Student Centered Learning

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 Abstract

 This study was about 6 senior student teachers in the field of science and their beliefs about

Student centered education. They were tested and the results was that both student centered and

Teacher centered learning is helpful. 5 students were using the conceptual model and 1 student

Was using the exploratory model. In this study we will see how the results came about.

 Main Body

\*Introduction

 Students in today’s society must have skills to access sources, and information to solve

problems. According to minor, Onwuegbuzie Witcher and James (2002), “the effective teacher

that plays a primary role in developing students with these characteristics is defined as a person

who can choose and organize appropriate topics, can use various teaching strategies depending

on the needs and interests of the students, is creative, can actively engage students, ask good

questions, supports critical and creative thinking, gives students enough time to answer and do

research, provides feedback, uses both traditional and alternative assessments when tracking

students’ progress, in short a person who reflects fate what they have learned from their

experiences”. Teacher’s beliefs about students teaching determine their practice and the fate of

education.

\*Literature Review

 There are 3 major beliefs about learning and the teaching process, first it is exploratory which

refers to student centered learning, these believe students are able to guide each other and

conduct their learning. Second there is explicit which refers to teacher centered learning, these

believe students will learn better focusing on the teacher and letting the teachers conduct the

class. Third is conceptual which refers to both student and teacher centered learning, these

believe that both students and teachers should take part in conducting the class learning it should

be 50/50 between both. Teacher’s beliefs are so complex because they have several factors like

attitude, motivation, confidence, self-efficacy and many more, according to Pajares (1992),

“beliefs are not universal but are extremely personal and unaffected by argument”. Beliefs are

formed by a chain of events.

\*The Beliefs Of Student Teachers

 Now a days teachers use new beliefs although students feel like they should bring back the

old beliefs, teachers feel like they should just learn new beliefs to be with current time. Students

feel as if the new beliefs are harder to learn and that the old beliefs are easier and less work. In

my opinion as a student I feel like we should always change our beliefs to keep up with current

time because if we stick with the old beliefs we will never be updated.

\*Significance Of The Research

 As a science teacher you guide students in to making sense in life and in changing the

world. The beliefs of a science teacher will affect to a large extent, what science education will

be like for kids, science teachers conducted a test for school-age children and student teachers

using DASTT-C. Thomas and Pederson (2001; as cited in Elmas, Demirdogren & Geban, 2011),

“found that student teachers had metal models that were similar to those of elementary, junior

High and high school students”. This supports the idea that prior experiences of student teachers

Have affected their beliefs about science teaching.

 \*Methodology And DASTT-C

 DASTT-C was developed by Thomas et al. (2001), “to identify the beliefs of students

teachers in connection with teaching learning science”. Draw-A-Science-Teacher-Test-Checklist

(DASTT-C) was conducted with 6 student science teachers 5 women and 1 man in their senior

year during 2014-2015. The test these 6 student teachers took consists of two main parts, first

they draw pictures that show what kind of teacher they see themselves being in the future.

Second they have to explain the roles of the teachers and the students in their drawing. They are

given 30 minutes each to complete the test. “The tests internal consistency coefficient is .82”

(Thomas et al. 2001).

 \*Individual Interviews And Observations

 “The interview is one of the most common data collection techniques used in qualitative

Research “(Yildirim & Simsek, 2005). The interview form contain structured questions about the

Teachers, the students, the teaching environment and learning process, the characteristic of

 Junior High teachers and faculty members in education. The interview last 30 minutes each,

Audio recordings were made in the interviews. “Observation is a method used to make a detailed

Description of behavior that occurs in any environment or institution” (Yildirim & Simsek,

2005). Observations were conducted to reinforce judgments about student teachers. According to

Levitt (2001), “beliefs cannot be observed directly, but are deduced from behavior”. The

Observation lasted 40 minutes. In my opinion as a student observations and interviews are both

Very important because that’s the only way you will see everything for yourself.

 \*Reliability And Data Analysis

 Various precautions were taking to a sure you the reliability of this study, one way to a sure

You is through plausibility. The process and results have been stated in order to a sure

Plausibility. “Triangulation is examined in light of the diversity of data source, methods and

Researchers” (Yildirim & Simsek, 2005). Methodology triangulation (interview, observation,

document analysis) was used in this study. The results of this research were sent to the

participants for them to verify. Content and descriptive learning were conducted to get the data

obtained from interviews and observations. “The data obtained from DASTT-C was evaluated

according to a scoring tool” developed by Thomas et al. (2001). “The scores of the student

teachers are interpreted as follows: 0-4 points “exploratory”, 5-9 points “conceptual” and 10-13

“explicit” (Thomas et al., 2001). This is how they calculated everything to get the results.

 \*Results

 The results of DASTT-C conducted to determine the beliefs about teaching students. The

Results came out to be conceptual, which is both teacher centered and student centered learning.

In my opinion the results came out correct because its good sometimes to be teacher centered

Way and just focus on the teacher but it’s also good sometimes to learn the student centered way

Which is the students teaching you and you learning through you peers. In my opinion the results

Were correct.

 References

Bakir Selda (April 04, 2016)

“What are their beliefs? What is their approach in practice? What is the profile of their science

Teachers and professors?”

[Http://ace.instructure.com/login/canvas](http://ace.instructure.com/login/canvas)

Onwuegbuzie, James, Pajares, Thomas, Pederson, Demirdogen, Geban, Yildirim, Simsek, Levitt,

And Witcher.