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Abstract

Twenty-nine student teachers from a large metropolitan university in Queensland, Australia were interviewed at the beginning (Time 1) and end (Time 2) of a year-long graduate diploma in education to investigate the nature of their knowledge about learning and changes in such knowledge over the year. At Time 1 and Time 2 most students thought learning should be meaningful and preferred to use transformative learning approaches. However, students indicated a willingness to engage in reproductive approaches to learning if the content to be learned was uninteresting, workloads were high, or assessment was examination-focussed. The results also indicated that while many students did not experience significant changes in their knowledge about learning over the year, they believed that transformative learning had become more of a focus for them. Investigating student teachers' knowledge about learning has implications for effective learning in teacher education programs.

(HRK / Abstract übernommen)