

STUDENT LEARNING

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Abstract: *Academic learning illustrates the complex process by which students develop or acquire, as appropriate, knowledge, abilities, competences, skills in order to succeed in an academic environment and, of course, to develop and continuously improve themselves. In this research, several elements related to academic learning have been investigated. The method of investigating the matter of academic learning is the inquiry conducted using the questionnaire as a tool. The sample of subjects consists of one hundred and fifty students from the University “1 Decembrie 1918” of Alba Iulia, year I, II and III of study, from the field of Pedagogy of Primary and Pre-School Education. Among the indicators presented in the questionnaire we can mention a few: the time allocated for study, organizing the learning material, the efficiency of learning, passing exams, the learning style, the success in learning, the failure in learning, etc. The conclusions are drawn based on statistical analysis and confirm the presence of unique elements about academic learning.*

Keywords: *learning, academic learning, the motivation of student learning.*

Introduction

Learning is part of the story of each of us, a story that reflects the personal evolution, meanings and meanings that we build and that then define us.

In the book Praxiological Dictionary of Pedagogy, learning is considered to be "either a process of acquiring new experiences, new skills, abilities, competences and new forms of behavior, or the modification, restructuring or change of existing ones, in order to better adapt the individual to new situations and to the increased dynamics of life".(Bocoş, 2016, p.140)

Learning can also be seen as a long-term change that can enter the behavioral or cognitive sphere, referring here to the experience.

Interaction, experiences and behavior changes are conditions which define the learning process of each of us.(Voiculescu, 2010)

The procedural aspect of learning includes moments that make up a learning sequence. These moments are: the observation of the material, the comprehension of the material, the assimilation of knowledge, memorization, knowledge application, updating and knowledge transfer. (Jinga,1979)

There are various hypostases through which we can describe learning, and some of them include: the changing in behavior as a result of experience, the possibility of adapting the behavior to new situations or preventing a certain behavior, the self-organization of behavior, embracing a certain behavior and, last but not least, the connection between biological and social heritage. (Golu,1983)

For students, learning is an action of elaborating cognitive operations and strategies, an intellectual and physical effort carried out in an organized manner to train certain skills and to acquire certain contents that are necessary for their continuous development. (Cristea,1998)

Academic learning is an advanced form of learning activity that takes place after high school learning, and includes new content that is appropriate to the students' age. At the same time, academic learning involves a deeper and more complex approach to study topics and a greater focus on critical thinking and analysis. It also involves the development of research, collaboration and communication skills.(Enăchescu, 2011)

„Academic learning takes place in a higher education called precisely like that in order to mark the transition to another level of approach towards learning content, associated with a greater degree of difficulty and a more precise orientation towards professional purposes. Compared to the previous high school stage, new learning methods are also established, work strategies appropriate to the institutional profile, study techniques adapted to the young age. The act of learning is closer to studying assuming that in previous years the principle of learning how to learn had been acquired, a necessary premise in the academic study, where there is a tendency towards independence and self-training.”(Enăchescu, 2011, p.86)

This has a wide range of high quality characteristics such as intrinsic motivation, autonomy, self-control and self-regulation of students' activity. (Stăncescu, 2017)

In academic learning, students' motivation is not easy to achieve, and if we think about acquiring and supporting some students' limits of involvement, this is one of the biggest challenges of teaching. (Arends, Kilcher, 2010)

The development in students of certain skills to control their own study behavior involves knowledge, capabilities, skills and abilities regarding the processes and mechanisms that have an important role in the management of personal study.

Problem Statement

Learning is part of the story of each of us, a story that reflects the personal evolution, meanings and purposes that we build and that later define us.

The study that we have carried out presents a series of information gathered from first, second and third year students about academic learning. Among the indicators described in the questionnaire we mention a few: the time allocated for study, the organization of learning material, learning efficiency, passing the exams, learning style, success in learning, failure in learning, etc. The conclusions are developed based on statistical analysis and confirm the presence of unique elements about academic learning.

Research Questions

The questions of this research were focused on the following topics: time spent studying, organization of learning material, learning efficiency, passing the exams, learning style, success in learning, failure in learning, etc. The conclusions are developed based on statistical analysis and confirm the presence of unique elements about learning in students.

