

Utilization of Scholarly Journal Articles in the Teaching and Learning of Teacher Education Courses

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Abstract: The usage of scholarly journal articles in the academe is now gaining attention to cope with the ever dynamic and evolving teaching and learning processes. This paper explored how the teacher education faculty and students utilized scholarly journal articles in the teaching and learning of professional education courses. The study also determined the challenges in using these primary sources and documented ways of overcoming them. Using a narrative inquiry, a focus group discussion with six teacher education faculty and face-to-face interviews with six students was conducted in the College of Education of a state university in Northern Mindanao. Data gathered were analyzed through thematic narrative analysis. Emerging themes revealed that scholarly journal articles was utilized by exposing learners to varied writings, enriching course content and learning, exposing them to process learning, preparing learners for classroom engagement, guiding learners to produce outputs, and allowing learners to acquire updates. The inquiry reported challenges in terms of the capability of the learners, interest and perception of learners, and the journal itself and its contents. Documented ways of overcoming these challenges include time management, frequency of use, selection criteria, and checking the author's background.

Keywords: Journal Articles, Narrative Inquiry, Teacher Education, Teaching, Learning

1. Introduction

The growing availability of scholarly articles online allows instructors to use such literature functional to teaching (Langston & Tyler, 2004), and it paves the way for more scholarly learning to rise. Scholarly articles, which are peer-reviewed research-based works written by experts on specific fields (California State University, 2011), are usually published by the academe and organizations often subscribed by individual scholars and libraries (Ohio State University, 2016).

The usage patterns of scholarly articles in the web has been investigated by many researchers because journal publications are considered most credible sources with the rigorous peer-review process (Larsen, 2013) and function a very important role for learning, teaching and research in any university (Bamidell, Omeluzor & Amadi, 2013). However, the use implies possible potential usage only because what is measured is the number of views and downloads of the articles, and does not mean it was used by just viewing and downloading it (Wang, Fang & Sun, 2016). The manner these articles were used in the classroom has to be explored, including the challenges that inhibits their use and how users overcome these challenges.

Primary sources, like scholarly articles, play an important role in providing students with authentic, constructive learning experiences that help them learn to think by exercising higher-order skills (Newman, Degener & Wu, 2015). The scholarly

articles not only describe the nature of the scientific process, but also lead learners to assess data critically, develop their scientific writing, and be updated of the current advances in research (Round & Campbell, 2013).

Studies that involved students include the utilization of journal publications or e-journals (Bamidele et al., 2013; Acheampong, Boakye & Agyekum, 2019; Faizul & Naushad, 2013) and underutilization of these resources (Azam, Shaheen, Shaikh, Sheikh, Siddiqui, Zafar & Nisamat, 2018), access to e-journals (Acheampong et al., 2019), patterns on the use of print and electronic journals (Gupta, 2011), awareness towards the use of e-journals (Faizul et al., 2018), teaching students to read the primary literature (Murray, 2013), factors that influence the usage of academic journals (Saxena, 2018), and the impact of field specialization on internet resource usage (Sriram, 2014).

Several studies involved instructors on the usage of e-journal amongst lecturers (Bakar & Ariffin, 2013), the use of new resources to teach evidence-based practice (Heye & Stevens, 2009), the use of classroom-based and web-based historical primary sources among social studies instructors (Hicks, Doolittle & Lee, 2004), use of e-journals by research scholars (Kumar & Reddy, 2014), use of journal articles in an online teaching environment (Langston & Tyler, 2004), awareness and the use of scholarly electronic journals among of academic staff (Msagati, 2014), and on how instructors use primary sources to meet the common core literacy

Journal Articles On Learning Theories

**Beverly Irby, Genevieve H.
Brown, Rafael Lara-Alecio, Dr. Shirley
A. Jackson**

Journal Articles On Learning Theories:

