Available online at www.sciencedirect.com

ScienceDirect

Procedia Social and Behavioral Sciences 2 (2010) 4643–4649

Procedia
Social and Behavioral Sciences

WCES-2010

The views of tourism management teacher program students on the five step learning strategy: The example of the national and regional planning tourism course

Eriman Topbaş[a] *, R. Pars Şahbaz[b]

[a]*Ticaret ve Turizm Eğitim Fakültesi, Gazi Üniversitesi, Ankara, 06830, Türkiye*

Received November 5, 2009; revised December 8, 2009; accepted January 20, 2010

Abstract

The purpose of this research is to determine the views of the students enrolled in the Tourism Management Teacher Program on the Five Step Learning Strategy (FSLS).
One-shot case study design was used in the study. The population of the study consisted of the students enrolled in the Tourism Management Teacher Program in the Educational Faculty of Commerce and Tourism, the Department of Tourism Management at Gazi University, who were taking the course on National and Regional Planning in Tourism.
The data was collected using the Five Step Learning Strategy Scale (FSLSS). Descriptive statistical formulas were used in data analysis.
It was observed that the views of the students about FSLS mainly consisted of "I agree" and "I strongly agree" options. It was concluded that FSLS can contribute to the effective learning of a subject.

Keywords: Five step learning strategy; learning strategy; learning; active learning; meaningful learning.

1. Introduction

Learning, which is one of the main functions of the brain, is a natural behavior like breathing. Thanks to learning, an individual adapts to the environment and thus can survive. In this context, learning can be defined as a process of adaptation to the environment. In this process of adaptation to the environment, the individual naturally interacts with the environment and acquires new behaviors. Thus, learning can also be defined as "acquiring a new behavior" in general terms (Berbaum,2005:315). To acquire new behaviors, the learner should make attempts and do investigation. To make attempts and to investigate are the two principle factors of learning (Chanel Balas,1998:15). To make attempt and to investigate, the learner uses the learning strategy/strategies he/she has.

Learning strategies are "the acts chosen by the learners to facilitate learning and communication tasks" (MacIntyre,1994:190). The use of strategy is not unconscious at all. To solve a problem he/she encounters, the

* Eriman Topbaş. Tel.: 0532-394-3216; fax: +90 312 4844124
E-mail address: etopbas@gazi.edu.tr

1877-0428 © 2010 Published by Elsevier Ltd. Open access under CC BY-NC-ND license.
doi:10.1016/j.sbspro.2010.03.743

learner makes a conscious effort and uses strategies (Atlan,2000:112). Activities such as drawing up questions about the learned subjects, answering these questions, summarizing the learned subjects, presenting the learned knowledge by way of graphics figures etc. and by making explanations about the learned subjects can be considered as learning strategies (Açıkgöz,2003:81). In addition, students efforts such as underlining, taking notes on the text, rehearsal, grouping, using simulations, organization, asking questions by themselves, forming spatial representations and note-taking are among learning strategies (Senemoğlu,1997:562-579).

The present study suggests that the Five Step Learning Strategy (FSLS) will be effective in developing the relationship of the students with their knowledge and in their learning. The Allosteric Learning Model forms the theoretical basis of the FSLS. Giordan (1995), who developed the model, states that this model has three variables: the learner, the teaching environment (teacher or teaching staff) and knowledge (or skills). The learner does not acquire new knowledge (or skills) as they are, but acquires the knowledge by preparing for this according to his/her own style and rhythm, in order to seek answers to his/her own questions and to satisfy his/her own needs. The teaching environment (the teacher or teaching staff) can be considered as the behavioral or mental structure of the learner and as an inter-related constituent to transform this structure. The learner achieves learning by comparing his/her potential sources with the environment prepared by the teacher, through making a continuous adaptation. The third principal variable of the model is the knowledge (or the skills). Knowledge is rarely considered as the product of a simple transmission. Knowledge is the product of a process of transformation and emerges as a result of the transformation of questions, previous ideas, behaviors and the reasoning styles of the learner (Topbaş,2007:240-247).

