

**Factors to consider in the transition from a
teacher-centred model to a learner-centred
model in a computer-rich learning environment**

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Abstract

This study reports on an exploration of one group's experience of making the transition from a teacher-centred to a learner-centred computer-rich classroom. The learners' experiences are investigated in the light of the premises of learner-centred learning as they are defined by the American Psychological Association. The researcher seeks to identify the factors that would make the transition to a more learner-centred learning environment easier for learners and provides some factors that teachers need to consider if they wish successfully to transform their classrooms to a learner-centred learning environment.

A case study examines the reactions of one group of learners to the transition. Learners were required to complete three types of projects. These projects were on different levels of learner-centeredness. The data was collected in three main ways: from participant observation, interviews and focus-group discussions, and from an analysis of the assessment results on the projects.

The study concluded that learners had to *learn* how to cope and perform well in a learner-centred class environment, and that the matriculation examination at the end of the year undermines the effectiveness of learning in a learner-centred learning environment.

Keywords

Learner-centered; learner-centred; intrinsic motivation; learning environment; meta-cognitive; anxiety; relevance; projects; co-operative learning; effort; assessment.

Samevatting

Hierdie studie lewer verslag oor die ondervindinge van een groep leerders tydens die oorskakeling vanaf 'n onderwyser-gesentreerde na leerder-gesentreerde rekenaarrykke leeromgewing. Die leerders se ervarings word ondersoek in die lig van die beginsels van leerder-gesentreerde leer soos deur die Amerikaanse Sielkundige Vereniging gedefinieer, met die uitsig om faktore te identifiseer wat die leerders se aanpassing by en prestasie in 'n leerdergesentreerde leeromgewing te fasiliteer asook om aan die onderwyser rigtigwysers te verskaf vir die faktore wat in aanmerking geneem moet word by die suksesvolle oorskakeling na 'n leerdergesentreerde leersituasie.

'n Gevallestudie is onderneem om die reaksies van een groep leerders tydens die oorskakeling te volg. Leerders moes drie verskillende tipes projekte wat op verskillende vlakke van leerder-gesentreerdheid was, voltooi. Die data is op drie maniere versamel: deelnemer observasie, onderhoud en fokus-groep besprekings en die analise van die assesseringsresultate. Die studie het onder andere bevind dat leerders moet leer om in 'n leerdergesentreerde leeromgewing te funksioneer en presteer, asook dat die matriekeindeksamen die effektiwiteit van leer in die leerder-gesentreerde leeromgewing belemmer.

Sleutelwoorde: Leerder-gesentreerd; intrinsieke motivering; leeromgewing; metakognisie; angstigheid; relevansie; projekte; ko-operatiewe leer; moeite assessering.

Soli Deo Gloria

I dedicate this dissertation to my late father, Mr. R. B. Raath.

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