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Meltem Gökdağ Baltaoğlu¹, Meral Güven²

¹ Dokuz Eylül University

² Anadolu University

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Views of Prospective Teachers on Learning Responsibility

Meltem Gökdağ Baltaoğlu^{1*}, Meral Güven²

¹ Dokuz Eylül University

² Anadolu University

Abstract

This study aims to reveal the views of prospective teachers, who study at the faculty of education, on learning responsibility. This study is performed on the basis of the basic qualitative research method. The study group of the research is composed of a total of 48 prospective teachers whose views are received on a voluntary basis and who are enrolled in the Psychological Counseling and Guidance Department of the faculty. 29 of prospective teachers participating in the research are females and 19 of them are males. In the research, data are collected through an open-ended survey design to identify the views of prospective teachers on learning responsibility. Research data are analyzed through content analysis technique. Views of prospective teachers are grouped under certain categories by two researchers upon reading each answer for open-ended questions. The frequency of views/responses expressed by prospective teachers for each category is specifically demonstrated. At the end of the study, it is concluded that, firstly, definitions of prospective teachers for learning responsibility are on themes of study skills, learner's independence, responsibility-awareness; secondly, their views on how learning responsibility is supposed to be achieved are on themes of the association of the learner with himself/herself, with the family and with the teacher, and lastly, their views on duties of teachers are on themes of sensational skills, method & technique, raising awareness about learning responsibility and academic skills.

Key words: Learning responsibility, Prospective teachers, Active learners, Self-regulatory learning

Introduction

The most general purpose of contemporary education is to raise individuals who are physically, mentally, socially and psychologically fit and able to fulfill themselves. The knowledge base constantly develops in the current information age, and certain information becomes out of date in a short period of time along with this fast development. Besides, the knowledge which is acquired almost every day is getting even more diversified with each passing day. Hence, it becomes impossible to achieve the general purpose of education just by providing a limited amount of information in crowded classrooms of schools in a restricted time period. Departing from this need which arises from these problematic situations, endeavors of students to learn how to learn increasingly gain more importance for the purpose of assuring that students become effective and active learners both inside and outside the school and ensuring that the quality of education is raised. Cognitive strategies, super-cognitive strategies, learning styles and self-regulatory learning are issues constantly discussed and analyzed together with the concept of learning to learn (Gökdağ Baltaoğlu & Güven, 2019). However, nowadays, another important concept associated with these concepts is learning responsibility.

Learning responsibility can be described as the case in which the learner takes responsibility for his/her own learning or defined as his/her own skill in solving problems in relation to learning process. Learning responsibility can be described as setting out to study by making efforts to learn, maintaining this responsibility, and reviewing the process of learning by evaluating its results in this respect. In this sense, characteristic features possessed by learners who have learning responsibility can be elucidated as identifying objectives in relation to learning, knowing their own learning attributes (learning styles) with respect to learning process, motivating themselves to learn and be interested in learning, being in cooperation with their peers, making new arrangements when faced with failure to achieve their objectives specified in the learning process, making the best use of time, making efforts to fulfill their duties and responsibilities to the fullest extent possible (Felder & Brent, 2009; Conzemius & O'Neil, 2001; Giorgis & Johnson, 2001; Warton, 1997).

*Corresponding Author: *Meltem Gökdağ Baltaoğlu, meltem.gokdag@gmail.com*

Learning responsibility enables the encouragement of learning process and plays an active role in ensuring that the process is successfully carried out. Moreover, learning responsibility can be explained as recognizing of learning needs by the individual alone or in a group, meeting these needs by using the applicable learning methods and resources and planning and managing the learning by making the best use of presented opportunities in order to achieve personal, social and professional development. Furthermore, students who are equipped with learning responsibility have the skill in self-regulation. Self-regulated learners assume the responsibility to learn, utilize strategies in order to reach their objectives, and also know whether they learnt a topic or acquired a skill (Banarjee & Kumar, 2014; Zimmerman & MartinezPons, 1986). In light of all these explanations, Figure 1 introduced skills possessed by individuals who are endowed with learning responsibility.