To achieve learning by transforming mental design, the learner should firstly be interested in the knowledge or skill to be learned (intentionality-orientation); reaching related sources (confrontations); comprehension and expression (modeling) and finally drawing a conclusion and reaching a new mental design (configuration of the knowledge) (Giordan,1995).

FSLS, which is thought to help in enabling the student to engage in an intensive interaction with the learning material and thus to help in the transformation of the mental design, consists of five steps. In the first step, the learner prepares questions about the subject to be learned; in the second step, the learner writes the answers to these questions; in the third step, the learner visualizes the knowledge he/she has acquired in a scheme; in the fourth step, based on the acquired knowledge and the prepared scheme, the learner writes a conclusion; and in the fifth step, based on the emerging conclusion, the learner prepares a suggestion.

The purpose of this study is to determine the views of the students enrolled in the Tourism Management Teacher Program in the Educational Faculty of Commerce and Tourism, Department of Tourism Management at Gazi University on FSLS. In this context, within the framework of the question "What are the views of Tourism Management Teacher Program students on FSLS", attempts were made to answer the following questions:

What are the views of the students on "preparing questions" about the subject matter?

What are the views of the students on "writing answers" about the subject matter?

What are the views of the students on the "visualization" of the acquired knowledge?

What are the views of the students about "writing conclusions" based on the acquired knowledge and the scheme?

What are the views of the students about "writing suggestions" based on the arising result?

2. Method

2.1. Study Model

A one-shot case study design was used in the study (Fraenkel and Wallen, 2003). In the context of this model, the courses were conducted using FSLS for a period of 14 weeks. After the studies were completed, the views of the students were collected using FSLSS.

2.2. Subjects

The population of the study consisted of third grade students (N=40) enrolled at the Gazi University Educational Faculty of Commerce and Tourism, the Department of Tourism Management, on the Tourism Management Teacher Program who were taking the course on National and Regional Planning in Tourism.

2.3. Experiment

1. The lecturer prepared the first subject (lesson) according to FSLS and conducted the lesson by discussing each operation with the students. The lecturer explained to the students what they should do at each step.
2. The lecturer asked the students to prepare the next subject according to the FSLS program.
3. The lecturer wrote the title of the subject prepared by the students on the middle of the board. The lesson started with the first question from one of the students. The question was answered by another student. When the answer was inadequate, the lecturer guided the students to find the right answer. All questions about the subject were asked by different students and were again answered by different students. Thus, the first two steps of FSLS were realized by the students in the classroom. On the other hand, as the questions and answers proceeded, the third step was completed by the lecturer by adding sub-titles and key concepts about the subject according to a concept map. .
4. The students were asked to compare the arising scheme with the schemes they had prepared. The schemes were then discussed, and, if any, the missing points were completed.

5. Over the course of the scheme, the students were able to summarize the subject using a question-answer method.
6. The students were asked to relate the conclusions they had prepared about the subject. The conclusions were then discussed in the classroom. Based on the discussions and the scheme on the board, a conclusion about the subject was reached with the students. The students were asked to review the conclusions they had prepared based on the conclusion which arose.
7. The students were asked to relate the suggestions they had prepared about the subject. The suggestions were discussed in the classroom. Based on the discussions and the conclusion which arose in the classroom, a new suggestion was prepared with the students. The students were asked to review the suggestions they prepared based on the suggestion which arose.
8. The same experimental procedure was repeated until the subjects determined for the study were completed.
9. After the studies were completed, FSLSS was distributed to the students and their views on FSLS were collected.

2.4. Data Analysis and Data Collection

Data was collected using FSLSS (α: .93). FSLSS consisted of five sections and 48 statements. FSLSS was a 5-item Likert type scale to determine the views of the students (1=I strongly disagree, 2=I disagree, 3=undecided, 4=I agree, 5=I strongly agree).

In data analysis, descriptive statistical methods were used. The findings on the views of the individuals in the study group were interpreted according to frequency (f), percentage (%), arithmetic average (X) and standard deviation (S) values.

3. Results (Findings)

In this section the data obtained from the study and related analysis results are explained in tables.

3.1. The Findings about the First Sub-Problem of the Study

In the first sub-problem of the study, the views of the students about the contributions of preparing questions about the subject when they study a subject was questioned. Percentage distributions and descriptive statistical values about this sub-problem of the study are given in Table 1.