Purpose of the Study

The purpose of the research leads to the investigation of elements related to the aspect of student learning.

Research Methods

Throughout this research, the method of investigating the issue of learning in students was the method of the survey, performed using the questionnaire as a tool.

Findings

The sample of subjects consists of one hundred and fifty students from the „ December 1, 1918 ” University in Alba Iulia, year I, II and III of study, from the field of Pedagogy of Primary and Preschool Education.

The first question of the questionnaire reffers to the time that students allocate per day for individual study during the week. As we can see, 51.1% of students allocate to individual study during the week between one and two hours; 18.4% between three and four hours; 17.5% allocate one hour a day to the individual study during the week; 10% between 4 and 5 hours, and 3% more than 6 hours a day for the individual study during the week.

1.How many hours do you spend per day on individual study during the week?

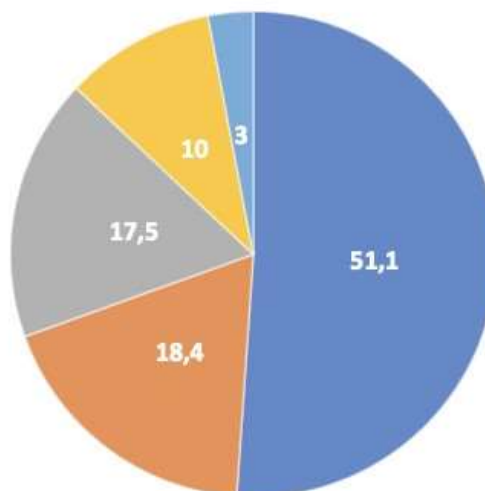


Figure 1. Time allocated per day for individual study during the week.

The second question discusses the aspect through which students organize their study material before learning. The results of this question were as follows: 31.8% of students specified that they underline the information that seems the most important to them; 24.2% extract their main ideas; 21.5% organizes the information by making different diagrams; 18.4% rewrite the materials they will then learn; 3% learn the information as it was offered in the course / seminar; 1.1% does not organize their information in any way.

2.How exactly do you organize your study material before learning?

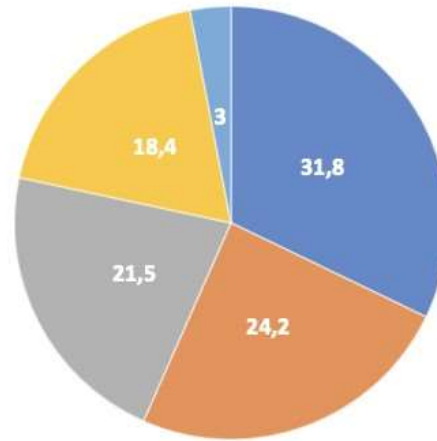


Figure 2. The way of organizing the study material before learning.

The third question opens up a few directions as to when learning becomes effective for the student. To this question the results were as follows: for 84.8% of students learning is effective if they learn on their own; 13.5% learning is effective if they study with colleagues; 1.7% learning is effective if they study with friends.

3.Learning is effective for you when...

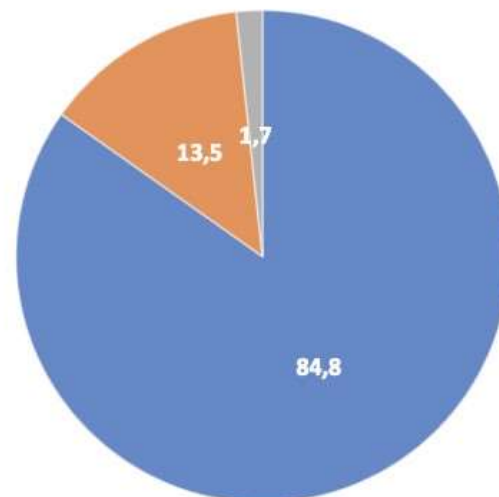


Figure 3. The efficiency of learning.

On the fourth question the students were asked if they had exams that they did not pass. As we can see, 43.5% say that they passed all the

exams; 21.1% say that they were never in a position not to pass the exams; 15.2% state that they have rarely been in situations where they have not pass their exams; 12.6% say that sometimes they were in situations where they did not pass their exams; for 6.6 % there was not the case, and for 1% of them it often happened not to pass the exams.