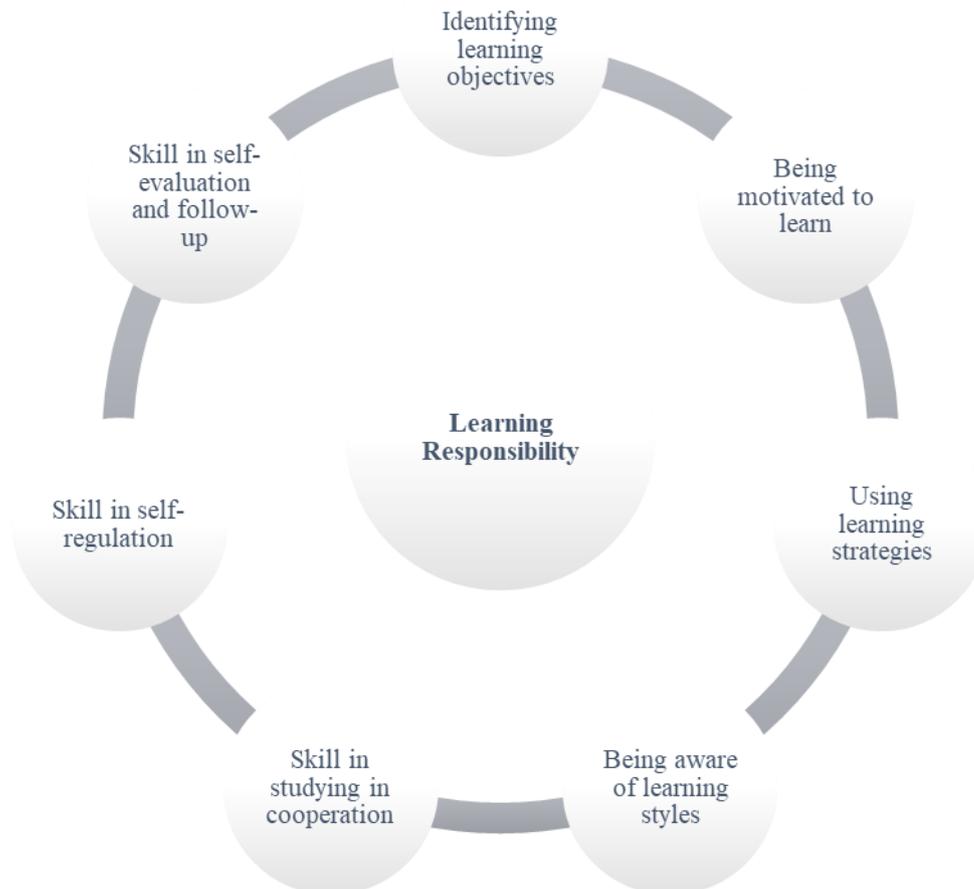


Figure 1. Skills in Relation to Learning Responsibility

As indicated in Figure 1, students who have learning responsibility have a skill in several concepts which are related to and serve as the basis of learning, and there exist connections between these concepts. Additionally, it can be asserted that learning responsibility includes activities both inside and outside of the classroom. Learners depend more on teacher for specifying what they will learn or by which means they will learn in the conventional learning setting (Turchi, 2004, p. 5); on the other hand, if they are given the opportunity for learning, they are able to use their skills in managing their own learning processes. In this respect, instead of waiting for students to learn after making every type of information available to them, a teacher is anticipated to provide guidance and directions which will enable students to assume their own learning responsibilities in the learning process. Undoubtedly, in this process, it is important and essential that prospective teachers should be raised particularly with such type of education or get to know how to equip learners with learning responsibility. In this regard, the basis of this study rests on identifying how prospective teachers perceive or define the concept of learning responsibility, and, as prospective teachers, what they think about duties imposed on them. The review of studies in literature on learning responsibility both abroad and in Turkey demonstrated that there existed studies designed to develop scales intended for different levels of students (Erişti, 2017; Kaya & Doğan, 2014; Özen, 2013), studies on teachers' learning responsibility or researches analyzing concepts related to learning responsibility (Yakar, 2017; Yeşil, 2014; Çam, Ünal & Oruç, 2014; Yeşil, 2013; Qian, Youngs & Frank, 2013; Yural & Yontar, 2006). Moreover, the study performed by Allan (2006) inquired into what

students understood from the concept of learning responsibility. It was discerned that there existed no study analyzing the views of prospective teachers on learning responsibility. On the basis of all these points, the objective of this research is to reveal the views of prospective teachers, who studied at the faculty of education, on learning responsibility.