Table 1. Percentage distributions and descriptive statistical values of the views of the students about "preparing questions" (N=40)

S	**While studying a subject, preparing questions about the subject;**	1		2		3		4		5		X	S
		f	%	f	%	f	%	f	%	f	%		
1	enables me to pre-prepare for the subject	1	2,5	-	-	1	2,5	19	47,5	19	47,5	4,38	,774
2	enables me to study the subject in general	2	5,0	2	5,0	4	10,0	14	35,0	18	45,0	4,10	1,105
3	enables me to understand the key points of the subject	3	7,5	2	5,0	**9**	**22,5**	14	35,0	12	30,0	3,75	1,171
4	determines my learning needs about the subject	3	7,5	**7**	**17,5**	6	15,0	16	40,0	8	20,0	3,48	1,219
5	enables me to better comprehend the subject	1	2,5	**7**	**17,5**	3	7,5	18	45,0	11	27,5	3,78	1,121
6	improves my question preparation skills	-	-	1	2,5	2	5,0	18	45,0	19	47,5	4,38	,705
7	enables me to predict the questions that can be asked in the examination	1	2,5	3	7,5	4	10,0	20	50,0	12	30,0	3,98	,974
8	contributes to enhancing my capacity for questioning	1	2,5	5	12,5	**10**	**25,0**	19	47,5	5	12,5	3,55	,959
9	enables me to effectively participate in the study of the subject	1	2,5	5	12,5	4	10,0	18	45,0	12	30,0	3,88	1,067
10	facilitates my preparation for the exams	2	5,0	**8**	**20,0**	**7**	**17,5**	10	25,0	13	32,5	3,60	1,277

Table 1 indicates that the views of the students mainly consisted of option 4 (I agree) and option 5 (I strongly agree). It can be stated that while studying a subject, preparing questions about the subject enables the students to acquire the characteristics in this dimension of the scale. However, it was found that regarding the statements 3, 8 and 10, the option "undecided" was mainly preferred; and regarding the statements 4, 5 and 10, the option "I disagree" was mainly preferred. It can be concluded from this situation that although the strategy of preparing questions generally satisfies the needs of the students, although slightly, it fails to satisfy the needs of some students in the context of the specified statements.

3.2. The Findings on the Second Sub-Problem of the Study

In the second sub-problem of the study, the views of the students about "writing answers" were questioned. Percentage distributions and descriptive statistical values of this sub-problem of the study are given in Table 2.

Table 2. Percentage distributions and descriptive statistical values about the views of the students on "writing answers" (N=40)

S	**Answering the questions I prepared about the subject I study ;**	1		2		3		4		5		X	S
		f	%	f	%	f	%	f	%	f	%		
1	enables me to make pre-preparation for the subject	1	2,5	3	7,5	1	2,5	19	47,5	16	40,0	4,15	,975
2	enables me to study the subject in detail	3	7,5	6	15,0	5	12,5	16	40,0	10	25,0	3,60	1,236
3	enables me to establish a more intensive interaction with the subject	3	7,5	6	15,0	**7**	**17,5**	14	35,0	10	25,0	3,55	1,239
4	enables me to understand the subject	2	5,0	5	12,5	4	10,0	18	45,0	11	27,5	3,78	1,143
5	enables me to improve my thinking skills	1	2,5	**8**	**20,0**	3	7,5	19	47,5	9	22,5	3,68	1,118
6	enables me to improve my research skills	1	2,5	**7**	**17,5**	2	5,0	23	57,5	7	17,5	3,70	1,043
7	enables me to improve my answering skills	-	-	**7**	**17,5**	6	15,0	16	40,0	11	27,5	3,78	1,050
8	enables me to effectively participate in the activities about the subject	1	2,5	5	12,5	**8**	**20,0**	16	40,0	10	25,0	3,73	1,062
9	enables the knowledge to be remembered for a longer time	4	10,0	6	15,0	6	15,0	15	37,5	9	22,5	3,48	1,281
10	facilitates my preparation for the examinations	2	5,0	6	15,0	3	7,5	15	37,5	14	35,0	3,83	1,217

Table 2 indicates that the views of the students mainly consisted of option 4 (I agree) and option 5 (I strongly agree). Based on this result, it can be stated that the activity of answering questions about the subject enables the students to acquire the characteristics in this dimension of the scale. However, it was found that regarding the statements 3 and 10, the option "undecided" was mainly preferred; and regarding the statements 5, 6 and 7, the option "I disagree" was mainly preferred. It can be concluded from this situation that although the strategy of writing answers generally satisfies the needs of the students, although slightly, it fails to satisfy the needs of some students in the context of the specified statements.

