

Shree Shadananada Campus

SMC Journal

Article History: Received date: January 11, 2026; Accepted date: February 1, 2026

DOI: <https://doi.org/10.3126/smcjsmc.v2i01.91614>

Towards Rethinking Teaching Practices in Community Campuses in Nepal: A Student-Centered Learning Approach

Pradeep Phuyal

Hile Campus, Dhankuta, affiliated to TU, Nepal

Author Note

Mr. Pradeep Phuyal (ORCID: <https://orcid.org/0009-0009-1194-6663>) is the campus Hile Campus, Dhankuta. He is also an MPhil scholar engaged in research.

Correspondence concerning this article should be addressed to him at Hile Campus, Dhankuta. Email: pradeepphuyal7@gmail.com

Abstract

Higher education in Nepal continues to be dominated by lecture-based, examination-oriented teaching practices, which limit student engagement, critical thinking, and the skills required in contemporary learning contexts. This study argues that improving teaching quality and learning outcomes in Nepalese community campuses requires a shift toward student-centered learning grounded in human development principles. Adopting a qualitative and quantitative research design, the study draws on document analysis of relevant literature, review of faculty development initiatives at Tribhuvan University, analysis of digital pedagogy training programs offered by the Inter-University Centre for Teacher Education (IUCTE), and small-scale empirical evidence collected from selected community campuses through classroom observations and informal faculty consultations. The data were thematically analyzed to identify prevailing pedagogical practices and emerging instructional shifts. The findings reveal a persistent gap between pedagogical aspirations and classroom realities, with continued heavy reliance on lecture-based instruction despite increased awareness of student-centered approaches. The study demonstrates that student-centered pedagogy, supported by productive, digital, and TPACK-based pedagogies, can be implemented through consistent classroom-level practices even in low-resource contexts. The study concludes that meaningful transformation in Nepalese community campuses depends on understanding learners and designing pedagogy that integrates content, pedagogy, and technology in context-sensitive and sustainable ways.

Keywords: student-centered learning, higher education, faculty development, digital pedagogy, TPACK, community campuses

Towards Rethinking Teaching Practices in Community Campuses in Nepal: A Student-Centered Learning Approach

In the context of growing demands for critical thinking (Golden, 2023), skills, and employability, the continued dominance of lecture-based teaching in higher education raises serious concerns about the quality and relevance of learning. Teacher-centered methods do not help students become active learners or develop the skills needed for the 21st century (Prince, 2004a). In Nepal, many colleges work more like tutoring centers focused on exam preparation (L. R. Sharma, 2025) utilizing a structured questionnaire consisting of 10 multiple-choice items measured on a nominal scale. The total population comprised 516 BBA and BBM first, third, fifth, and seventh semester students studying at Makawanpur Multiple Campus, Hetauda, Nepal. A sample of 221 students was determined using a sample size calculator with a 95% confidence level and a 5% margin of error. Proportionate stratified sampling was employed to ensure adequate representation across academic strata. A pilot study was conducted among 22 (10 % of the sample size than places that develop students' thinking and skills. To improve self-regulated learning, reduce exam-related stress, and align teaching methods and institutional support with learners' needs, it is essential to understand students' preferred methods for exam-based academic performance (Fuchs, 2021). That is why adopting student-centered and productive pedagogy has become necessary for higher education in Nepal (Acharya et al., 2024).

Evidence from faculty training in Nepal strongly supports the need to change teaching practices in higher education. Grass-roots teacher development programs at Tribhuvan University and related workshops show that meaningful change must begin in classrooms and with teachers, not only through top-down policy reforms (Tripathi, Sharma, & Subedi, 2019). These training series used practical, activity-based learning sessions and resulted in the development of a handbook of student-centered teaching strategies that are now used by trainers and teachers across campuses. The handbook and webinar-based trainings emphasize important pedagogical shifts such as moving from teaching to learning, from knowing to doing, and from examination-focused assessment to diversified assessment.

