

Student-Centered Learning: Challenges in Direct Instruction and the Use of Diverse Information Resources.

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Abstract

Poor student-centered learning is a global problem. This study explored and described the challenges encountered by students in direct instructions, diverse information resources as a strategy in coping the direct instruction challenges, and student-centered learning as outcomes of the used of diverse information resources. This study used the case study, sample and sampling, data gathering technique and data analysis. Findings revealed that student-centered learning has several important implications for educational practice, particularly in improving how teaching and learning are implemented in the classroom. Teachers are encouraged to shift from being the primary source of information to becoming facilitators of learning. This study may serve as a foundation for future research on student-centered learning and the use of diverse information resources in education.

Keywords: Student-centered learning, challenges, diverse information resources and direct instructions and case study

1.

Globally, the problem of poor student-centered learning is particularly evident in developing and under-resourced educational systems where teachers still rely heavily on lecture-based instruction. According to the United Nations Educational, Scientific, and Cultural Organization (2023), many schools worldwide struggle to provide learning environments that support collaboration, creativity, and learner autonomy because of insufficient training and educational support systems. Similarly, research by O'Neill and McMahon (2023) explained that although student-centered learning promotes deeper understanding and independent thinking, many educators face challenges in shifting from traditional methods to learner-focused approaches. These difficulties affect students' motivation, participation, and overall academic development.

Nomenclature

A SCL

B DIR

C.DI

Bulleted lists may be included and should look like this:

- What are the challenges encountered in direct instructions
- What is the use of diverse information resources as a strategy in coping with the direct instruction challenges
- What are the student-centered learning outcomes of the use of diverse information resources

In this study, I assumed that the availability and effective use of diverse information resources, such as books, databases, multimedia materials, and community expertise, play a crucial mediating role in transforming traditional instruction into a more interactive and learner-focused environment. Furthermore, I assumed that when students are exposed to these varied resources, they become more actively engaged in the learning process, leading to key outcomes such as active exploration, increased learner motivation, and knowledge construction.

1.1. Tables

Term/ Abbreviation	Meaning
SCL	Student- Centered Learning
DIR	Diverse Information Resources
DI	Direct Instruction

1.2. Construction of references

The finding revealed that students commonly encounter difficulties in direct instruction due to limited interaction, overreliance on teacher explanations, and insufficient opportunities for active participation. Many students reported that lessons delivered through direct instruction become difficult to understand when explanations are too fast-paced or when learners are not given enough time to process information independently. In addition, some students struggled to locate reliable learning resources, which affected their ability to complete academic tasks effectively. Despite these challenges, students gradually developed independent learning skills by exploring alternative sources of information, such as books, online resources, and peer discussions.

1.3. Section headings

My finding is supported by Darling-Hammond et al. (2025), who explained that student-centered learning environments that utilize varied learning materials encourage deeper understanding, critical analysis, and learner autonomy. This literature supports the finding that access to multiple resources helps students become active participants in the learning process rather than passive receivers of information

1.4. General guidelines for the preparation of your text

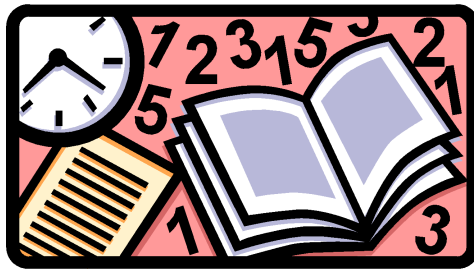
My findings further support Hattie (2024), who explained that direct instruction becomes effective when it includes clear guidance, feedback, and active engagement that help students gradually develop confidence and understanding. However, when instruction becomes overly teacher-centered, learners may become dependent on teachers and show limited autonomy in learning tasks.

1.5. Footnotes

My findings support Zimmerman (2025), who highlighted that students who develop self-regulated learning skills are better able to take responsibility for their academic tasks, solve problems independently, and improve their learning performance despite instructional challenges.

2. Author Artwork

Future studies may build on this research by further exploring student-centered learning and the use of diverse information resources in education. Future researchers may examine how different teaching strategies, technologies, and learning environments influence students' independence, critical thinking, and academic engagement. Additional studies may also compare the effectiveness of student-centered learning approaches across various subject areas, grade levels, and school settings to identify practices that best address learners' needs. Moreover, future investigations may focus on the role of digital resources, online learning platforms, and collaborative learning activities in enhancing student-centered learning outcomes. Researchers may likewise explore the long-term effects of independent learning skills on students' academic performance, motivation, and personal development. By involving a wider range of participants and educational contexts, future studies may provide deeper insights into how student-centered learning contributes to meaningful, effective, and lifelong learning experiences.



Acknowledgements

These and the Reference headings are in bold but have no numbers. Text below continues as normal.

References

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Appendix A. An example appendix

Authors including an appendix section should do so after References section. Multiple appendices should all have headings in the style used above. They will automatically be ordered A, B, C etc.

A.1. Example of a sub-heading within an appendix

There is also the option to include a subheading within the Appendix if you wish.