4. Did you have exams that you did not pass?

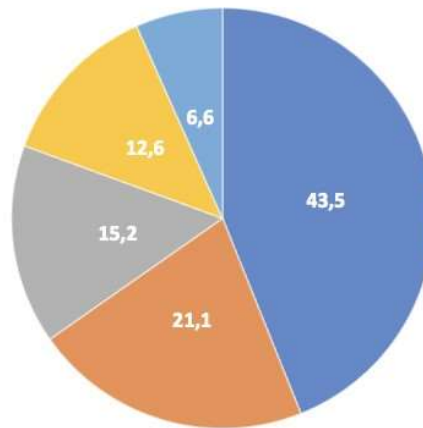


Figure 4. Exams that were not passed.

On the fifth question, the students were asked about how they proceed if they did not pass the exams. Here the percentages were as follows: 64.1% analyze the learning method they used and want a reorganization and an upgrade of the style; 20.6% of students analyze their weaknesses; 7.6% leave things as they are and are not interested in anything at all; 7% of students analyze the way of learning they have used, and 0.7 of them analyze their strengths.

5. If the exam was not passed, how do you proceed?

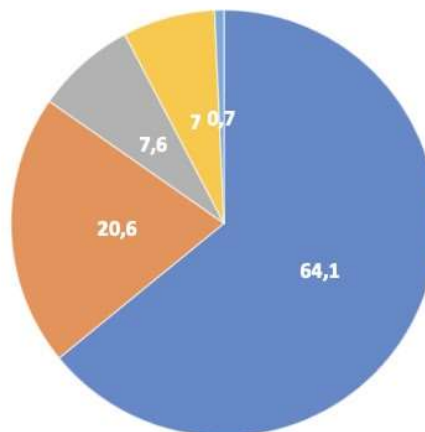


Figure 5. Measures that students take in case of not passing the exams.

The sixth question reffers to the learning style of students, whether they carefully analyze their learning style. The results of this question were as follows: 36.8% sometimes analyze their learning style in some situations; 34.1% often analyze their learning style; 21.1% always analyze their learning style; 6% rarely analyze their learning style, and 2% of students never analyze their learning style.

6.Do you carefully analyze your learning style?

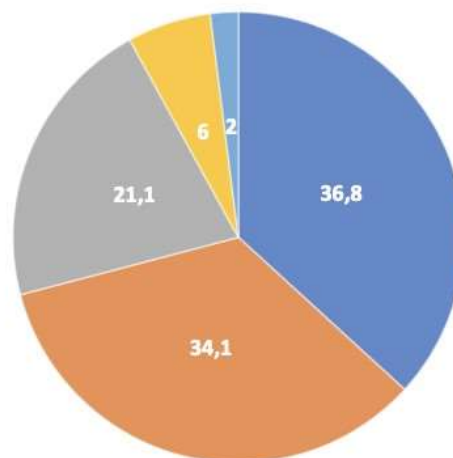


Figure 6. Learning style.

On the seventh question, students were asked about their feelings when they had to learn a larger volume of information in a short time. The results of this question were as follows: 40% of students feel a tension; 33.6% mobilize and complete the task; 20% of students are stressed and 6.4 % among students feel relaxed.

7. What feelings do you have when you need to learn a larger volume of information in a short time?

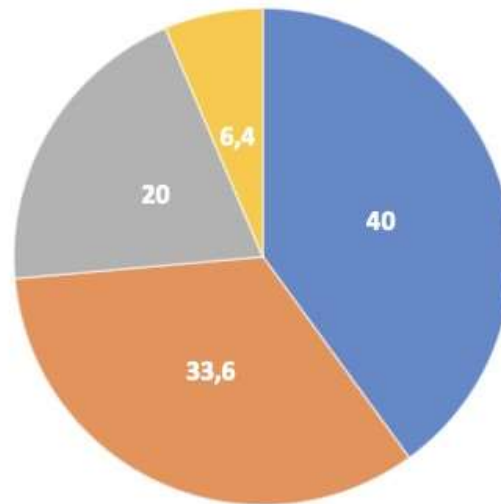


Figure 7. Acquiring a larger volume of information in a short time.