These shifts directly support the adoption of student-centered learning practices in Nepal's higher education context (Sharma, 2019.). In line with these training outcomes, teachers are increasingly required to move beyond the traditional role of knowledge transmitters and take on new roles as facilitators of learning, curriculum developers, and reflective practitioners who actively support students' engagement, skill development, and meaningful learning.

This requires initial training and continuous on-the-job professional development so that teachers can design activities that allow students to construct knowledge rather than memorize facts (Darling-Hammond et al., 2017). The idea of Technological Pedagogical Content Knowledge (TPACK) reminds us that effective teaching combines content knowledge, pedagogical skill, and appropriate use of technology, not technology for its own sake (Mishra & Koehler, 2006.). Training materials on digital pedagogy also stress starting with learners (their needs and readiness) before choosing tools, and using simple digital supports that align with learning goals (Deepty Gupta, 2019). Therefore, this study argues that effective implementation of student-centered learning in Nepalese community campuses depends on sustained professional development that integrates pedagogical skills, content knowledge, and context-appropriate use of digital technologies.

International evidence shows that student-centered and active learning methods improve engagement and learning outcomes compared with pure lecture formats (Prince, 2004). Fuchs (2021) further states that activity-focused instructional methods like discussion, group work, and problem-based tasks and formative assessment support deeper learning and better retention than lecture-only teaching (Fuchs, 2021). At the same time, global guidance on Education for Sustainable Development (ESD) emphasizes that higher education should build knowledge, values, and skills that help learners act responsibly for the present and future generation (United Nations Decade of Education for Sustainable Development (2005-2014)). This makes competence-based and life-skills curricula logical partners with student-centered pedagogy for Nepal's higher education reform.

In the Nepalese institution, some structural supports also exist: the University Grants Commission's Quality Assurance and Accreditation (QAA) process is a milestone for improving higher education quality, but accreditation alone does not change classroom practice, as participation and implementation challenges have limited visible impact on institutional teaching and learning processes (Khadka et al., 2019). Many QAA-certified campuses still rely on old lecture methods, so we must connect QAA standards with faculty development and classroom-level change.

The grass-roots faculty training programs conducted within Tribhuvan University, together with pedagogy-focused professional development and the Digital Pedagogy for Educators of Tomorrow training offered by the Inter University Centre for Teacher Education (IUCTE), India, have significantly informed the pedagogical shifts discussed in this article. These training initiatives illustrate practical ways for teachers to adopt student-centered tasks even in large classes and resource-constrained contexts. They emphasize that small and consistent changes in classroom design, assessment practices, and teacher roles can lead to visible improvements in student engagement and learning outcomes. Importantly, the training highlights the purposeful use of technology to transform teacher-centered instruction into student-centered learning, moving beyond one-way content delivery through power point presentations toward interactive, collaborative, and learner-engaged classroom practice. Finally, digital pedagogy guidance from recent workshops and training modules reminds us that technology should support pedagogical goals and human development not replaces them. Teachers must design activities that foster critical thinking, collaboration, and ethical use of digital tools. Training programs on digital pedagogy commonly emphasize simple, high-impact instructional strategies, such as short pre-class tasks, pair discussions, group reports, and the use of rubrics for internal assessment, which are feasible in community campus contexts and aligned with both the TPACK framework and semester-based curricular reforms (Deepty Gupta, 2019). Drawing on the author's participation in faculty development trainings and TU-linked workshops, this article integrates insights from practice with relevant literature to argue that Nepalese higher education must urgently reform teaching practices. The goal is to move from teacher-centered lecturing to student-centered learning that builds transferable skills, supports sustainability, and improves employability through realistic, context-sensitive classroom strategies.

Table 1

Core Pedagogical Shifts

Traditional Approach	Pedagogy Shift	Simple Practice
Teacher explains everything	Students construct knowledge	Students summarize topic in groups
Students listen silently	Students engage actively	Short discussion after lecture
Students work alone	Students learn together	Pair or group problem-solving
Same pace for all	Flexible learning	Optional reading or reflection task

Note: Table created by the author, based on training materials from the Inter-

University Centre for Teacher Education (IUCTE), ITEC program, Banaras, India (2025), and Tribhuvan University grassroots community training (2022).