3.3. The Findings on the Third Sub-Problem of the Study

In the third sub-problem of the study, the views of the students about "visualization" were questioned. Percentage distributions and descriptive statistical values of this sub-problem of the study are given in Table 3.

Table 3. Percentage distributions and descriptive statistical values about the views of the students about "visualization" (N=40)

S	**Visualization of the knowledge about the subject I study;**	1		2		3		4		5			
		f	%	f	%	f	%	f	%	f	%	X	S
1	enables me to concretize the subject	1	2,5	**7**	**17,5**	1	2,5	13	32,5	18	45,0	4,00	1,198
2	enables me to better understand the subject	2	5,0	**8**	**20,0**	3	7,5	13	32,5	14	35,0	3,73	1,281
3	enables me to understand the relationships between the concepts in the subject	1	2,5	4	10,0	5	12,5	17	42,5	13	32,5	3,93	1,047
4	enables me to consider the subject as a whole	1	2,5	1	2,5	**7**	**17,5**	18	45,0	13	32,5	4,03	,920
5	enables me to better remember the subject	1	2,5	3	7,5	4	10,0	21	52,5	11	27,5	3,95	,959
6	enables me to better focus on the subject	2	5,0	5	12,5	6	15,0	18	45,0	9	22,5	3,68	1,118
7	enables me to acquire the skill of visualizing knowledge	2	5,0	4	10,0	**9**	**22,5**	13	32,5	12	30,0	3,73	1,154
8	enables me to effectively participate in the activities about the subject	2	5,0	4	10,0	**9**	**22,5**	15	37,5	10	25,0	3,68	1,118
9	enables me to remember the subject for a longer time	2	5,0	4	10,0	6	15,0	15	37,5	13	32,5	3,83	1,152
10	facilitates my preparation for the examinations	3	7,5	6	15,0	5	12,5	18	45,0	8	20,0	3,55	1,197

Table 3 indicates that the views of the students mainly consisted of option 4 (I agree) and option 5 (I strongly agree). Based on this result, it can be stated that, the activity of visualization of knowledge about the subject enables the students to acquire the characteristics in this dimension of the scale. However, it was found that regarding the statements 4, 7 and 8, the option "undecided" was mainly preferred; and regarding the statements 1 and 2, the option "I disagree" was mainly preferred. It can be concluded from this situation that although the strategy of visualization of knowledge generally satisfies the needs of the students, although slightly, it fails to satisfy the needs of some students in the context of the specified statements.

3.4. The Findings on the Fourth Sub-Problem of the Study

In the fourth sub-problem of the study, the views of the students about "writing conclusions" were questioned. Percentage distributions and descriptive statistical values of this sub-problem of the study are given in Table 4

Table 4. Percentage distributions and descriptive statistical values about the views of the students about "writing conclusions" (N=40)

S	**Writing conclusions about a subject I study;**	1		2		3		4		5			
		f	%	f	%	f	%	f	%	f	%	X	S
1	helps me to identify main and supporting idea	-	-	5	12,5	4	10,0	26	65,0	5	12,5	3,78	,832
2	enables me to understand the key points of the subject	1	2,5	**7**	**17,5**	2	5,0	23	57,5	7	17,5	3,70	1,043
3	enables me to acquire the habit of drawing results from the phenomena	1	2,5	**9**	**22,5**	1	2,5	15	37,5	14	35,0	3,80	1,224
4	enables me to acquire summarizing skills	-	-	5	12,5	2	5,0	24	60,0	9	22,5	3,93	,888
5	enables me to acquire expression skills	-	-	**7**	**17,5**	2	5,0	21	52,5	10	25,0	3,85	1,001
6	enables me to effectively participate in the activities about the subject	-	-	**8**	**20,0**	6	15,0	18	45,0	8	20,0	3,65	1,027
7	enables me to remember the information for a longer	-	-	**7**	**17,5**	**7**	**17,5**	16	40,0	10	25,0	3,73	1,037

	time												
8	facilitates my preparation for the examinations	2	5,0	**7**	**17,5**	6	15,0	18	45,0	7	17,5	3,53	1,132