The Handbook of Educational Theories Beverly Irby, Genevieve H. Brown, Rafael Lara-Alecio, Dr. Shirley A. Jackson, 2013-03-01 Although educational theories are presented in a variety of textbooks and in some discipline specific handbooks and encyclopedias no publication exists which serves as a comprehensive consolidated collection of the most influential and most frequently quoted and consulted theories There is a need to put such theories into a single easily accessible volume A unique feature of the Handbook is the way in which it conveys the theories The organization of the chapters within each section makes the volume an easy to use and understandable reference tool as researchers and practitioners seek theories to guide their research and practice and as they develop theoretical frameworks In addition to the traditional theories presented the Handbook includes emerging theories for the 21st Century as well as presenting practical examples of the use of these theories in research from dissertations and published articles An appendix which indicates which theories have instruments associated with them and where those instruments can be found is also included The Handbook consists of 12 sections Section I provides the introduction with a focus on what constitutes good theory as well as how theory guides research and practice The remaining sections address Philosophical Educational Constructs Learning Theory Instructional Theory Curriculum theory Literacy and Language Acquisition Theory Counseling Theory Moral Development Theory Classroom Management Theory Assessment Theory Organizational Theory and Leadership Management Theory Each section consists of an overview written by the section editor of the general theoretical concepts to be addressed by the chapter authors Each chapter within the section will include a a description of the theory with goals assumptions and aspects particular to the theory b the original development of and interactions of the theory c validation of the theory d generalizability of the theory across cultures ethnicities and genders e the use and application of the theory f critiques of the theory g any instruments associated with the theory and h two to five particular studies exemplifying particular theories as individuals have used them in theoretical framework of dissertations or published articles and be written by the original theorist or prominent contributors to the theory The Handbook is intended for graduate students enrolled in research courses or completing theses and dissertations Additionally professors of all educational disciplines in the social sciences would be an interested audience There is also potential use of the text as administrators counselors and teachers in schools use theory to guide practice As more inquiry is being promoted among school leaders this book has more meaning for practitioners

Learning Theories Dale H. Schunk, 2014-12-24 This work offers a very current and comprehensive look at the key theoretical principles concepts and research findings about learning Special attention is paid to how these concepts and principles can be applied in today's classrooms In this essential resource students are introduced to and see how to apply the key theoretical principles concepts and research findings about learning The book begins with a discussion of the relationship between learning theory and instruction It then looks at the neuroscience of learning Five chapters cover the

major theories of learning behaviorism social cognitive theory information processing theory and constructivism The following four chapters cover key topics related to learning cognitive learning processes motivation self regulated learning and contextual influences The final chapter Next Steps helps students consolidate their views about learning Throughout the book features numerous applications

Learning Theories David C. Leonard, 2002-12-30 Swift changes in educational technology are transforming the landscape of our society and how we transfer knowledge in a digital world Teachers administrators and education students need to stay abreast of these developments Yet while the new educational software technologies and networks may be available the learning theories and methods required to take complete advantage of the tools are often neglected Learning theories are a crucial element of education studies for anyone involved with students from pre school to higher education and business training This book is a substantive dictionary of over 500 terms relating to learning theories and environments Definitions range from approximately 100 to 700 words and each term is identified by the primary type of learning theory to which it applies cognitivism constructivism behaviorism humanism or organizational learning An annotated bibliography provides further resources to the most important writings about learning theories

Learning Theories in Childhood Colette Gray, Sean MacBlain, 2015-09-10 Focusing on the early philosophies of learning and key behavioural cognitive and social theorists including Locke Rousseau Montessori Piaget Vygotsky Bandura Bronfenbrenner Bruner this popular book provides a comprehensive overview of children s learning The authors highlight the strengths and weaknesses of each theoretical perspective and encourage reflection on how different approaches impact on the learning environment The discussion finishes with an exploration of the new sociology of childhood New to this Second Edition are a new chapter on What is theory and what is learning a new chapter on The Changing nature of learning There is also a new companion website which features journal articles to read alongside each chapter podcasts from the authors explaining the key points on each topic links to video material discussing key theories and methods You can access the books online materials at study.sagepub.com/grayandmacblain2e Accessibly written with key questions and recommended reading included this book is essential for all those studying on child development early childhood and childhood studies courses and for anyone interested in understanding more about how children learn and think Colette Gray is Head of Research Development and Principal Lecturer in Childhood Studies at Stanmillis University College Belfast and Sean MacBlain is Reader in Child Development and Disability at the University of St Mark St John Plymouth For access to the website

