Learning Strategies Predicting the Perception of Social Presence of Distance Education Students

Ebru KILIÇ ÇAKMAK* a, Yusuf Ziya OLPAK b

Abstract

This research was planned to reveal the relationship between social presence and self-regulation in e-learning process, which is very important for distance education students. In this context, it was tried to determine the learning strategies that predict students' social presence perceptions. The research carried out according to the survey model, was carried out with the data obtained from 61 students giving appropriate answers to the questions in data collection tools. In the process of collecting the data; motivation and learning strategies scale, social presence scale and personal information form developed by the authors were used. For analyzing the data; descriptive statistics, stepwise regression analysis and one way ANOVA were used. Results of the study showed that students' common presence perceptions could be predicted with organization and help seeking, e-learners perceived influence could be predicted with three variables; organization, help seeking and effort regulation, e-learners perceived cohesiveness could be predicted with three variables; help seeking, organization and effort regulation, and e-learners perceived social presence could be predicted with three variables; organization, help seeking and effort regulation. In addition, the social presence perceptions of the students do not show a significant difference in terms of variables including gender, class level and department.

Keywords: Social presence, Co-presence, Influence, Cohesiveness, Learning strategies.

Article Type: Research Article

Uzaktan Eğitim Öğrencilerinin Sosyal Bulunuşluk Algılarını Yordayan Öğrenme Stratejileri

Bu araştırma uzaktan eğitim öğrencileri için oldukça önemli olan sosyal bulunuşluk ve öz-duzenlemenin e-öğrenme sürecinde bir biti ile ilişkisini ortaya koymak amacıyla planlanmıştır. Bu bağlamda öğrencilerin sosyal bulunuşluk algılarını yordayan öğrenme stratejilerini belirlemeye çalışılmıştır. Tarama modeline göre yürütülen araştırma, kullanılan veri toplama araçlarına uygun şekilde yanıtlar veren 61 öğrenciden elde edilen veriler ile gerçekleştirilmiştir. Verilerin analizi, betimsel istatistikler, adımsal regresyon analizi ve bir faktörlü varyans analizi kullanılmıştır. Araştırma sonuçları öğrencilerin ortak bulunuşluk algılarını; düzenleme ve yardım isteme ile, etkileme algılarını; düzenleme, yardım isteme ve emek yönetimi ile, kaynaştırma algılarını; yardım isteme, düzenleme ve emek yönetimi ile ve son olarak sosyal bulunuşluk algılarını ise; düzenleme, yardım isteme ve emek yönetimi ile yordanabileceğini göstermiştir. Ayrıca öğrencilerin sosyal bulunuşluk algıları; einsiyet, sınıf ve bölüm değişkenlerine göre anlamlı bir farklılık göstermemiştir.

Keywords: Sosyal bulunuş, Ortak bulunuş, Etkileme, Kaynaştırma, Öğrenme stratejileri.

Article Type: Araştırma Makalesi

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Introduction

As regards distance education, which emerged as a result of social structure and the changes in needs, Moore, who first came to mind and pioneered the field, stated that distance education is a pedagogical concept rather than a simple geographical separation of students and teachers. Moore (1993) stated that the student and the teacher are always as location, sometimes as location and time, in the online or distance learning environments, and describe the psychological and communicative gap created by this separation as transactional distance. According to this theory, there are three variables, namely the degree of affecting the teacher-student relationship of transactional distance, dialogue, structure and learning autonomy.

Dialogue is developed during interactions between teachers and students (Moore, 1993). According to Moore, the dialogue and interaction concepts are very similar to each other and even they substitute each other. However, there is an important discrimination between them. Dialogue is used for identifying an interaction which has positive qualifications or for completing the interaction series and other interactions may not have this (Moore, 1993).