Methodology

Research Model

Aimed at revealing the views of prospective teachers, who study at the faculty of education, on learning responsibility, this research was performed on the basis of the basic qualitative research method (Merriam, 2015).

Study Group

Study group was composed of 48 prospective teachers who were enrolled in the Psychological Counseling and Guidance Department of the faculty. The views of 29 female and 19 male prospective teachers who took the course on *Effective Learning and Studying Method* offered by the department of educational sciences in the fall semester of 2015-2016 academic year were received on a voluntary basis.

Data Collection Tools

In the research, data were collected through an open-ended survey. In the survey, there existed three questions intended for identifying the views of prospective teachers on learning responsibility. Based on the literature review, open-ended survey questions were presented to the opinions of four experts in the field of educational sciences, and their views were utilized to decide whether the survey was compatible with the research objective, clear, understandable and applicable. Accordingly, small adjustments were made in the way the questions were expressed. The questions which were developed on the basis of expert opinions are as follows: What is the learning responsibility? How does the student at the school get equipped with learning responsibility? What are the roles to be played by teachers for the promotion of learning responsibility?

Analysis of Data

Data collected through open-ended survey in the research were analyzed through content analysis technique. In content analysis, a framework is created for analyzing data on the basis of research questions. In this type of analysis, participant views are directly cited so as to ensure that they are reflected in a striking manner. In the analysis of data, answers given to open-ended survey questions were examined by researchers and a data inventory form was created, and then open-ended survey and data inventory form were submitted to a specialist for the purpose of controlling whether there was any inaccurate or unsatisfactory part. After making inventory of data, a key for data coding was prepared on the basis of survey questions and by including options which covered answers to these questions. In this respect, collected data were coded under certain themes. Prospective teachers who were research participants were coded as K1, K2, K3, ... Validity of the research was reinforced often through direct citations made from views expressed by participants. Upon the finalization of the process of coding by researchers on a one-on-one basis, researchers came together with a specialist in the field, compared their analyses, and identified items which they agreed or disagreed. In this process in which data analysis was finalized, reliability formula which was developed by Miles and Huberman (1994: 64) was utilized for calculating reliability of the research. If the result calculated through reliability formula is above 70% (Gay, 1987: 217; Miles & Huberman, 1994: 64), then it is assumed that reliability between evaluators is the case. Along with calculations performed in this research, reliability of research was found to be 90% and the research was acknowledged to be reliable. Data processed according to the coding key were supported with direct citations which were made in the context of research questions, and findings were presented, and then these findings were explained and interpreted by researchers.

Findings

Aimed at finding out the views of prospective teachers, who studied at the faculty of education, the study firstly examined what learning responsibility was on the basis of views of prospective teachers. Table 1 displayed themes and sub-themes of views expressed by prospective teachers on this topic and their frequencies.

Table 1. The prospective teachers' answers to the question "What is learning responsibility?" (f, %)

	F	%
Studying Skills		
Having preparations prior to the course	7	7.69
Repeating lessons learned after the course	5	5.49
Listening effectively during the course	4	4.39
Reviewing topics which were learned insufficiently	3	3.29
Raising questions	2	2.19
Ensuring the permanency of learning responsibility	2	2.19
Preventing the knowledge from being forgotten	1	1.09
Participating in the course actively	1	1.09
Knowing what is supposed to be done in the process of obtaining knowledge and moving in this direction	1	1.09
Being master of a topic	1	1.09
Learning what we are supposed to learn	1	1.09
Learning the things that are indispensable for reaching a specific target	1	1.09
Learner's Independence		
Making efforts to learn something assuming it would be useful	3	3.29
Efforts made by the student to learn	3	3.29
The person takes action to learn something with his/her own willpower and feeling of responsibility, not upon being instructed to do so by someone else. It acts as a type of control mechanism.	2	2.19
Upon sensing that a human being sees himself/herself as inadequate about a topic, it is the need felt for learning through research and questioning. It is the sense that a student sees himself/herself prepared for learning.	2	2.19
It means enjoying learning.	2	2.19
It is an essential responsibility for each student.	1	1.09
It is about getting infused with learning responsibility by the learner himself/herself.	1	1.09
Learning responsibility is unique to the student.	1	1.09
Enabling students to do something on their own makes up the learning responsibility.	1	1.09
The situation coming to the forefront in the process of absorbing lessons required to be learned by raising the learning interest which emerges when borders of the obligation to learn are specifically clarified.	1	1.09
Responsibility-Awareness		
Carrying out certain duties and responsibilities imposed on the individual	9	9.89
Raising students' awareness about responsibility for what is supposed to be done in the context of learning-teaching process	9	9.89
Actions of the person in relation to learning and assumption by the person of the responsibility for outcomes of these actions	6	6.59
As student's development level increases, his/her responsibility level is enhanced.	3	3.29
The responsibility to take what is supposed to be learnt	3	3.29
Giving students certain responsibilities such as fulfillment, facilitation and reinforcement of self-learning by the individual	2	2.19
It is the source of motivation necessary for constant self-renewal of students and teachers, that is to say, almost everyone.	2	2.19

