An Examination of Studying Approaches and Information Literacy Self-Efficacy Perceptions of Prospective Teachers

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Suggested Citation:

Abstract

Problem Statement: Students may behave differently from each other during the learning process. While some of them struggle to conceive the subject with all respects (the deep studying approach), the others just memorize it without any effort to comprehend (the surface studying approach). Today, students usually learn the strategies on their own regarding how and when to study to be successful. They spend lots of time doing this and sometimes fail. A majority of them are in favor of the surface studying approach and study only before the exam. Determining studying approaches and information literacy self-efficacy perceptions of prospective teachers may shed light on future studies on this matter.

Purpose of the Study: The study aims to determine if there is a relationship between information literacy self-efficacy (ILSE) perceptions of prospective teachers and their studying approaches.

Method: Participants were selected from Kocaeli University Technical Education Faculty. 703 students were involved in the research. The data was collected via “Studying Approaches Scale” and “Information-Self-Efficacy Scale.”

Findings and Results: Studying approaches of prospective teachers are at a reasonable level with regard to the deep studying approach (DSA) and the surface studying approach (SSA). The results show that ILSE of prospective teachers is very high. Also, mean scores of prospective teachers were examined for their grade levels in the study. Consequently, prospective teachers of fourth grade have the highest mean score in terms of their preference for the DSA. Additionally, computer-use levels of prospective teachers were investigated. As a result, prospective teachers who use computers at advanced levels have the highest mean score in terms of their preference to the DSA. The prospective teachers who find themselves successful have preferred the DSA more, compared to the other prospective teachers’ preferences. Furthermore, there is a slight positive correlation between the DSA and ILSE perceptions of prospective teachers.

Conclusions and Recommendations: If demands of the modern era and the constructive learning situations are considered, the prospective teachers should be trained as to be equipped with competencies. Therefore, they can teach effective learning and studying behaviors to their students where they are assigned to work. In order to realize this aim, integration of the courses, which are related to effective studying approaches, to the syllabus might be helpful. The courses should be based on the events that help effective learning and studying behaviors be acquired by students and consider activities to reinforce them.

Keywords: deep studying approach, surface studying approach, self-efficacy, information literacy, prospective teacher

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