Objective of the Study

The main objective of this study is to examine current teaching practices in Nepalese community campuses and to explore student-centered learning as a practical approach for improving teaching quality and student learning in low-resource higher education settings. Specifically, the study aims to:

1. Identify the dominant teaching methods currently used in community campuses in Nepal.
2. Suggest realistic and context-sensitive teaching practices that teachers can use to promote student-centered learning in community campuses.

Methods

This study employed a **qualitative-dominant descriptive research design**, supported by limited quantitative data. Data were drawn from three sources: a review of relevant literature on student-centered learning and digital pedagogy; insights from faculty development initiatives and digital pedagogy training conducted at Tribhuvan University and the Inter University Centre for Teacher Education (IUCTE), India; and a small-scale empirical inquiry involving 30 lecturers from six community campuses in the Dhankuta district. Data were collected using Google Forms and follow-up telephone interviews. Quantitative data were analyzed descriptively, while qualitative responses were analyzed thematically to identify prevailing teaching practices and potential pedagogical shifts.

Findings on Current Teaching Practices

While policy documents and faculty development initiatives increasingly emphasize student-centered learning, classroom practices in Nepalese community campuses remain largely lecture-driven. To contextualize this issue, a small-scale empirical inquiry was conducted among lecturers teaching undergraduate courses in community campuses. Data were collected from 30 lecturers across six community campuses in the Dhankuta district using Google Forms and follow-up telephone interviews. The purpose of this inquiry was not to generalize nationally, but to provide context-specific evidence of prevailing teaching practices in annually based programs.

The findings reveal a strong dominance of lecture-based instruction. Approximately 87% of instructional time was devoted to lectures, 11% to assignment-based activities, 2% to classroom discussion, and only 1% to ICT-supported teaching. Moreover, 17 lecturers reported using the lecture method exclusively throughout the academic year, while only two reported using a mix of lecture, discussion, assignments, and ICT-based approaches. These findings highlight a clear gap between pedagogical aspirations and classroom realities. Despite discussions around quality assurance and curriculum reform, teaching practices in community campuses remain examination-oriented and teacher-centered. This empirical evidence reinforces the argument that systematic pedagogical change at the classroom level is urgently needed.

Understanding the Learner Before the Pedagogy

Effective teaching begins with an understanding of learners rather than with methods or tools (Sayed Mahbub Hasan Amiri et al., 2025) grounded in both theoretical foundations and practical implications, to address current educational needs. Drawing from constructivism's experiential learning, Vygotsky's sociocultural theory, behaviourist reinforcement, and humanistic, student-centered approaches, the analysis identifies core strategies such as active learning (e.g., think-pair-share, problem-based learning). Human development theories emphasize that learners' cognitive, emotional, and social readiness strongly influences how knowledge is acquired, processed, and applied (Sarkhan, 2024) reflecting changes in our understanding of how individuals acquire, process, and retain knowledge. This article aims to provide a comprehensive overview of the key milestones in the evolution of learning theories, spanning from early behaviorist approaches to contemporary cognitive and constructivist theories. The findings indicate that learning theories have progressively shifted from focusing on observable behaviors to an understanding of the complex mental processes involved in learning. Early behaviorist theories, such as those proposed by Ivan Pavlov and B.F. Skinner, emphasized the role of reinforcement and punishment in shaping behavior. Pavlov's experiments with dogs illustrated the principles of classical conditioning, where a neutral stimulus becomes associated with an unconditioned stimulus to elicit a conditioned response. Skinner's work on operant conditioning further explored how behavior could be modified by its consequences, introducing concepts of reinforcement schedules that have been widely applied in educational settings. As limitations of behaviorism became apparent, cognitive theories emerged, highlighting the importance of internal mental processes. Jean Piaget's theory of cognitive development proposed that children progress through distinct stages of cognitive

growth, each characterized by different ways of thinking and understanding the world. Lev Vygotsky's sociocultural theory emphasized the role of social interaction and cultural tools in cognitive development, introducing the concept of the Zone of Proximal Development (ZPD). Students at the higher education level differ widely in their academic background, confidence, language proficiency, and learning pace, particularly in Nepalese community campuses.