It means to be conscious of what is supposed to be done for reaching a target after specifying it.	2	2.19
Responsibility assumed by the person to perform the profession properly and by using his/her full potential	1	1.09
Taking responsibility for self-learning	1	1.09
It is to comprehend why learning the topic of a lesson is essential.	1	1.09

As indicated in Table 1, when the question “What is learning responsibility?” was raised, answers of prospective teachers were concentrated on *themes of studying skills, learner’s independence and responsibility-awareness*. Under the ‘theme of studying skills’, ‘having preparations prior to the course (7.69%)’ and ‘repeating lessons learned after the course (5.49%)’ were definitions with the highest frequencies. On the other hand, definitions such as ‘being master of a topic (1.09%)’ and ‘learning what we are supposed to learn (1.09%)’ had the lowest frequencies. With respect to this theme, K48 stated that “*Refreshing constantly the pieces of information which we learnt by repeating and consolidating them is the learning responsibility.*”, while K2 provided a detailed definition for learning responsibility with his/her explanation commenting that “*Learning responsibility can be listed as getting prepared for the topic to be studied in the class before the course, listening effectively and raising questions during the course, and repeating the lesson learned, undertaking assignments and responsibilities given after the course, and also, if there exist topics learnt insufficiently, reviewing them.*”.

Under the ‘theme of learner’s independence’, most frequently used definitions by prospective teachers pertained to the benefit of learning or efforts to learn such as ‘learner’s efforts to learn the thing assuming it would be useful (3.29%)’ and ‘efforts made by the student to learn (3.29%)’ whereas the least frequently used definitions were ‘learning responsibility is unique to the student (1.09%)’ and ‘It is about getting infused with learning responsibility by the learner himself/herself (1.09%)’. In this respect, K6 underlined that “*the assumption of certain responsibilities by students such as fulfilling, facilitating and reinforcing their own learning*” and K20 underscored that “*the assumption of responsibility for learning by students themselves*” and so K6 and K20 developed definitions highlighting the importance of assuming self-responsibility. K17 emphasized the need for learning by expressing “*the need for learning felt along with researching and questioning because of the self-perception of incompetence regarding a topic*”. K22 remarking that “*learning responsibility is about making of efforts by a student to learn*” and K18 stating that “*it is to try to learn under the assumption that the lesson learnt would be useful in the future*” explained learning responsibility as efforts and endeavors. Of these definitions, a definition presenting a different perspective to learning responsibility was again by K22 declaring that “*It is the situation coming to the forefront in the process of absorbing lessons required to be learned by raising the learning interest which emerges when borders of the obligation to learn are specifically clarified*”. In the context of learning responsibility, this definition referred to learner’s own personal efforts as well as learner’s independence.

Under the ‘theme of responsibility-awareness’, it was discerned that the most frequently-used definitions were ‘carrying out certain duties and responsibilities imposed on the individual (9.89%)’, ‘raising students’ awareness about responsibility for what is supposed to be done in the context of learning-teaching process (9.89%)’, and ‘actions of the person in relation to learning and assumption by the person of the responsibility for outcomes of these actions (6.59%)’. On the other hand, it was ascertained that the least frequently-used definitions were ‘taking responsibility for self-learning (1.09%)’ and ‘comprehending why learning the topic of a lesson is essential (1.09%)’.

