



Full Length Research Article

**SITUATION OF ACTIVE TEACHING, DEEP LEARNING AND MOTIVATION (ATDLM) IN
COUNSELING CLASSES AT THE UNIVERSITY OF GUILAN, IRAN**

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ABSTRACT

This study examined Active Teaching and Deep Learning (ATDL) in counselling classes in the University of Guilan, Faculty of Humanities, Iran. Questionnaires were distributed to 150 counselling students across the Faculty of Humanities through a random sampling method from the population. The reliability coefficient of the instrument was calculated by using Cronbach Alpha and it was found to be 0.80. Also a semi-structured interview was used to complete information about the active teaching and deep learning to 7 academic staff members. Results revealed that for active teaching method in classes, 72% with no satisfaction and to be a deep learner with 35% agreement and for extrinsic motivation 69% with no agreement and intrinsic motivation 31% with no agreement. Also, there were no significant differences between students with respect to gender, age, entrance academic year and average of marks.

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INTRODUCTION

There are different ways to improve student learning and comprehension used by different teachers. Students of different ways and at different rates, have different strategies in class information will be used so as to ensure that learning opportunities. The methods used in the world, the company is active in teaching students that it is possible to use effective questions, applied art education. Studies have shown that the active participation of students in learning basic science is one of the best learning methods that encourage students to participate in classroom and outside the passive mode and the listener (Ghasemian Safaiee, Ziba Farajzadegan 1390). Teaching in the sense of teaching, and in terms of transfer of knowledge, skills and attitude receiver in which learning is active and ready to learn. Teaching methods to suit the learner's participation in the teaching-learning process is divided into two types: active and passive. Today, each with their own characteristics both active teaching method of teaching is concerned, but is more efficient, (Safari *et al.*, 1381) though social constructivism learning environment in the classroom, for students, Environment positive and significant effect on yield or affect their learning outcomes, but students have different learning styles approach to learning potential to take advantage of this environment and to achieve better learning outcomes (Yamini *et al.*, 1387).

Internal locus of control and significant relationship between academic achievements of the students there. The positive relationship between motivation and internal locus of control is established (Hassan Zadeh, Student feedback and instructor's observation suggest that this active learning approach is effective for three primary reasons: (1) it focuses on the student's own personal experience resulting in the fact that students can more easily relate to the examples created by their peers; (2) it empowers the student; and (3) it creates a competitive, active-learning environment. (Gainor and *et al.*, 2014). This study aimed to examine Situation of Active Teaching, Deep Learning and Motivation (ATDLM) in Counseling Classes at the University of Guilan, Iran.

Review of Literature

Sharifi (1385) believes that 12% of the variance in academic achievement by both intrinsic motivation and attitude toward education is explained. Meanwhile, the share of intrinsic motivation rather than extrinsic motivation in explaining the variance in academic achievement and attitude plays a significant role. Between intrinsic and extrinsic motivation of students in different academic semesters were similar. The relationship between demographic characteristics of students with their academic motivation, the interaction between father and mother's education and intrinsic motivation, and the motivation is associated with. (Reza-Khani, 1386) Student feedback and instructor's observation suggest that this active

learning higher professional education aims to teach students knowledge, skills and attitudes that make them competent practitioners. The greatest challenge in this task has always been to bridge the gap between theory and practice: to make sure that student build up a well-filled and well-structured knowledge base and are able to apply the resulting theoretical knowledge in their professional actions. According to Eraut (2004) learning knowledge and learning to apply knowledge in practice are different processes that both need attention. Given the limited amount of time that is available for educational programs, there is a tension between these two processes that varies with chosen solutions. Theory-oriented programs tend to neglect the learning process of knowledge application. Programs that are mainly practice-oriented tend to emphasize the instrumental use of theoretical knowledge at the cost of the quality of this knowledge itself (2015), approach is effective for three primary reasons: (1) it focuses on the student's own personal experience resulting in the fact that students can more easily relate to the examples created by their peers; (2) it empowers the student; and (3) it creates a competitive, active-learning environment.

This article provides a detailed description of an interactive lesson that innovatively guides introductory accounting students toward understanding the basic principles of internal control, a topic getting more and more important in AIS education in post-SOX era. Furthermore, the detailed materials at the end of the article provide ready-to-use teaching materials and related instructions to facilitate implementation Mary Ella Gainor, and *et al* (2014), deep learning is employed to classify benign and malignant focal liver lesions based on these TICs. Quantitative comparisons demonstrate that the proposed method outperforms the compared classification methods in accuracy, sensitivity and specificity .Kaizhi Wu and *et al* (2014)deep learning framework and model will be helpful to curriculum developers and instructors who wish to introduce these types of projects into their courses and curriculum.

These processes and tools may be integrated into current Sustainability Management courses or used as the basis for development of specific courses focused specifically on this topic; e.g., Sustainability Consulting or as a capstone course. Lessons learned and framework design and implementation provide opportunities for further research and development of these courses Will O'Brien, Joseph Sarkis (2014). Results showed that American adolescents reported more autonomous motivation, interest, domain specific self-efficacy and anxiety, and higher levels of autonomy support and teachers' care. The study confirmed that adolescents' perceptions of teachers' care is related to autonomous motivation, interest and learning enjoyment. For German students, the data showed a relation between teachers' care and anxiety. The results were discussed within the context of different cultural backgrounds, as well as differences in the organization of the school systems Sonja Bieg, and *et al* (2013) Semi-projective measures (suitable for small group testing) of self-concept and attitudes toward School, Home, Peers, and Society along with a teachers' rating instrument of Achievement Motivation have been developed for preschool and primary grade children. National norms for disadvantaged children are reported along with correlations of

these measures with standardized achievement tests (Victor G. Cicirelli, 1971)

Instruments

The main instruments in this study were a questionnaire and semi-structured interview. The researcher designed the questionnaire by generating a list of items which solicited students' responses on teaching strategies instructional resources/media used by the academic staff members and the teaching and learning environment. The items in the questionnaire were derived from literature and the researchers' experiences in the field. The range of data collection instruments employed increased the researchers' ability to examine the nature and frequency with certain variables occurred in the research setting. The specifics for each of the two data collection instruments used in the study are as follows:

- (a) Questionnaire: this instrument had four sections dealing with demographic items such as gender, age, and resources/media used by the Counselling department academic staff members frequently adopted for teaching and the class environment.
- (b) Interview: academic staff members were interviewed about classroom proceedings during administration of the questionnaire noting the features or characteristics of the learning environment.