Table 2*Learner Readiness and Classroom Teaching Practices*

Learner Dimension (Human Development)	What This Means in Higher Education	Simple Classroom Indicator (Community Campus)	Implication for Teaching Practice
Cognitive readiness	Students have different levels of prior knowledge	Some students struggle with basic concepts	Teacher checks understanding before moving ahead
Emotional readiness	Confidence and fear affect participation	Many students hesitate to speak in class	Pair discussion used before whole-class response
Social readiness	Students learn through interaction	Students feel comfortable learning with peers	Group or pair work encouraged
Language proficiency	Students vary in language skills	Difficulty expressing ideas in English/Nepali	Teacher allows explanation in simple language
Learning pace	Not all students learn at the same speed	Some students need more time	Teacher provides short pauses and recap
Learning interests	Students engage more with relevant content	Local examples attract attention	Teacher uses community-based examples

Note: Table created by the author, based on training materials from the Inter-University Centre for Teacher Education (IUCTE), ITEC program, Banaras, India (2025).

Student-Centered Learning

Student-centered learning (SCL) is grounded in constructivist learning theory (Cornelius-White, 2007), which views learning as an active process in

which learners construct knowledge through interaction, experience, and reflection rather than as passive recipients of information. In this approach, students engage meaningfully with content, build on prior knowledge, and participate in collaborative and inquiry-based activities (Fosnot, 2015). Within student-centered environments, the teacher's role shifts from that of a knowledge transmitter to a facilitator who guides learning activities, supports reflective thinking, and fosters metacognitive growth (Rosaen, 2003). In higher education, student-centered learning is particularly important because students are expected to develop higher-order cognitive and interpersonal skills such as critical thinking, communication, collaboration, and self-regulated learning, which are not effectively cultivated through lecture-only instruction alone (Prince, 2004). Research consistently shows that active learning strategies increase student engagement and improve learning outcomes compared to traditional lecture formats (Freeman et al., 2014).

Faculty development initiatives in Nepal and similar contexts emphasize that student-centered learning is not a single teaching method but an overall pedagogical orientation that involves a range of strategies, such as short lectures followed by discussion, group work, problem-based learning, and reflective tasks (Guskey, 2002). Such practices are feasible even in large classes and systems with rigid curricula when teachers prioritize learning outcomes and students' active engagement with content over simple content coverage (Darling-Hammond et al., 2017).

Productive Pedagogy and Classroom Practice

Productive pedagogy complements student-centered learning by focusing on intellectual quality, connectedness, supportive classroom environments, and recognition of learner diversity. In Nepalese community campuses, students often come from diverse academic and socio-economic backgrounds. Traditional teaching practices that emphasize memorization and uniform assessment fail to address these differences. Productive pedagogy encourages teachers to connect course content with students' real-life experiences and local contexts. Faculty development initiatives show that small pedagogical changes, such as asking open-ended questions, encouraging peer discussion, and integrating community-based examples, can significantly improve student engagement and understanding. The TU faculty handbook highlights that productive pedagogy does not require abandoning content. Instead, content should be used as a tool to promote understanding, inquiry, and skill development. This approach aligns well with the needs of Nepalese higher education, where graduates are expected to apply knowledge in professional and social contexts.

Teacher professional development plays a central role in transforming teaching practices. Research consistently shows that one-time workshops are insufficient to bring lasting change. Effective professional development must be continuous, collaborative, and closely connected to classroom practice. The grassroots faculty development initiatives at Tribhuvan University clearly illustrate this principle. Teachers participated in workshops, webinars, micro-teaching sessions, and reflective discussions that allowed them to experience student-centered learning from a learner's perspective. The handbook produced through these initiatives serves as a practical guide for ongoing pedagogical improvement (Sharma, 2019). Such professional development helps teachers move away from content transmission toward the design of learning activities that promote inquiry, collaboration, and reflection. It also fosters peer learning and shared responsibility for teaching quality.

