Analysis of Students' Perception of Excessive Learning Concept and its Consequences in the Field of Educational Sciences

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Abstract

Introductoin: An effective educational system is a system that is proportional to the ultimate goals and real needs of society and has the ability to prepare the young generation to achieve the goals. Nowadays, it is necessary to design educational programs in such a way that their learning does not waste any time and money from the learners and provide valid evidence about improving attitudes, improving skills, and increasing knowledge. Scrap learning is a problem that occurs in educational environments, and this research aims to analyze the Tehran University students' perceptions of the concept of scrap learning and its consequences in the field of educational sciences.

Method: In this research, a qualitative research approach and descriptive phenomenological method were used. The research field was the Faculty of Psychology and Educational Sciences, University of Tehran. The sample was 29 students of educational sciences with different orientations (10 undergraduates - 19 postgraduates) who were selected by a purposive sampling method. After the semi-structured interview with 20 people, the theoretical saturation of the data was achieved, but in order to validate the findings, the interviews were continued until the 29th person. Data analysis was done using Colizzi's seven-step strategy and MAXQDA 2020 software. In order to validate the findings, the method of review by members was used.

Also, in order to comply with the qualitative features of the research, three criteria of acceptability, verifiability, and reliability were used.

Results: By analyzing the interviews; for the concept of scrap learning and its consequences, 8 themes, and 16 sub-themes were extracted. Inadequate understanding of learning goals, learning non-applicable content, and mismatch of education with the needs of the individual and society are among the themes of unnecessary learning and personality consequences, academic burnout, waste of resources, social harms and recognition of redundant teaching methods are also among the themes of the consequences of scrap learning in the field of educational sciences.

Discussion and Conclusion: In general, the meaning and concept of scrap learning in the field of educational sciences refers to the lack of application of what has been learned, and its consequences are also related to personal consequences, waste of resources, and social damage.

Keywords: Scrap Curriculum, Phenomenology, Educational Sciences, Curriculum Waste, Scrap Learning

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