The structure is to structure the elements used in course design or education program by using various communication tools. The programs are structured according to the needs like copying, distribution and control. The structure expresses the flexibility or solidity related with the educational purpose of the program, education strategies and evaluation methods and it is a qualitative variable like dialogue. For example, in a course which is presented with a television program recorded previously, every second is definite and it is a course which does not include any dialogue since any input from the students is not taken. In such course, there is no change or little changes according to the individual needs of the students. However, if the same course is given with teleconference method, wide alternative replies given by the lecturers to the written messages and questions of the students, are possible. Thus, this environment includes more dialogue and less structure (Moore, 1993). In other words, the structure and dialogue are inversely proportional. When the structure increases, the transactional distance increases and when the dialogue increases transactional distance decreases as well.

Learner autonomy concept is developed for identifying the process of students in using their learning materials and programs with their own controls and own methods for reaching their purposes. Learner autonomy is the student rather than the teacher the degree to which many learners have taught in teaching/learning relationships in order to determine their learning objectives, learning experiences and assessment decisions of the learning program (Moore, 1993). In other words, it may be said that learner autonomy corresponds to the decisions of the students given for how, what, how much to learn.

As can be seen from the above definitions, these three elements (dialogue, structure, and learner autonomy) have an important place for a successful distance education experience. In addition, the advantage of distance education programs such as learning in his own learning speed and as needed from the desired place and time while it has some disadvantages such as having the students feel themselves alone in their own learning environment, communication concern with the other students and teacher, having the students to be motivated, self-disciplined. In this context, self-regulated learning (SRL) skills become important in efficient management of this process and in taking the responsibility of their own learning process in distance education.

Different researchers made different definitions related with the SRL which its effect on the learning of the students is presented with many studies on the learning of the students. Pintrich (1995) defines self-regulation as the actively managing and controlling the level of knowledge, motivation and behavior of a student for academic tasks. Schunk and Zimmerman (2008) define self-regulated learning as a process in which learners turn their minds, emotions and behaviors systematically towards learning objectives. In a study conducted by Pintrich and De Groot (1990), in the self-regulated learning process, it is mentioned that the individual must take the responsibility of his/her own learning process and manage this process efficiently. In this respect, it may be said that the SRL has an important role in conforming to the changing and developing conditions of the individuals and becoming active in lifelong learning process.

In the study of Montalvo and Torres (2004) on the current and future orientations related with the SRL, the basic specifications separating the students with self regulate skills from the students without these skills, are mentioned in six items by benefiting from the studies conducted by different researchers (Corno, 2001; Weinstein, Husman, & Dierking, 2000; Winne, 1995; Zimmerman, 1998, 2000, 2001, 2002). These are;
• They know how to use the cognitive strategies (repetition, elaboration and organization), which help them to attend to, transform, organize, elaborate and recover information.

• They have the skills of planning, controlling and managing the mental processes for reaching their personal goals.

• They have motivational beliefs and adaptive emotions in developing positive feelings such as joy, satisfaction and enthusiasm related with the tasks and adopting the learning purposes and academic self-efficacy perception in high level for the requirements of special learning status and learning tasks.

• In order to create favourable learning environments, they have the skills of using the current resources and time affectively.

• They show a great effort in regulation in accordance with the requirements and controlling the task and learning environment by the efficient participation method.

• They can efficiently use the strategies related with their self control for providing the continuity efforts against the stimulus which can distract attention while performing academic tasks.

In summary, SRL skills helps to describe the ways of how students approach tasks, apply strategies, monitor their performance, and interpret the outcomes of their efforts towards achieving specific learning goals. However, students need to choose and use their learning strategies appropriately in order to be self-regulating. Learning strategies are strategies that are done by students for help in obtaining, storing, recalling, and using information. Learning strategies can also be expressed as "specific actions that students use to make learning easier, faster, more fun, more self-regulated, more effective, and easier to transfer to new situations" (Oxford, 1990). In this context, various SRL strategies are suggested in the literature (Pintrich, 2000; Weinstein & Mayer, 1986; Zimmerman, 1990). For example; Zimmerman (1990) has collected the SRL strategies in 14 categories as to be self-evaluation, organization and transformation, goal setting and planning, information seeking, record keeping, self-monitoring, environmental structuring, giving self consciousness, rehearsing and memorizing, seeking social assistance (peers, teacher, or other adults), reviewing (notes, books, or tests).