The eighth question refers to the moods that students have when an achievement appears, a success in learning. The results of this question were as follows: 64.1% of students are happy, 35.4% hope that they will continue to be just as good, and 0.5% of students feel a certain indifference.

8. How do you feel when you are successful in learning?

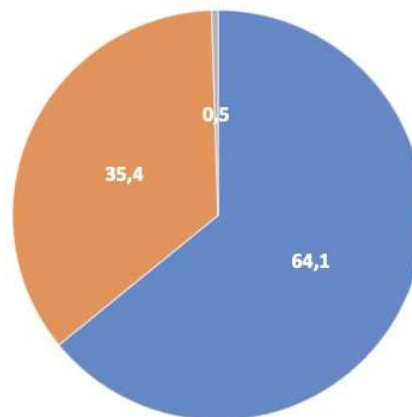


Figure 8. Success in learning.

On the ninth question, students were asked how they feel when they have a failure in learning. The results to this question were as follows:

48.9% of students feel a state of ambition, 48% feel sad, and 3.1% of students have a sense of indifference.

9.How do you feel when you have a learning failure?

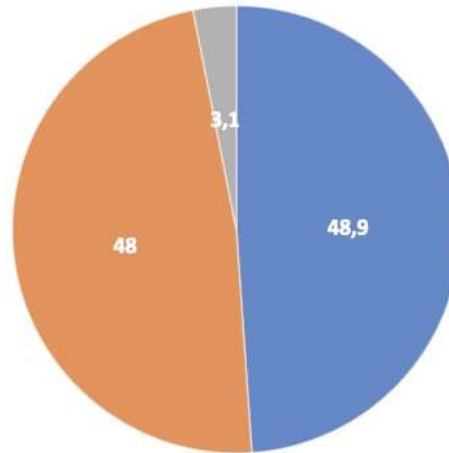


Figure 9. Failure in learning.

The last question concerns the students' possibility to use what they have learned in college in professional life. The results of this question were as follows: 83.9% of students believe that they will use the notions learned in professional life; 14.8% among students they believe that they will not use the notions learned in professional life, and 1.3% of students do not know if they will use what they learned in college in professional life.

10.Specify if you are sure that you can use in your professional life what you learn in college.

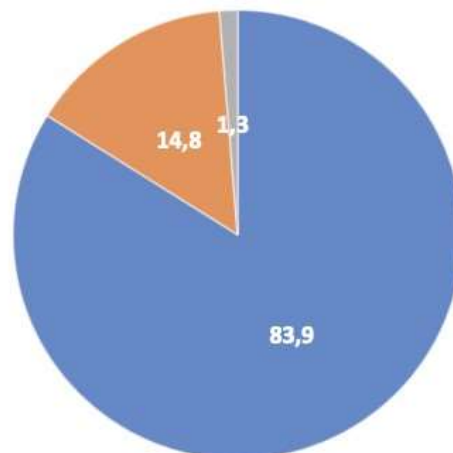


Figure 10. Applying the information acquired during faculty to the professional life.

Conclusion

The conclusions are drawn up based on the statistical analysis and confirm the presence of new elements.

We were able to observe in the research we have carried out interesting aspects regarding the learning of students during the academic year.

From the information gathered from students through this questionnaire we could observe that they are interested in learning new things on a daily basis and in further researching the information presented to them, which, we could say, leads to an autonomy in learning. Along with this aspect, it seems that they also have a certain way of organizing the material that they then study.

Students believe that learning is effective for them if they perform this activity being alone when they learn.

Failure to pass exams makes students change their learning style and analyze their learning style in order to improve it in the future.

Two key points for students were also reached in this questionnaire, mainly school success and failure. Whenever a success in learning occurs, they are certainly happy and excited, and if failure in learning makes its presence, then they feel a state of ambition that will help them tell them in the future to achieve success in learning.

Furthermore, from the answers provided by the students to this questionnaire we could gather that they believe that all the notions, knowledge, competences, the skills they have stored or developed during this study period will help them in the future in their professional life.

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