

## **STUDENT TEACHER INTERACTION AND LEARNING OUTCOME**

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In student learning, a variety of theoretical perspectives focus on the contrast between the organizations of knowledge as discrete, serial elements to be remembered and the integration and transformation of knowledge in to a personally constructed meaning full entity. Marton (1975) first made this distinction when he described approaches to learning in terms of either deep or surface processing of information. This conceptualization has led to much further theoretical development (Biggs. 1987: Entwiste, et al. 1991). Biggs (1989, 1982) has developed an interactive system model of teaching and learning map how students' general conception of learning, interact with characteristics in the learning environment to produce learning outcomes. This system has three components: Presage, Process and Product. Presage factors include not only the students characteristics but also the learning context involving teacher and teaching methods. The specific learning strategies that they consequently adopt for that learning task is the process. The product of learning outcome is largely influenced by the strategy adopted and the presage factors. As a presage factors teacher and teaching methods mainly influenced to the learning outcome.

Present study is based on above theoretical perspective. In this study 54 lessons conducted by student teachers who are following the Post Graduate Diploma in Education course were observed by the researches to examine the effects of teaching strategies on students' learning process and product, direct observations and semi structured interviews were conducted for four students from each class. Data were analyzed qualitatively.

From the analyzes of data, some important facts were revealed. On the strength of revealed facts following conclusions were made.

1. When teachers focus strongly on active participation of students and creating a supporting environment , students focused on student-centered aspects of the class.
2. In contrast, when traditional expository teaching methods were used students mainly focused on transmission and reproduction.