In scope of this research, motivated strategies for learning questionnaire which is developed by Pintrich, Smith, Garcia, and McKeachie (1991) and was used since it is preferred mostly in the literature and provided opportunity for the determination of the learning strategies used by the students according to their own responses. The academic infrastructure of the section related with learning strategies of the questionnaire was formed of rehearsal, elaboration, organization, critical thinking, time and study environment, effort regulation, peer learning, help seeking, planning, monitoring and regulating strategies. When these factors are reviewed, it is seen that an appropriate interaction is needed among the participants for the successful usage of the learning strategies.

Distance education theorists (Garrison, 1991; Garrison, 2000; Holmberg, 1991; Moore & Kearsley, 1996) and some researchers (Anderson & Garrison, 1995; Harasim, 1990; Henri & Rigault, 1996; Katz, 2000; Saba & Shearer, 1994; Soo & Bonk, 1998; Winn, 1999) has loaded a critical importance to the interaction by considering the economic disadvantages and incomes and the educational, motivational effect of the interaction (As cited in: Moore & Anderson, 2003). A number of online educators and researchers have reported that interaction with others significantly and positively relates to social presence (Kim, Kwon, & Cho, 2011; Shen, Nuankhieo, Huang, Amelung, & Laffey, 2008; Tu & McIsaac, 2002). In other words, to provide dialogue opportunities among all participants is very important for social presence perceptions of the participants in distance education applications.

Social presence (Lowenthal & Dunlap, 2010) which is one of the important concepts in online learning, was first used by Short, Williams, and Christie (1976) and has been identified as the perception degree of each person in interpersonal relations (As cited in: Kim, Kwon, & Cho, 2011). When the literature is examined, it is observed that the social presence is identified in different forms by the different researchers:

• According to Gunawardena and Zittle (1997), it is the perception degree of a person like an actual person in communication environment.

• According to Tu and McIsaac (2002), it is the measurement of the feeling of being a society which forms as the result of the students’ experiences in online environment.
• According to Kang, Choi, and Park (2007), it is the depth which is perceived by the relations between the other students and society in online learning process.

• According to Garrison (2009), the ability to identify with a group, communicate purposefully, and develop interpersonal relationships.

When the social presence definitions made by different researcher are examined, especially in the online learning environment, it is seen that the individual has an emphasis on the feeling of existence and communication with other individuals. To create social presence perception in high levels in learning environment shall help being perceived as warm and accessible for all the participants (Rourke, Anderson, Garrison, & Archer, 2001). According to Rourke et al., (2001), the other benefit of the social presence perception is to encourage and support the cognitive and affective learning goals by making the group interactions as attractive and charming. In the studies conducted by Tu and McIsaac (2002), the dimensions of social presence has been examined with qualitative and quantitative methods and it is mentioned that the social presence is a vital elements affecting the online interaction. The results of the study conducted by Richardson and Swan (2003) for examining the social presence perception in online learning environment, shows that the social presence perception and learning perception of the students have a positive relation. In the study of Swan and Shih (2005), a significant relation is found between the social presence perception and the satisfaction in the online discussions. The results of the study conducted by Lu, Huang, Ma, and Luce (2007), shows that the social presence perception has an important effect on the learning process and satisfactions of the participants in the activities.

As the result, besides providing opportunities for the dialogue between the student and teacher for a successful distance education, the learning materials need to be structured properly (Moore, 1993). However, in practice this becomes a very complicated issue. Because it changes according to the content, education level, students’ characteristics and level of the most appropriate learner autonomy which particularly the student may apply (Moore, 1993). In addition to this, for reducing the transactional distance particularly in the distance education, to provide opportunities for dialogue may positively affect the social presence perceptions of whole participants. Furthermore, this will provide opportunities for students to use SRL skills to construct their own learning. As can be seen, SRL and social presence concepts are very important for a successful distance education program. In this context, in order to reveal the relationship between social presence and self-regulation in the e-learning process, the following research questions were sought in this research.