Table 4 indicates that the views of the students mainly consisted of option 4 (I agree) and option 5 (I strongly agree). Based on this result, it can be stated that, the activity of writing conclusions about the subject enables the students to acquire the characteristics in this dimension of the scale. However, it was found that regarding the statement 7, the option "undecided" was mainly preferred; and regarding the statements 2, 3, 5, 6, 7 and 8 the option "I disagree" was mainly preferred. It can be concluded from this situation that although the strategy of writing conclusions generally satisfies the needs of the students, although slightly, it fails to satisfy the needs of some students in the context of the specified statements

3.5. The Findings on the Fifth Sub-Problem of the Study

In the fifth sub-problem of the study, the views of the students about "writing suggestions" were questioned. Percentage distributions and descriptive statistical values of this sub-problem of the study are given in Table 5.

Table 5. Percentage distributions and descriptive statistical values about the views of the students about "writing suggestions" (N=40)

S	**Writing suggestions about the subject I study;**	1		2		3		4		5			
		f	%	f	%	f	%	f	%	f	%	X	S
1	contributes to the production of new ideas about the subject	-	-	3	7,5	**8**	**20,0**	16	40,0	16	40,0	3,98	,920
2	enables me to acquire critical thinking skills	-	-	5	12,5	6	15,0	18	45,0	11	27,5	3,88	,966
3	enables me to consider the subject from a different perspective	-	-	6	15,0	5	12,5	16	40,0	13	32,5	3,90	1,033
4	enables me to explain my views about the subject	-	-	4	10,0	5	12,5	18	45,0	13	32,5	4,00	,934
5	contributes to improving my creativity	1	2,5	**7**	**17,5**	3	7,5	16	40,0	13	32,5	3,83	1,152
6	improves my skill of making suggestions	3	7,5	5	12,5	5	12,5	14	35,0	13	32,5	3,73	1,261
7	enables me to acquire the skills of expression	2	5,0	5	12,5	4	10,0	16	40,0	13	32,5	3,83	1,174
8	enables me to effectively participate in the activities about the subject	1	2,5	6	15,0	2	5,0	22	55,0	9	22,5	3,80	1,043
9	enables me to remember the information for a longer time	2	5,0	5	12,5	**7**	**17,5**	16	40,0	10	25,0	3,68	1,141
10	facilitates my preparation for the examinations	5	12,5	**8**	**20,0**	6	15,0	14	35,0	7	17,5	3,25	1,316

Table 5 indicates that the views of the students mainly consisted of option 4 (I agree) and option 5 (I strongly agree). Based on this result, it can be stated that, the activity of writing suggestions about the subject enables the students to acquire the characteristics in this dimension of the scale. However, it was found that regarding the statements in items 1 and 9, the option "undecided" was mainly preferred; and regarding the statements 5 and 10, the option "I disagree" was mainly preferred. It can be concluded from this situation that although the strategy of writing suggestions generally satisfies the needs of the students, although slightly, it fails to satisfy the needs of some students in the context of the specified statements.

1. 4. Conclusion and Recommendation

It was understood that, for learning, the learner should develop an intensive interaction with the learning object; this interaction can be realized with FSLS and thus FSLS can contribute to the learner's effective learning. An individual who learns a subject effectively can be expected to have a high academic achievement. The study of Topbaş (2009a) on the effects of FSLS on academic achievement verifies this finding.

FSLS can enable the students to acquire the skills of questioning, researching, concretizing knowledge, drawing results from a subject they study, and, based on this - to make suggestions. The capabilities of the students in their classroom presentations and the activities in their portfolios verify this result. In addition, the results of the study of Topbaş (2008, 2009b) on this strategy are consistent with the results of the present study.