Social Learning Theory: Oxford Bibliographies Online Research Guide Thomas Holt, 2010-05 This ebook is a selective guide designed to help scholars and students of criminology find reliable sources of information by directing them to the best available scholarly materials in whatever form or format they appear from books chapters and journal articles to online archives electronic data sets and blogs Written by a leading international authority on the subject the ebook provides bibliographic information supported by direct recommendations about which sources to consult and editorial commentary to

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Contemporary Theories of Learning Knud Illeris, 2018-03-27 This tenth anniversary edition of Knud Illeris's classic 2008 text is an updated and definitive collection of today's most influential learning theorists now containing additional chapters from John Hattie and Gregory Donoghue Sharan Merriam Gert Biesta and Carolyn Jackson This book brings together world renowned experts who each present their understanding of what learning is and how human learning takes place addressing the social psychological and emotional contexts of learning In this clear and coherent overview Professor Knud Illeris has collated chapters that explain both the complex frameworks in which learning takes place and the specific facets of learning Each international expert provides either a seminal text or an entirely new précis of the conceptual framework they have developed over a lifetime of study such as adult learning theory learning strategies and the cultural and social nature of learning processes Elucidating the key concepts of learning *Contemporary Theories of Learning* provides both the perfect desk reference and an ideal introduction for students it is an invaluable resource for all researchers and academics involved in the study of learning and provides a detailed synthesis of current learning theories all in the words of the theorists themselves

The Handbook of Transformative Learning Edward W. Taylor, Patricia Cranton, 2012-05-29 The Handbook of Transformative Learning The leading resource for the field this handbook provides a comprehensive and critical review of more than three decades of theory development research and practice in transformative learning The starting place for understanding and fostering transformative learning as well as diving deeper the volume distinguishes transformative learning from other forms of learning explores future perspectives and is designed for scholars students and practitioners PRAISE FOR THE HANDBOOK OF TRANSFORMATIVE LEARNING This book will be of inestimable value to students and scholars of learning irrespective of whether or not their emphasis is on transformative learning It should find its way to the reference bookshelves of every academic library focusing on education teaching learning or the care professions PETER JARVIS professor of continuing education University of Surrey Can there be a coherent theory of transformative learning Perhaps This handbook goes a long way to answering this question by offering a kaleidoscope of perspectives including non Western that consider the meaning and practice of transformative learning SHAUNA BUTTERWICK associate professor University of British Columbia This handbook will be valuable and accessible to

both scholars and practitioners who are new to the study of adult education and transformative learning and to more seasoned scholars who seek a sophisticated analysis of the state of transformative learning thirty years after Mezirow first shared his version of a then fledgling theory of adult learning JOVITA ROSS GORDON professor and program coordinator MA in Adult Education Texas State University **Signal Processing and Machine Learning Theory** Paulo S.R.

Diniz,2023-07-10 **Signal Processing and Machine Learning Theory** authored by world leading experts reviews the principles methods and techniques of essential and advanced signal processing theory These theories and tools are the driving engines of many current and emerging research topics and technologies such as machine learning autonomous vehicles the internet of things future wireless communications medical imaging etc Provides quick tutorial reviews of important and emerging topics of research in signal processing based tools Presents core principles in signal processing theory and shows their applications Discusses some emerging signal processing tools applied in machine learning methods References content on core principles technologies algorithms and applications Includes references to journal articles and other literature on which to build further more specific and detailed knowledge **Handbook of Research on Applied Learning Theory and Design in Modern Education** Railean, Elena,2015-11-09

The field of education is in constant flux as new theories and practices emerge to engage students and improve the learning experience Research advances help to make these improvements happen and are essential to the continued improvement of education The Handbook of Research on Applied Learning Theory and Design in Modern Education provides international perspectives from education professors and researchers cyberneticists psychologists and instructional designers on the processes and mechanisms of the global learning environment Highlighting a compendium of trends strategies methodologies technologies and models of applied learning theory and design this publication is well suited to meet the research and practical needs of academics researchers teachers and graduate students as well as curriculum and instructional design professionals *Handbook of Contemporary Learning Theories* Robert R. Mowrer,Stephen B. Klein,2000-10-01