K3 who expressed views on this theme developed a definition as to the limits of learning responsibility by stating that “*It is to assume the responsibility for actions intended for learning and their outcomes*”. K8 presented a definition as to the scope of learning responsibility by remarking that “*... Learning responsibility covers the entire span of life. It is not limited to the school period... Learning responsibility differs in tandem with each level of education, and it progresses in parallel to the development and age characteristics of learners*”. Again K25 highlighting that “*Learning responsibility is to set a target for ourselves and to be self-aware of what is supposed to be done for reaching this target*” and K15 underlining that “*Learning responsibility is the source of motivation necessary for constant self-renewal of students and teachers, that is to say, everyone*” defined learning responsibility as the source essential to the self-renewal of individuals.

Table 2 shows themes, sub-themes and frequencies of views expressed by prospective teachers on how students were equipped with learning responsibility at the school.

Table 2. The prospective teachers' answers to the question "How is a student to be equipped with learning responsibility at school?" (f, %)

	F	%
The learner himself/herself		
By aspiring to learn	10	6.89
By studying regularly / on time and in a continuous framework	5	3.45
By attending the course with necessary preparations	4	2.76
By Making assignments eagerly and determinedly	3	2.07
By recognizing its benefit in life	3	2.07
By making efforts by individual to research, test and learn	3	2.07
Knowing/being aware of their own personal characteristics	3	2.07
By connecting the lesson taught with daily life	2	1.38
By repeating, solidifying	2	1.38
Individual's perceiving himself/herself as an active player/playing an active role in learning	2	1.38
Participating in a course	2	1.38
Listening to the topic/focusing on the topic	2	1.38
Specifying targets for primary objectives	1	0.69
Determining what is supposed to be done	1	0.69
Programming what is supposed to be done	1	0.69
Identifying the links in relation to what is supposed to be done	1	0.69
Seeing the personal deficiencies	1	0.69
Enjoying the area related to the profession to be assumed in the future	1	0.69
Being aware of the necessity of learning	1	0.69
Hobbies enjoyed by the student	1	0.69
Ideals of the student	1	0.69
Self-respect	1	0.69
By taking action in the direction of personal decisions	1	0.69
Learning how to cope with an encountered problem	1	0.69
Expressing interest in a topic	1	0.69
Establishing association with the family		
The family should raise awareness and task children with the responsibility.	15	10.34
The family should impose certain responsibilities on children in each phase of life	9	6.21
It is essential to provide children with settings in which they can take decisions freely.	6	4.14
The family should encourage children and provide them with supportive feedbacks	5	3.45
Expectations of the family	1	0.69
Establishing association with the teacher		
Acquired through schools/acquired through education/teacher	14	9.65
The teacher should require students to fulfill assignments/projects/assignments for the purpose of measuring performance	9	6.21
The teacher should raise the awareness of students about courses	7	4.83
The individual must be motivated/importance of learning must be explained.	6	4.14
By making students active in the learning process	4	2.76
By establishing the link between the lectured topic and the real life	3	2.07
By studying in groups	2	1.38
It is achieved by assigning topics to students and asking them to explain the topics.	1	0.69

By giving responsibilities	1	0.69
By encouraging and providing supportive feedbacks	1	0.69
Cooperative learning approach must be developed.	1	0.69
By giving assignments and responsibilities which are likely to develop social intelligence such as organizing theaters and events	1	0.69
Establishing association with social environment (friend etc.)		
The sense of responsibility is acquired through socialization (from friends)	2	1.38
Being guided by the social environment	2	1.38

As indicated in Table 2, answers given by prospective teachers to the question “How is the student equipped with learning responsibility?” were concentrated on themes of the learner himself/herself, establishing association with the family, association with the teacher, association with the social environment (friend etc.). Under the theme of the learner himself/herself, the most frequently used explanations were ‘by aspiring to learn (6.89%)’, ‘by studying regularly / on time and in a continuous framework (%3.45)’ whereas the most frequently used explanations were ‘if how to deal with an encountered problem is learnt (%0.69)’ and ‘by taking action in the direction of personal decisions (%0.69)’.

K25 who expressed views on the ‘theme of the learner himself/herself’ defined in detail what was supposed to be done by the learner in the context of learning responsibility by stating that “*We need to set our targets for our primary objectives, we need to devise programs on this basis, and specify the connections related to them.*”. K26 saying that “*It is acquired by virtue of having interest in learning*”, K30 commenting that “*studying in the framework of a plan and regularly*”, K33 declaring that “*Knowing the self is made possible through the increase in self-awareness.*” and K36 highlighting that “*Learning responsibility is acquired if there is interest in learning.*” made explanations by referring to further details about a specific aspect of learning. K38 explained how learning responsibility would be acquired on the basis of a causation by stating that “*Learning responsibility begins with having the curiosity in learning lessons. Acquisition of learning responsibility is made possible in conjunction with being interested in learning*”.