The TU faculty handbook highlights several key lessons for adopting student-centered learning, many of which were implemented during the TU Grassroots online and face-to-face faculty development training programs. These lessons are particularly suitable for annually based and low-resource contexts, where small pedagogical changes can lead to meaningful improvements in student learning. The handbook emphasizes the importance of focusing on learning outcomes rather than on syllabus completion, and of using course content to develop students' skills rather than merely transmitting information. It also encourages teachers to combine short lectures with interactive activities and to adopt diversified and formative assessment practices. In this approach, teachers are viewed as facilitators of learning rather than sole transmitters of knowledge. Importantly, the handbook underscores that meaningful reform should begin at the classroom level and that sustained improvement in teaching practice depends on continuous professional growth through reflection and practice.

Table 3

Student-Centered Learning in Annual-Based Community Campuses

Pedagogical Shift	What Faculty Need to Understand (in simple terms)	Very Simple Classroom Practice (Low-Resource, Annual System)	Immediate Benefit for Students
From teaching to learning	Teaching means helping students learn, not only talking	After explaining for 10–15 minutes, teacher asks one question and lets students talk in pairs for 3–5 minutes	Students think actively and speak in class

Pedagogical Shift	What Faculty Need to Understand (in simple terms)	Very Simple Classroom Practice (Low-Resource, Annual System)	Immediate Benefit for Students
From knowing to doing	Students must use knowledge, not just remember it	Teacher asks students to give one example from daily life related to the topic	Students understand how theory applies to real life
From lecture-based to interactive methods From exam-focused to learning-focused assessment	Long lectures reduce attention Assessment can happen during class	Teacher pauses lecture and asks groups to write 3 key points on paper Teacher asks students to write a short answer (5 minutes) and discusses it	Students stay engaged and remember better Learning improves continuously, not only before exams
Teacher as facilitator Focus on classroom-level change Professional development through reflection	Teacher does not need to speak all the time Small changes are enough Teachers improve by reflecting	Teacher walks around class, listens, and asks “Why?” or “How?” Teacher changes one thing (pair work or question) each week Teacher writes one sentence after class: “What worked today?”	Students gain confidence and independence Students gradually become active learners Teaching quality improves step by step

Note: Table created by the author based on *Making the Shifts to Change the System* and related literature (Tripathi, Sharma, & Subedi, 2019).

The TPACK Framework: Making Digital Pedagogy Practical for Classroom Teaching

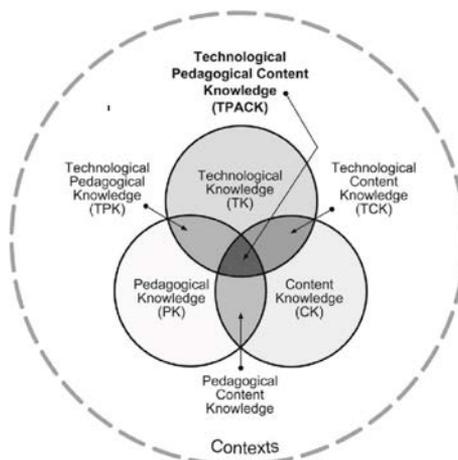
The Technological Pedagogical Content Knowledge (TPACK) (Voogt et al., 2013) framework explains that effective digital teaching does not depend on technology alone, but on the thoughtful integration of three types of teacher knowledge: content knowledge, pedagogical knowledge, and technological knowledge (Mishra & Koehler, 2006) while addressing the complex, multifaceted, and situated nature of this knowledge. We argue, briefly, that thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge that we call

Technological Pedagogical Content Knowledge (TPCK). The framework highlights that meaningful learning occurs when these three domains are balanced and aligned with learner needs and context.

