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A Model for Student-Centered Learning: Application and Transfer in the Instrumental Rehearsal

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The *student-centered* classroom is a practical manifestation of modern theories of how learners construct knowledge. Specific to contemporary education, it is an instructional approach that is “characterised by innovative methods of teaching . . . and take[s] students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking” (Välilmaa, 2012). Research into this pedagogical approach is starting to emerge with more frequency in music education, suggesting benefits in the areas of student ownership of learning, interest in subject matter, motivation, and achievement. Contributions by Allsup (2003), Holsberg (2009), Scruggs (2008), and others have explored student-centered learning practices that foster the development of deeper musical understandings in the instrumental classroom. As the literature extols this approach in the performance ensemble, and indeed, other content areas, collegiate music teacher education programs need exemplars from practice upon which pre-service educators can observe and reflect.

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