In terms of the ‘theme of establishing association with the family’, the most frequently expressed view by prospective teachers was ‘raising of awareness by the family (10.34%)’ whereas the least frequently expressed view was ‘expectations of the family (0.69%)’. In this respect, K37 stating that “*Learning responsibility is acquired in the family in particular*”, K44 commenting that “*It can be acquired with the help of family and through the follow-up by teacher*”, K8 saying that “*This responsibility is a process beginning with the family*” and K4 telling that “*In my opinion, the biggest responsibility falls on families on this issue..., approach of parents is very important to the acquisition of sense of responsibility by children*” expressed views revealing the priorities of families.

In terms of the ‘theme of establishing association with the teacher’, the most frequently expressed views by prospective teachers were ‘it is acquired through schools/education (9.65%)’, ‘it is acquired by requiring students to fulfill assignments/projects/assignments to measure performance (6.21%)’ whereas the least frequently expressed views were ‘by giving responsibilities (0.69%)’ and ‘it is achieved by assigning topics to students and asking them to explain the topics (0.69%)’. In this regard, K33 telling that “*It is acquired under the guidance of a teacher*”, K34 saying that “*Learning responsibility is acquired at schools*” and K5 declaring that “*Important duties are imposed on teachers and the school for equipping students with this responsibility*” placed the emphasis on the school and the teacher. K37 asserting that “*Later on, it can be developed through assignments given by the teacher at the school*” and K6 alleging that “*In this connection, responsibility can be imposed on students by frequently urging them to perform activities such as researches, projects, assignments and group studies*” explained how teacher would fulfill this endeavor.

In terms of the ‘theme of establishing association with social environment’, there existed prospective teachers suggesting that learning responsibility would be acquired through social environment (1.38%). In this context, K31 stating that “*They are the responsibilities that we adopt in every second of life under routine conditions*” and K7 telling that “*... Firstly, it is the environment, person tends to adapt to people around. If, around a person, there are people who study or if the person is in a very hardworking class, then the person will be urged to acquire this responsibility*” put emphasis on the environment.

The study also examined what the duties of teachers were in terms of learning responsibility. Table 3 shows themes, sub-themes and frequencies of views expressed by prospective teachers in this respect.

Table 3. The prospective teachers' answers to the question "What are the roles to be played by teachers in the promotion of learning responsibility?" (f, %)

	F	%
Sensational skills		
Teacher should be the guide/role model.	13	8.61
Teacher should reinforce positive behaviors/awarding	12	7.95
Teacher should keep the student in the class and not allow him/her to be disoriented from the course	9	5.96
Teacher should convince to learn by talking about positive sides of the learning	5	3.31
Teacher should arouse the curiosity of students on the topic to be learnt.	4	2.65
Teacher should not behave patronizingly.	3	1.99
Teacher should be like or does his/her profession fondly.	2	1.32
When students make the wrong choice, teacher should let them face the consequences.	2	1.32
Teachers should pay attention to students.	2	1.32
Teacher should support students	2	1.32
Teacher should receive the ideas and opinions of students	2	1.32
Teacher should punish students.	1	0.66
Teacher should not humiliate the student	1	0.66
Teacher should not have high level of achievement supposed to be expected from each student.	1	0.66
Teachers should be patient and understanding.	1	0.66
Teacher should abstain from punishing students.	1	0.66
Teacher should enable students to enjoy the feeling of achievement.	1	0.66
Teacher should know their students.	1	0.66
Methodology, Techniques and Tactics		
Teacher should deliver the lecture by paying respect to individual differences of students.	8	5.30
Students should take part in the course actively.	4	2.65
Teacher should tell students how they would learn more effectively.	3	1.99
By applying different strategies and methods, teachers should raise students' interest.	2	1.32
Student-centered/constructivist approach should be utilized.	2	1.32
Teacher should encourage students to learn through research and exploration rather than letting students directly obtain ready-made knowledge.	1	0.66
By exhibiting holistic approach, teacher should enable students to assume responsibility.	1	0.66
Teacher should provide students with a cooperative learning environment.	1	0.66
Raising awareness about learning responsibility		
The importance of learning responsibility should be explained in detail.	20	13.24
Students should be permitted to assume responsibility.	7	4.63
Teacher should help the production of programs/Tables by students	4	2.65
Teacher should be knowledgeable about learning responsibility.	2	1.32
Teacher should help students set targets.	1	0.66
Learning efforts of people successful in academic, social and cultural areas should be presented as examples.	1	0.66
Teacher should identify and follow up to what extent students adopt learning responsibility.	1	0.66
Academic skills		
Teacher should give assignment (project, responsibility etc.)/follow up	19	12.58