FSLS can help the students to realize their own learning by following a certain method. And it can help the teacher to pursue a student-centered teaching. FSLS assigns the responsibility of guidance to the teacher; and the responsibility of their own learning to the students.

It was found that in the learning process, FSLS generally satisfies the needs of the students, however, it fails to satisfy the needs of some students. In this context, FSLS can be reviewed in terms of learning styles and can be revised to satisfy the needs of more students.

In the context of student-centered teaching, FSLS can be used in pre-preparation and effective learning of the subject.

FSLS can contribute to meaningful learning due to the following properties: it enables the students to establish an intense interaction with the subject they want to learn; it gives the students the opportunity to see and complete their weak poins in each step; it provides a convenient structure for the scientific research process and thus can help the learner to acquire scientific thinking habits and finally, it allows to review the subject in various forms in each step.

References

Açikgöz, K. Ü. (2003). Etkili Öğrenme ve Öğretme, 4. Baskı, İzmir: Eğitim Dünyası Yayınları.

Atlan, J. (2000). "L'utilisation des stratégies d'apprentissage d'une langue dans un environnement des TICE", İnternet Adresi; http://alsic.u-strasbg.fr/Num5/atlan/alsic_n05-rec3.htm, Erişim Tarihi: 22.07.08

Berbaum, J. (2005). "Le développement de la capacité d'apprentissage", J. Houssaye (Editör), La Pédagogie: une encyclopédie pour aujourd'hui, 6. baskı, ss. 315-325, Paris: ESF éditeur.

Chanel Balas, Aç (1998). La Prise de Conscience de Sa Maniere D'apprendre, De la métacognition implicite à la métacognition explicite, Doktora Tezi, Universite Grenoble II - Pierre Mendes-France, U.F.R. Sciences de L'homme et de La Societe, Departement Sciences de L'education.

Fraenkel, J.R. and Wallen, N.E. (2003). /How to design and evaluate research in education/(5^th ed.). New York: McGraw-Hill Companies, Inc.

Giordan, A. (1995). Les nouveaux modèles sur apprendre :pour dépasser le constructivisme? Perspectives, vol. XXV, n° 1. İnternet Adresi: http://www.ldes.unige.ch/publi/rech/depConstruct/depConstruct.htm, Erişim Tarihi: 11.09.2006

Macintyre, P.D. (1994). "Toward a social psychological model of strategy use" Foreign Language Annals, 27, 2. pp 185-195. Akt. Atlan, a.g.m.

Senemoğlu, N. (1997). Gelişim, Öğrenme ve Öğretim Kuramdan Uygulamaya, Ankara: Spot Matbaacılık.

Topbaş, E. (2007). Öğrenmeyi Anlamada Yeni Bir Model: Allosterik Öğrenme, 16. Ulusal Eğitim Kongresi, 5-7 Eylül, Bildiriler Kitabı 1.Cilt, s. 240-247. Tokat

Topbaş, E. (2008). Gazi Üniversitesi Ticaret ve Turizm Eğitim Fakültesi Büro Yönetimi Eğitimi Bölümü İkinci Sınıf Öğrencilerinin Beş Basamaklı Öğrenme Stratejisine İlişkin Görüşleri, 7. Ulusal Büro Yönetimi ve Sekreterlik Kongresi, 22-24 Ekim, Bildiri Kitabı, s. 265-278. Trabzon.

Topbaş, E. (2009a). The effects of the five step learning strategy on academic success: using the example of the subject of learning technologies and material development, World Conference on Educational Sciences, Nicosia, North Cyprus, 4-7 February 2009 - New Trends and Issues in Educational Sciences, Procedia Social and Behavioral Sciences 1 (2009) 112–117.

Topbaş, E. (2009b). Beş Basamaklı Öğrenme Stratejisinin Muhasebe ve Finansman Öğretmenliği Programı Öğrencilerinin Görüşlerine Göre Değerlendirilmesi, Muhasebe ve Vergi Uygulamaları Dergisi, Cilt:2, Sayı:2, ss.21-32.