Mowrer and Klein have long been making contributions to the field of contemporary learning theories Their first two volume set included chapters authored by many of the leading researchers in the field of animal learning and focused primarily on Pavlovian theory and instrumental conditioning These impartial texts were an important addition to the field and remain widely cited Over the last decade research on the nature of the learning process has evolved considerably The research in this new volume represents the cutting edge contributions of first rate authors and co authors These 14 chapters deal with the theoretical perspectives concerning the nature of the learning process as well as the innovative research that supports these positions This text is bound to be invaluable to both students and faculty of psychology and related disciplines as well as to outside scholars Key features include an introductory chapter describing general theories of learning and the causes of the shift to more specific contemporary theories five chapters detailing the research and theories of the nature of Pavlovian Conditioning four chapters dealing with the current thinking

and research on the nature of instrumental operant conditioning three chapters describing the link between learning and physiology and a concluding chapter detailing the application of learning theory to abnormal psychology Deep Learning Theory and Applications Ana Fred, Allet Hadjali, Oleg Gusikhin, Carlo Sansone, 2024-08-20 The two volume set CCIS 2171 and 2172 constitutes the refereed best papers from the 5th International Conference on Deep Learning Theory and Applications DeLTA 2024 which took place in Dijon France during July 10 11 2024 The 44 papers included in these proceedings were carefully reviewed and selected from a total of 70 submissions They focus on topics such as deep learning and big data analytics machine learning and artificial intelligence etc Handbook of Research on Improving Learning and Motivation through Educational Games: Multidisciplinary Approaches Felicia, Patrick, 2011-04-30 This book provides relevant theoretical frameworks and the latest empirical research findings on game based learning to help readers who want to improve their understanding of the important roles and applications of educational games in terms of teaching strategies instructional design educational psychology and game design Provided by publisher **Contemporary Learning Theories** Stephen B. Klein, Robert R. Mowrer, 2014-02-25 This unique two volume set provides detailed coverage of contemporary learning theory Uniting leading experts in modern behavioral theory these texts give students a complete view of the field Volume I details the complexities of Pavlovian conditioning and describes the current status of traditional learning theories Volume II discusses several important facets of instrumental conditioning and presents comprehensive coverage of the role of inheritance on learning A strong and complete base of knowledge concerning learning theories these volumes are ideal reference sources for advanced students and professionals in experimental psychology learning and learning theory and comparative physiology Algorithmic Learning Theory Klaus P. Jantke, Shigenobu Kobayashi, Etsuji Tomita, 1993-10-20 Annotation This volume contains the papers that were presented at the Third Workshop on Algorithmic Learning Theory held in Tokyo in October 1992 In addition to 3 invited papers the volume contains 19 papers accepted for presentation selected from 29 submitted extended abstracts The ALT workshops have been held annually since 1990 and are organized and sponsored by the Japanese Society for Artificial Intelligence The main objective of these workshops is to provide an open forum for discussions and exchanges of ideas between researchers from various backgrounds in this emerging interdisciplinary field of learning theory The volume is organized into parts on learning via query neural networks inductive inference analogical reasoning and approximate learning *Hybrid Learning Theory and Practice* Simon K.S. Cheung, Joseph Fong, Jiping Zhang, Reggie Kwan, Lam For Kwok, 2014-07-31 This book constitutes the refereed proceedings of the 7th International Conference on Hybrid Learning ICHL 2014 held in Shanghai China in August 2014 The 31 papers presented were carefully reviewed and selected from 90 submissions The selected papers cover various aspects on hybrid learning computer supported collaborative learning experiences in hybrid learning improved flexibility on learning processes and the pedagogical and psychological issues of hybrid learning **Learning Theory and Online Technologies**

Linda Harasim, 2017-05-16 *Learning Theory and Online Technologies* offers a powerful overview of the current state of online learning the foundations of its historical roots and growth and a framework for distinguishing between the major approaches to online learning It addresses pedagogy how to design an effective online environment for learning evaluation how to know that students are learning and history how past research can guide successful online teaching and learning outcomes An ideal textbook for undergraduate Education and Communication programs as well as Educational Technology Masters Ph D and Certificate programs *Learning Theory and Online Technologies* provides a synthesis of the key advances in online education learning theory and the key frameworks of research and clearly links theory and research to successful learning practice This revised second edition updates data on digital media adoption globally adds a new chapter on connectivism as a learning theory and updates the chapter on online collaborative learning renaming the theory as collaborativism and considering the challenges that arise with the growth of artificial intelligence