The importance of the subject and its relationship with real life should be established.	6	3.97
There should be oral exams and written exams at different time intervals.	4	2.65
Teacher should be specialist in his/her area of study and be competent enough to provide information out of text book.	1	0.66

As indicated in Table 3, answers by prospective teachers to the question “What are the roles to be played by teachers for the promotion of learning responsibility?” were concentrated on themes of sensational skills, method and technique, raising awareness about learning responsibility and academic skills. Under the ‘theme of sensational skills’, the most frequently used explanations were ‘Teacher should be the guide/role model (8.61%)’ and ‘Teacher should reinforce positive behaviors (7.95%)’ which emphasized roles to be played by teachers in the context of teacher competencies whereas the least frequently used explanations were ‘Teacher should punish students (0.66%)’ or in the opposite ‘Teacher should abstain from punishing students (0.66%)’.

K10 who expressed views on this topic highlighted the guiding role of teachers by stating that “*In this process, playing of the role of a guide by teachers and encouraging students to take their teachers as role models and to take responsibility through attitudes and behaviors...*”. *K48* telling that “*Teacher tries to persuade students that studying is enjoyable and entertaining.*”, *K17* declaring that “*By talking to students about positive sides of the learning, by persuading them that learning will be useful, the teacher should raise the interest of students*”, *K22* highlighting that “*Teacher should encourage the student*”, and *K45* asserting that “*First and foremost, it is essential that teacher deliver the lecture in a way to make the student enjoy it*” expressed more openly what roles to be played by teachers for promoting learning responsibility were.

Under the ‘theme of method and technique’, the most frequently used explanation was ‘Teacher should lecture by paying respect to individual differences of students (5.30%)’ whereas the least frequently used explanation was ‘Teacher should encourage students to learn through research and exploration rather than letting students directly obtain ready-made knowledge (0.66%)’. *K13* telling that “*In order to infuse students with learning responsibility, teachers should encourage students to be active, not passive. Teachers should adopt student-oriented education approach*”, *K27* saying that “*providing cooperative education and instruction*”, *K39* mentioning that “*... Through holistic approach rather than classical and neoclassical methods, teacher can equip students with learning responsibility*” and *K8* asserting that “*By taking into consideration the learning style of each student, teacher should deliver lectures by employing several strategies... Student-oriented constructivist approach should be utilized*” argued that teachers using student-oriented approaches which paid attention to individual differences of students would help students to adopt learning responsibility.

Under the ‘theme of raising awareness about learning responsibility’, the most frequently used explanation was ‘The importance of learning responsibility should be explained in detail (13.24%)’ whereas the least frequently used explanation was ‘Teacher should identify and follow up to what extent students adopt learning responsibility (0.66%)’. In this respect, it was found that *K12* telling that “*In this sense, teachers can explain to students what learning responsibilities are*”, *K11* declaring that “*Teacher can help students to prepare Tables highlighting responsibilities and what are supposed to be done*” and *K47* saying that “*to ensure that students become responsible individuals with the assignment of responsibilities that can be achieved by them*” offered concrete examples as to how to equip students with learning responsibility.

Under the ‘theme of academic skills’, the most frequently used explanation was ‘Teacher should give assignment (project, responsibility etc.)/follow up (12.58%)’ whereas the least frequently used explanation was ‘Teacher should be specialist in his/her area of study and be competent enough to provide information out of text book (0.66%)’. *K11* stating that “*Also, if an assignment is given to the student, it should be followed up... At different time intervals, oral exams and pop quizzes should be utilized for follow-up*”, *K18* telling that “*Teacher should give students certain responsibilities such as assignments and projects*”, *K40* asserting that “*Teacher should give assignments and check if these assignments are beneficial to students, and also make necessary arrangements if it is deemed that assignments are not beneficial*” and *K8* mentioning that “*Assignments should be at difficulty level appropriate to the student. Utmost attention should be paid to performance assignments and they should be expected from each student*” offered explanations about assignments and their properties while *K28* declaring that “*Teacher should talk about why the topic is supposed to be learnt and raise awareness about where we will benefit from it in life*” put emphasis more on the promotion of awareness.

