEB of UIN Jakarta. The SCL method provides benefits in terms of helping students master broader and deeper knowledge, and to become more independent, responsible, have self-confidence, and have more commitment. Likewise, SCL can increase student engagement in learning, student courage in expressing opinions, critical and creative thinking skills.

However, the results of the FGDs and in-depth interviews raise many important findings. In fact, the implementation of SCL at FEB of UIN Jakarta has not been fully able to make students enjoy the learning process and understand lecture material easier and therefore it has not been able to get students to obtain the best score results. Both lecturers and students agree that the SCL method requires the best possible preparation before entering the classroom. Effective implementation of SCL also requires competent lecturers who have sufficient expertise to assess student work results, and require rational time for completing student assignments, in addition to the need for better classroom infrastructure support.

To get the maximum benefit from the application of the SCL method, good collaboration from all parties involved is mandatory. Borrowing the concept of the 5M causal analysis framework (man, material, method, machine, and measurement), it is necessary to improve and refine various elements from the faculty (man), students (material), pedagogical techniques (method), physical infrastructure (machine), and learning evaluation standards (measurement). There is a need for a fundamental paradigm shift of all stakeholders involved in the learning process because effective SCL requires collective change in organizational, philosophical, and pedagogical terms (Attard et al. 2010; Elen et al. 2007; Walsh 2005).

As the main player in the implementation of SCL, a massive and continuous learning program is needed to accelerate the formation of competent and convincing SCL facilitators. The SCL facilitators are expected to be lecturers who can provide direction, provide constructive criticism and suggestions, show and provide guidance to students (McCabe and O'Connor, 2014). A careful training and development program is required that takes into account the different backgrounds of lecturers and also takes into account the high daily administrative and academic workloads of the lecturers. In addition, a better learning environment and management are also needed to overcome the problems of lack of teaching preparation, conflicting schedules, rejection from other staff, and student reluctance (Blackie, Case, and Jawitz, 2010; Kember, 2009; Gilis. et al., 2008).

On the other hand, as subjects and learning centres, students are also required to make a major paradigm shift. Students need to prepare as good and early as possible. Likewise, students need to actively seek knowledge and participate fully in learning, and make self-evaluations for better grades. Lee and Hannafin (2016) emphasize the need for students to shift roles from passive recipients of information to owners of learning objectives, owners of decisions, and actions. Lee and Hannafin (2016) also explain that students need to actively use every available tool to collect and analyse information so that learning objectives can be achieved effectively.

The role of study programs, faculties and universities is equally important in achieving the SCL method effectively. The provision of sufficient physical infrastructure, for example the availability of stable high-speed internet and classrooms with various layouts, is what lecturers and

students expect. Likewise, innovative and adaptive curricula, appropriate academic schedules, information packages about SCL guidelines that are ready before lectures begin need to be designed and prepared by study program, faculty and university leaders. Hierarchically, top management in universities can take the role of preparing concept and regulatory support, middle management in faculties and study programs takes a direct supervisory role, while the HR department participates in a coordination role (Vinichenko et al., 2019).

## Conclusion

The positive response to the application of the SCL method shown by both the lecturers and students in the Accounting, Management, and Economics and Development Studies Program at the Faculty of Economics and Business, Syarif Hidayatullah State Islamic University Jakarta is a good start to embark on a sustainable journey to create a world class learning environment at UIN Syarif Hidayatullah Jakarta. With complete and thorough improvement in the relevant areas needed, it is hoped that the application of the SCL method can become an important pillar in the learning process at FEB of UIN Jakarta which produces graduates who have knowledge, skills, and attitudes which is needed by the business world complete with all its challenges. It is believed that increasing the graduate quality of FEB of UIN Jakarta will further increase the attractiveness of stakeholders, both new students, qualified prospective lecturers, companies as well as government and civil society organizations to UIN Syarif Hidayatullah Jakarta.

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