The Palgrave International Handbook on Adult and Lifelong Education and Learning Marcella Milana, Sue Webb, John Holford, Richard Waller, Peter Jarvis, 2017-10-10 This Handbook provides a wide ranging frame of reference for researching adult and lifelong education and learning With contributions from scores of established and newer scholars from six continents the volume covers a diverse range of geopolitical and social territories across the world Drawing on the multiple heritages that underpin research on education and learning in adulthood this Handbook addresses the inner tensions between adult education adult learning lifelong education and lifelong learning by using current research and theorizations from disciplinary backgrounds including philosophy psychology biology and neuroscience anthropology sociology history political science and economics It provides an explicit discussion of the differences and tensions between adult and lifelong education and learning and locates these in different policy and historical contexts theories and practices It explores a variety of discipline based theoretical perspectives and highlights how these have influenced and been influenced by research in the education and learning of adults The Handbook also explores the inevitable frictions and dilemmas these present and carefully examines the role of the international dimension in researching education and learning in formal non formal and informal contexts beyond traditional schooling This state of the art comprehensive Handbook is the first of its kind to explore adult education lifelong education and lifelong learning fully as distinct activities on an international scale It will be an indispensable reference resource for students of education at undergraduate and postgraduate levels and for academic researchers professionals and policy makers concerned with adult and community education further and vocational education or work based training and human resource development

E-learning Theory and Practice Caroline Haythornthwaite, Richard Andrews, 2011-04-11 This is a must read for every student lecturer and professor It establishes Internet Studies as essential to an understanding of how learners and educators can capture the value of our networked world Professor William H Dutton Director of the Oxford Internet Institute University of Oxford In *E learning Theory and Practice* the authors set out different perspectives on e

learning The book deals with the social implications of e learning its transformative effects and the social and technical interplay that supports and directs e learning The authors present new perspectives on the subject by exploring the way teaching and learning are changing with the presence of the Internet and participatory media providing a theoretical grounding in new learning practices from education communication and information science addressing e learning in terms of existing learning theories emerging online learning theories new literacies social networks social worlds community and virtual communities and online resources emphasising the impact of everyday electronic practices on learning literacy and the classroom locally and globally This book is for everyone involved in e learning Teachers and educators will gain an understanding of new learning practices and learners will gain a sense of their new role as active participants in classroom and lifelong learning Graduate students and researchers will gain insight into the direction of research in this new and exciting area of education and the Internet

Online Collaborative Learning: Theory and Practice Roberts, Tim S.,2003-07-01 Online Collaborative Learning Theory and Practice provides a resource for researchers and practitioners in the area of online collaborative learning also known as CSCL computer supported collaborative learning particularly those working within a tertiary education environment It includes articles of relevance to those interested in both theory and practice in this area It attempts to answer such important current questions as how can groups with shared goals work collaboratively using the new technologies What problems can be expected and what are the benefits In what ways does online group work differ from face to face group work And what implications are there for both educators and students seeking to work in this area

Transformative Learning Theory and Praxis Effrosyni Kostara,Andreas Gavrielatos,Daphne Loads,2022-03-23 Transformative Learning Theory and Praxis examines the multi faceted nature of transformative learning and transformation theory including its merits restrictions and possibilities and presents carefully chosen international case studies and theoretical approaches that enrich the application of the theory within a wide variety of educational settings By including new approaches to transformative learning theory this book provides examples and teaching approaches coming from a variety of disciplines including higher education arts classics new technologies and academic development It bridges the gap between theory and practice to help teachers and adult educators embed potentially transformational techniques in the curriculum Based on in depth research this key title provides a means of measuring and documenting transformative outcomes in qualitative studies of high impact learning experiences and raises new questions and opportunities for the future development of the field Transformative Learning Theory and Praxis is a must read text for anyone interested in the research behind and applications of transformative learning and transformation theory including researchers students and policy makers in the field

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