Conclusion and Discussion

This research was carried out to reveal the views of prospective teachers, who study at the faculty of education, on learning responsibility. Learning responsibility was defined mostly by prospective teachers as to induce the adoption of learning responsibility by students and fulfillment of responsibilities by students. Alan (2006) argued that the concept of learning responsibility could be associated with three themes as (i) individual autonomy and personal learning control, (ii) active participation into the learning and (iii) evaluation and adoption of results. These themes are compatible with study skills, learner's independence and responsibility-awareness themes of this current study in relation to learning responsibility. As a matter of fact, it is often emphasized that students who are inclined to take their own personal learning responsibilities during the learning process enter into an effective learning process (Sierra, 2009) by setting their own targets (Barr & Tagg, 1995).

It was discerned that the most frequently expressed view on the issue of encouraging students to adopt learning responsibility was the one emphasizing its association with the learner himself/herself, and next came those highlighting the association with teacher and family. Marzona (1992) stated that students should be encouraged to be leading their own learning processes in order to make themselves feel responsible for learning and argued that this approach aimed to ensure that students became independent learners who could continue to learn all through their lives. Findings of studies indicating that there is a statistically significant relationship between learning responsibility and academic achievement (Laurillard, 1997) support this view. In light of findings demonstrating that students are not competent enough to benefit from learning responsibility in practice even though they successfully define it, the study by Allan (2006) shows that students need guidance for the promotion of learning responsibility. This guidance refers to the teacher. However, it is discerned that it is essential that teachers create settings for students to put this process into practice through experience, that teacher and students work together for designing the learning and teaching process (CookSather & Luz, 2015) and cooperation-based approaches serve as the basis.

One of the primary ways advocated by teachers and legal guardians of students for the infusion of students with learning responsibility pertains to assignments, however, the study by Baltaoğlu et al. (2017) asserted that teachers never took a course about giving assignments to students in their entire educational lives and only certain university lecturers made personal efforts to refer to assignments in this connection to some extent in certain professional content knowledge courses.

Again in the same study, it was found that all teachers gave assignments as they felt like doing. In this respect, it is thought that, in light of age groups of learners and the way assignments were given, assignments are supposed to be restructured in order to enable students to adopt learning responsibility and offer flexibility on the basis of individual differences of learners, and moreover, assignments will be more effective for enabling students to adopt learning responsibility if assignments are devised in compliance with learner-based learning process (active learning process) (Sierra, 2009) and not at a difficulty level that will be highly exhausting learners especially in primary school age.

Another result of this current research pertains to prospective teachers' views that teachers need to inform students especially about learning responsibility, motivate students and give them responsibilities. Other points emphasized by prospective teachers in this context pertain that the learner should set targets so that he/she can achieve in acquiring the learning responsibility, make plans and have attributes such as being interested and curious. It is discerned that these points tend to be sensational. It is well-acknowledged that the effect of sensational strategies on the success of learners is significant (Güven, 2004). Considering that both the family and teacher had effect on the formation of sensational strategies, answers offered by prospective teachers also had effect on the development of family and teacher themes. Moreover, it is argued that methods and techniques used by teachers should be learner-oriented, and it is important that learners feel themselves as effective actors in the development of learning responsibility in the learning process (Güvenç, 2010; Carnell, 2005).

On the basis of all these results, prospective teachers alleged that, although they argued that learners themselves should have the responsibility, necessary guidance should be provided by their teachers in this respect. This situation led to the judgment that, even if learners were familiar with the definition of the concept, they did not necessarily have experience in putting it into practice. It is suggested as a crucial proof that adopting especially the conventional understanding that any type of in-class activity is supposed to be performed under the guidance of a teacher is challenging even for prospective teachers who are still faced with different learning approaches and get prepared to be a teacher. In this regard, it can be recommended that arrangements regarding practical aspects of all educational programs including but not limited to curricula for raising teachers should be reviewed.

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