Content Knowledge (CK) refers to what teachers teach their understanding of subject matter, concepts, and curriculum expectations. Pedagogical Knowledge (PK) focuses on how teachers teach, including instructional strategies, classroom management, assessment methods, and ways of engaging diverse learners. Technological Knowledge (TK) involves understanding and using digital tools, platforms, or simple technologies that can support learning. The strength of the TPACK framework lies in the intersection of these three knowledge domains. At this intersection, technology is not used for its own sake, but to enhance both content understanding and pedagogy. In this sense, digital pedagogy emerges not from adding tools to teaching but from designing learning experiences that respond to learners and context (Avidov-Ungar & Eshet-Alkalai, 2014) these types of knowledge consist of technological knowledge (TK.

Importantly, the TPACK framework is highly relevant for Nepalese community campuses. It supports context-sensitive teaching, in which teachers choose the simplest and most appropriate tools based on the learner's profile, subject matter, and available resources. This makes TPACK suitable even in low-resource, annual-based programs.

Figure 1
TPACK framework



Note: Figure 1 is adapted from the TPACK framework (www.tpack.org).

The Technological Pedagogical Content Knowledge (TPACK) framework explains that effective teaching emerges from the meaningful integration of content knowledge (CK), pedagogical knowledge (PK), and technological knowledge (TK) rather than from any single element alone. Content knowledge refers to teachers' understanding of subject matter, pedagogical knowledge focuses on how students learn and how teaching is organized, and technological knowledge involves the appropriate use of digital or non-digital tools to support learning. The intersections of these domains particularly pedagogical content knowledge and technological pedagogical knowledge highlight that technology should serve pedagogical goals and learner needs rather than replace sound teaching practice. In the context of Nepalese community campuses, the TPACK framework is especially relevant because it supports context-sensitive, low-resource teaching, where teachers can adopt simple technologies only when they meaningfully enhance student-centered learning and classroom engagement (Mishra & Koehler, 2006) while addressing the complex, multifaceted, and situated nature of this knowledge. We argue, briefly, that thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge that we call Technological Pedagogical Content Knowledge (TPCK).

Table 4

Understanding TPACK in Simple Classroom Terms

TPACK Component	What It Means (Simple Explanation)	Easy Classroom Example (Community Campus)
Content Knowledge (CK)	Knowing the subject clearly	Teacher identifies one key concept for the lesson
Pedagogical Knowledge (PK)	Knowing how students learn best	Teacher uses discussion or questioning
Technological Knowledge (TK)	Knowing simple digital tools	Teacher uses mobile phone, projector, or LMS
Integrated TPACK	Using all three together	Technology supports learning goal, not lecture

Note: Table created by the author, based on the TPACK framework and related literature (Mishra & Koehler, 2006; Koehler et al., 2013).

Applying TPACK in Practice: From Theory to Action

The TPACK framework becomes meaningful when it informs everyday classroom decisions rather than remaining a theoretical model. Teachers do not need advanced

technologies to apply TPACK; instead, they can begin with small, intentional practices that align content, pedagogy, and technology with learner needs. In blended or flipped approaches, simple digital supports, such as sharing reading materials or discussion prompts before class, allow classroom time to be used for discussion, clarification, and problem-solving rather than for content delivery. Assessment can also be strengthened through low-stakes digital tools, such as short online quizzes, reflective writing, or e-portfolios, that support continuous feedback and reduce overreliance on final examinations. Research shows that such active, technology-supported practices improve student engagement and learning outcomes when technology is used purposefully and contextually rather than for its own sake (Freeman et al., 2014b; Graham, 2011; Mishra & Koehler, 2006) technology, engineering, and mathematics (STEM).

Table 5

TPACK-Guided Teaching Steps for Low-Resource Contexts

Step	Teacher Action	Simple Guiding Question
1	Study learner profile	Who are my students and what do they need?
2	Identify one learning objective	What should students learn today?
3	Choose pedagogy	How do students learn this best?
4	Select simple digital support	What is the simplest tool that helps learning?
5	Reflect on alignment	Does technology support—not replace—teaching?

