With a growing amount of diverse, student population and with recognition of student’s different learning capabilities and styles, the premise "one teaching style fits all" which is inherent in teacher-centered approach, is not anymore working (Brown, 2003). Attempt to combine teaching styles and student learning styles which are conflicting with each other may result in limited learning or no learning at all (Brown, 2003). This problem must have been recognized also earlier but back then there were probably no knowledge, processes or tools for changing that and society might have been satisfied with average students showing average performance. But with more researches done in the field of education and with a development of WEB 2.0, which had a big impact on technology development, it became possible to solve this problem cardinally.

Against this background appeared a student – centered approach, idea of which is to bring the classroom and students to life while teacher is considered to be as a guide and assistant on the side (Overby, 2011). In such a classroom students work whether individually or in pairs and small groups on specific tasks or projects. Students are then placed at the center of classroom organization with respect of their own learning needs, styles and capabilities (Brown, 2003). The emphasis in this approach is to engage student to learn for understanding and for building their own interpretations (Brown, 2003) rather than for memorizing and reproducing studying material during the test without comprehension of how phenomena really works and can be applied in practice. During the task, while students are busy trying to find the answers on questions, teachers have more time for individual support thus learning experience becomes more personalized.

While student – centered approach is good, it is not yet fully correspond to the challenges of 21st century upon personalized learning. The rapid co-evolution of technology and learning is offering new ways to represent knowledge, new educational practices, and new global communities of learners. (Goodyear & Retalis, 2010).

The challenge now is how to combine student – centered learning and e-learning, how to make classrooms interactive with learners having an access to devices, digital content and software in a personalized way.

with student – centered classroom which

Student – centered approach

While both teacher – centered and student - centered approaches agree on that, that in the process of improving student’s performance, student plays a key role, the difference hides in student’s role during teaching process and the importance to recognize individual learners’ characteristics (Brown, 2003) such as heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs (McCombs, 1997)

The rapid co-evolution of technology and learning is offering new ways to represent knowledge, new educational practices, and new global communities of learners.

Yet the contribution of these changes to formal education is largely unexplored, along with possibilities for deepening our understanding of what and how to learn. Similarly, the convergence of personal technologies offers new opportunities for informal, conversational and situated learning. But this is widening the gulf between everyday learning and formal education, which is struggling to adapt pedagogies and curricula that were established in a pre-digital age.

(Goodyear, P., & Retalis, S. (2010). *Technology-enhanced learning*. Sense Publishers.)