The validity of the instrument was ascertained by presenting the questionnaire to some experts in behavioural sciences. The experts made some observations and modifications on the items. The section on active teaching had 17 items; the section on deep learning had 10 items, while the section on motivation also had 10 items. There were 27 items in the questionnaire. The reliability coefficient of the instrument was calculated by using Cronbach Alpha and it was found to be 0.80.

Methodology

Population and Samples

The population of this study included Counselling students at Faculty of Humanities.150 students in the Faculty were drawn from Counselling students through a random sampling method. The Counselling was stratified along the four entrance were randomly selected from each entrance making a total of 150 students.

Research design

This is essentially a survey research utilizing a questionnaire based on the Likert, type rating scale. The statistical tests used for the study were the mean and standard deviation. The means were used as statistical standard due to the conformity of standard deviation for all questionnaire items. Since sections B and C of the questionnaire Likert scales comprise five response ratings of very frequently (5) frequently (4), occasionally (3), seldom (2), and never (1), respectively a theoretical mean value of 3.0 * was determined as a criterion to judge the means of the items in these sections of the questionnaire.

RESULTS

In related to the first research question (do the academic Staffs use an active teaching method in classes?), the students considered for active teaching method 72% with no satisfaction and second one (doesthe students try to be a deep learner or surface learner?), the students considered to be a deep learner 65% with no agreement. Also, concerning to the third research question (Are there enough extrinsic and intrinsic motivation?), the students considered extrinsic motivation 69% with no agreement and intrinsic motivation 31% with no agreement and fourth research question, (Are there any differences between students about the teaching and learning quality with respect to gender, age, entrance academic year and average of their marks?), there were no significant differences between students with respect to gender, age, entrance academic year and average of marks.

Table1. Atdlm Split on Gender

Analysis of variance table				
Source	D.F	Sum of Squares	Mean Squares	F
Between	1	1.5651	1.33	4.03*
Within	149	46.9990	.33	
Total	150	48.1389		
Male with Female			D.F=149 (P<0.028)*	

*Significant P<0.05

Table 2. Atdlm Split on age

Analysis of Variance Table				
Source	D.F	Sum of Squares	Mean Squares	F
Between	1	15554	1.42	5.46*
Within	149	46.8891	.26	
Total	150	48.1109		
Under 20-24 with 24-Up			D.F=150 (P<0.029)*	

*Significant P<0.05

Table 3.Atdlm Split on Academic Year Entrance

Analysis of Variance Table				
Source	D.F	Sum of Squares	Mean Squares	F
Between	1	1.7743	1.65	6.34*
Within	149	44.0234	.26	
Total	150	46.8787		
85-86 with 87-88			D.F=150 (P<0.023)*	

*Significant P<0.05

Table 4. Atdlm Split on academic average

Analysis of Variance Table				
Source	D.F	Sum of Squares	Mean Squares	F
Between	1	1.9999	1.84	4.84*
Within	149	44.3481	.38	
Total	150	46.9832		
Under-15 with 15-up			D.F=150 (P<0.036)*	

*Significant P<0.05

The results of the interviews showed that academic staffs of the Counseling dept. totally have the close ideas with their students but with different percentages. Academic staffs number 1, 3, 6, and 7 believe there is a more and number 2 and 4, and 5 with a little active teaching and number 1, 2, 3, 4, 5 and 7 with no deep learning and number 6 a little in the Counseling classes.

Also, Academic staffs number 2, 3, and 7 believe there is a little and number 1 and 4, 5 and 6 with a little general motivation and number 1, 2, 3, 4, 5 and 7 with no general motivation and number 6 a little, in the Counseling classes. Therefore, there were no significant differences among students with respect to gender, age, entrance academic year and average of marks.

SUMMARY AND DISCUSSIONS

According to the results, there were no significant differences among students with respect to gender, age, entrance academic year and average of marks. Reza-Khani, (1386) found that alignment between internal and external motivation of students in different academic semesters were similar.. Kaizhi Wu and *et al* (2014) emphasized that relationship between deep learning framework and model will be helpful to curriculum developers and instructors who wish to introduce these types of projects into their courses and curriculum. Sonja Bieg, Robert J and *et al* (2014) resulted that there is no relationship between student feedback and instructor's observation and suggest that this active learning higher professional education aims to teach students knowledge, skills and attitudes that make them competent.(Sharifi 1385) found that 12% of the variance in academic achievement by both intrinsic motivation and attitude toward education is explained. Meanwhile, the share of intrinsic motivation rather than extrinsic motivation in explaining the variance in academic achievement and attitude plays a significant role therefore, it's not alignment with this study. Eraut (2004) implied that there is no relationship between learning knowledge and learning to apply knowledge in practice are different processes that both need attention. Also,Victor G. Cicirelli,1971), Kaizhi Wu, Xi Chen, Mingyue Ding(2014), Will O'Brien, Joseph Sarkis(2014) Sonja Bieg and *et al* (2013) found that there is significant relationship between deep learning framework and teaching model.

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