Note: Table created by the author, based on the TPACK framework, training materials from the Inter-University Centre for Teacher Education (IUCTE), Banaras, India (2025), and related literature.

Together, human development theory, digital pedagogy, core pedagogical shifts, and the TPACK framework provide a coherent foundation for advancing student-centered learning in Nepalese higher education. These perspectives collectively reinforce the central argument of this article: effective teaching does not begin with tools or content coverage, but with an understanding of learners and their developmental, contextual, and academic needs. Research on constructivist and student-centered pedagogy consistently demonstrates that meaningful learning occurs when pedagogy is intentionally designed to engage learners in active inquiry, interaction, and reflection rather than passive reception of information (Avidov-

Ungar & Eshet-Alkalai, 2014; Prince, 2004) these types of knowledge consist of technological knowledge (TK). The TPACK framework strengthens this position by emphasizing that technology should be selected and used only when it meaningfully supports pedagogical goals and content understanding, not as an end in itself (Mishra & Koehler, 2006) while addressing the complex, multifaceted, and situated nature of this knowledge. We argue, briefly, that thoughtful pedagogical uses of technology require the development of a complex, situated form of knowledge that we call Technological Pedagogical Content Knowledge (TPCK). Evidence from faculty development initiatives and classroom-level practices further suggests that in low-resource, annual-based community campuses, simple and well-aligned instructional strategies such as guided discussion, formative assessment, and collaborative learning are often more effective than complex technological tools. In this sense, context-sensitive integration of content, pedagogy, and technology offers a practical and sustainable pathway to improve teaching practice and student learning outcomes at Nepalese community campuses.

Conclusion

Improving higher education does not depend mainly on how advanced technology becomes, but on how well teaching responds to students as learners and as human beings. In Nepal, especially in community campuses that follow annual systems, teaching is still largely lecture-based and exam-focused. These approaches often limit student participation, critical thinking, and skill development, which are essential for today's academic and professional life. Research in higher education clearly shows that lecture-only teaching is not enough to support deep learning and student engagement (Graham, 2011; Prince, 2004a; Rosaen, 2003; *United Nations Decade of Education for Sustainable Development (2005-2014)*)

This study has shown that student-centered learning offers a practical and realistic approach to improving teaching and learning at Nepalese community campuses. When teaching begins with an understanding of students' background, confidence, language ability, and learning pace, learning becomes more meaningful and inclusive. Student-centered approaches encourage discussion, collaboration, reflection, and active participation, which help students learn more effectively than passive listening (Cornelius-White, 2007; Freeman et al., 2014; Fuchs, 2021).

Digital pedagogy can further support student-centered learning when technology is used carefully and purposefully. The TPACK framework explains that effective teaching occurs when content, pedagogy, and technology work in balance (Mishra

& Koehler, 2006). Teachers do not need advanced or expensive technology to apply this framework. Simple tools and small classroom practices such as short discussions, reflective writing, group work, and formative assessment can make learning more engaging and effective, even in low-resource, annual-based community campuses (Graham, 2011).

While policies, accreditation systems, and curriculum reforms are important, real change in higher education begins in the classroom. When teachers are supported through continuous professional development and reflective practice, student-centered learning becomes achievable and sustainable. In the end, the quality of higher education should not be judged by how much content is taught or how many technologies are used, but by how well teaching helps students grow as thinking, confident, and socially responsible individuals prepared for academic, professional, and social life.

References

- Acharya, B., Sigdel, S., & Poudel, O. (2024). Analysis of Effectiveness of Collaborative Pedagogy Practices. *NPRC Journal of Multidisciplinary Research*, 1(4), 172. <https://doi.org/10.3126/nprcjmr.v1i4.70965>
- Avidov-Ungar, O., & Eshet-Alkalai, Y. (2014). TPACK Revisited: A Systemic Perspective on Measures for Predicting Effective Integration of Innovative Technologies in School Systems. *Journal of Cognitive Education and Psychology*, 13(1), 19–31. <https://doi.org/10.1891/1945-8959.13.1.19>
- Cornelius-White, J. (2007). Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis. *Review of Educational Research*, 77(1), 113–143. <https://doi.org/10.3102/003465430298563>
- Darling-Hammond, L., Hyler, M., & Gardner, M. (2017). *Effective Teacher Professional Development*. Learning Policy Institute. <https://doi.org/10.54300/122.311>
- Deepty Gupta. (2019). *Capacity Building of Teacher Educators for e-Learning Tools: An Experimental Study*. <https://doi.org/10.13140/RG.2.2.26525.87524>
- Fosnot, C. T. (2015). *Constructivism: Theory, Perspectives, and Practice* (2nd ed). Teachers College Press.
- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014a). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>

