Adoption of Student-Centred Active Learning Strategies in Korean Secondary Schools

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Background

- Elven geography learning materials in support of active learning and authentic tasks were developed.
Background

• The tasks include:
  - apply geographical analysis to crime investigations;
  - finding treasures in school ground using GPS and x, y coordinates;
  - play the roles of Egypt, Ethiopia, Sudan and Tanzania based on the scenario that Ethiopia plans to build a huge dam on the Nile River;
  - find the best location for a wind farm using the interactive Google Map with layers of related information;
  - design the logo of their community by identifying unique features representing the community;
  - develop solutions to ‘real-world’ dilemmas between economic development and conservation;
  - investigate cultural hybridization from Gangwha Anglican church having both characteristics of Buddhist temple and Basilica architecture, etc.
Background

- They were presented during in-service training workshops for secondary school geography teachers (N=66) in 2013.
Objectives

• Two years after their introduction, a survey was conducted to investigate the adoption of the materials and their impacts on geography classroom practices.
Respondents

- Fifty geography teachers responded (75.7%)
- 70% of teachers reported that they had used one or more materials ($M=4.17$)
Respondents

Academic level
- MA (21)
- BA (28)
- PhD (1)

Gender
- Male (11)
- Female (39)

Years of teaching experience
- 1-5 yr (8)
- 6-10 yr (7)
- 11-20 yr (19)
- > 20 yr (16)
Material use per teacher

- Group A (N=11) used more than 8 materials (out of 11).
Four ways to use materials

• **Adoption** - Teachers implement the materials as is.

• **Adaptation** - Teachers modifies some of the details before implementation.

• **Reinvention** - Teachers change the materials significantly or develops fundamentally new procedures.

• **Invention** - Teachers develops materials and procedures that are fundamentally based on his/her own idea.
Material use
In the case of ‘Water War’

Group A
- Invention: 10%
- Adaptation: 40%
- Adoption: 50%

Rest of the teachers
- Invention: 22%
- Reinvention: 30%
- Adoption: 26%
- Adaptation: 22%
When they used

Group A

Supplementary lessons (29%)

Camp (6%)

Regular class (36%)

‘Creative experiential activities’ (club activity) (23%)

Rest of the teachers

Regular class (69%)

Camp (5%)
Barriers

- Pressure on high-stakes test preparation
- Students’ uncooperative in student-centred learning
- Difficult to manage students
- Unsupportive school culture toward student-centred learning
- Lecture-style classroom setting
- Lack of experience on learner-centred teaching and learning
- Lack of class hour

Group A

Rest of the teachers
<table>
<thead>
<tr>
<th>Perceptions of teaching/learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strongly disagree</strong></td>
</tr>
<tr>
<td><strong>Disagree</strong></td>
</tr>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td><strong>Strongly agree</strong></td>
</tr>
<tr>
<td>&quot;My students can perceive, interpret and solve problems independently&quot;</td>
</tr>
<tr>
<td>&quot;It is important to incorporate pupils’ interests into lessons&quot;</td>
</tr>
<tr>
<td>&quot;I enjoy suggesting authentic tasks and problems for geography classes&quot;</td>
</tr>
<tr>
<td>&quot;I pursue geography classes that students actively participate in&quot;</td>
</tr>
<tr>
<td>&quot;I have a great interest in learning and adopting new teaching methods&quot;</td>
</tr>
<tr>
<td>&quot;I am willing to open my geography classes for other teachers&quot;</td>
</tr>
<tr>
<td>&quot;It is a teacher, not a textbook, who determines what to be taught&quot;</td>
</tr>
<tr>
<td>&quot;It is desirable to incorporate other subject-area knowledge into geography lessons&quot;</td>
</tr>
<tr>
<td>&quot;I can give students joy through my geography lessons&quot;</td>
</tr>
</tbody>
</table>

- **Group A**
- **Rest of teachers**
Impacts on pupils

- More interested (17), engaged (10) and participated (15); Even habitually lethargic students participated (4)
- Found that geography is important and useful in their lives (5)
- Became fun and exciting lessons (4)
- Became more cooperative (3)
- Became more interested in their community and the world (issues) (4)
- Became more independent and active during classes (4)
- A few un-supportive students (2)
  - “this is not geography” (1); “this is not a part of exam contents” (1)
Impacts on teachers

- Reflected on their current teaching strategies, found the value of students-centred instruction, and started to make an effort to involve pupils (18)
- Found themselves as a facilitators (7)
- Experienced a closer relationship with pupils and became more interested in pupils (4)
- Became a reflective teacher (3)
- Wish to have a team to work together (1)
- No difference (3)
Responses from colleague

- Appreciated and showed full support (9)
- Improved the image of geography as a school subject (2)
- Showed interests and offered some support (17)
- Showed interests but don’t want to join (3)
- Uninterested schools administrators & fellow teachers (6)
- Un-supportive fellows teachers (6)
  "You might disrupt other classes"
- ‘Neither sharing nor cooperating’ school culture (4)
Questions & Comments?