- Freeman, S., Eddy, S. L., McDonough, M., Smith, M. K., Okoroafor, N., Jordt, H., & Wenderoth, M. P. (2014b). Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, *111*(23), 8410–8415. <https://doi.org/10.1073/pnas.1319030111>
- Fuchs, C. (2021). Supporting Autonomy in an Exam-Based Context: Results from a Hong Kong-U.S. Telecollaboration. In C. Fuchs, M. Hauck, & M. Dooly (Eds.), *Language Education in Digital Spaces: Perspectives on Autonomy and Interaction* (Vol. 52, pp. 61–84). Springer International Publishing. https://doi.org/10.1007/978-3-030-74958-3_4
- Golden, B. (2023). Enabling critical thinking development in higher education through the use of a structured planning tool. *Irish Educational Studies*, *42*(4), 949–969. <https://doi.org/10.1080/03323315.2023.2258497>
- Graham, C. R. (2011). Theoretical considerations for understanding technological pedagogical content knowledge (TPACK). *Computers & Education*, *57*(3), 1953–1960. <https://doi.org/10.1016/j.compedu.2011.04.010>
- Guskey, T. R. (2002). Professional Development and Teacher Change. *Teachers and Teaching*, *8*(3), 381–391. <https://doi.org/10.1080/135406002100000512>
- Khadka, D. K., Acharya, G., & Bhandari, N. P. (2019). *Higher Education Quality Assurance and Accreditation in Nepal: Status, Issues, and policies 1*. <https://doi.org/10.13140/RG.2.2.14937.43366>
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record: The Voice of Scholarship in Education*, *108*(6), 1017–1054. <https://doi.org/10.1111/j.1467-9620.2006.00684.x>
- Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, *93*(3), 223–231. <https://doi.org/10.1002/j.2168-9830.2004.tb00809.x>
- Rosaen, C. L. (2003). Preparing Teachers for Diverse Classrooms: Creating Public and Private Spaces to Explore Culture through Poetry Writing. *Teachers College Record: The Voice of Scholarship in Education*, *105*(8), 1437–1485. <https://doi.org/10.1111/1467-9620.00297>
- Sarkhan, J. (2024). *Development of Learning Theory*. <https://doi.org/10.5281/ZENODO.14635360>

- Sayed Mahbub Hasan Amiri, Md Mainul Islam, Naznin Akter, Sk. Humaun Kabir, & Mohammad Shawkat Ali Mamun. (2025). Effective teaching strategies: A deep dive into pedagogy. *International Journal of Science and Research Archive*, 15(1), 835–849. <https://doi.org/10.30574/ijrsra.2025.15.1.1055>
- Sharma, L. R. (2025). Cracking the Codes: Students' Preferred Strategies to Enhance Exam-Based Academic Achievement in Higher Education. *International Research Journal of MMC*, 6(4), 113–130. <https://doi.org/10.3126/irjmmc.v6i4.85288>
- Sharma, S. (2019). *Higher Education in Nepal*.
United Nations Decade of Education for Sustainable Development (2005-2014): International implementation scheme; 2006. (n.d).
- Voogt, J., Fisser, P., Pareja Roblin, N., Tondeur, J., & Van Braak, J. (2013). Technological pedagogical content knowledge – a review of the literature. *Journal of Computer Assisted Learning*, 29(2), 109–121. <https://doi.org/10.1111/j.1365-2729.2012.00487.x>