1. What are the learning strategies that predict the social presence perceptions of the students?

2. Do the social presence perception of the students show a significant difference in terms of gender, class level and department variables?

Method

Research Design and Participants

In scope of this research which is carried out according to survey model, 105 students who enrolled in the different distance education programs in a state university, were reached for the study. However, the research was studied with the data obtained from 61 students excluding those who have filled the data collection tools as faulty and missing. Findings related to the distribution of students in the study group according to their various characteristics are given in Table 1.

| Table 1. Distribution of the Students in Study Groups According to the Various Specifications |
|-----------------------------------------------|--------|------|
| Gender           | Male   | N    | %    |
|                  | Female | 40   | 65.57|
| Class Level      | 1      | 45   | 73.77|
|                  | 2      | 16   | 26.23|
| Department       | Computer Technologies and Programming | 32    | 52.46|
|                  | Business Management                | 29    | 47.54|

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As seen in Table 1, 32 (%52.5) of the students in the study groups continues to the program of “Computer Technologies and Programming” and 29 (%47.5) continues to the program of “Business Management” and the age average is 21. The students may reach to the course contents whenever they want over the learning management system. Besides, as asynchronous, a communication may be established between the lecturer and the other students. In addition to this, an interaction may be established over Adobe Connect program with the simultaneous sessions which are held weekly. In addition to all these, there is a social exchange platform provided by the institution so that students can interact and share with each other.

Data Collection Tools

In scope of the research; the motivated strategies for learning questionnaire, social presence scale and the personal information form developed by the authors are used in data collection process.

Motivated strategies for learning questionnaire. The motivated strategies for learning questionnaire (MSLQ) was used, which was developed to assess university students’ motivational orientations and their use of different learning strategies by Pintrich et al. (1991) and adapted into Turkish by Büyüköztürk, Akgün, Özkahveci, and Demirel (2004). Motivation scale is composed of 6 factors being as “intrinsic goal orientation”, “extrinsic goal orientation”, “task value”, “control belief of learning”, “self-efficacy” and “test anxiety” together with 31 items. Learning strategies scale is composed of 50 items and 9 factors in total. These factors are “rehearsal”, “elaboration”, “organization”, “metacognitive self-regulation”, “critical thinking”, “help seeking”, “effort regulation”, “peer learning” and “time and study environment”. 81 items of the MSLQ are scored on a 7 point Likert scale, from 1 (not at all true of me) to 7 (very true of me). Cronbach α internal consistency related to subscaled factors varies between .86 and .41. In this study, the learning strategies part of the questionnaire is used.

Social presence scale. The social presence scale which is developed by Kang et al. (2007) and adapted into Turkish by Oltpak and Kılıç Çakmak (2009), was used for determining the social presence perceptions of the students. The social presence scale which its Turkish adaptation study was done, consists of 3 factors and 19 items as to be 5 items for co-presence, 7 items for influence, and 7 items for cohesiveness. All items were scored on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The high point obtained from the scale shows that the individual feels existence him/herself socially in an environment. Cronbach α value of the social presence scale consisting of three factors; for co-presence .79, for influence .86 and for cohesiveness .91. Cronbach α value calculated for the whole scale is .94.

Personal information form. A form was developed in order to collect data concerning features of e-learners. Questions related to students’ gender, age, internet and computer use periods, etc. were included in this form. Apart from this, data related to students’ departments, class level, etc. were collected from the student information system of the university.

Data Analysis

For determining the learning strategies predicting the social presence perceptions of the students, stepwise regression analysis was used. One way ANOVA was used to determine whether there is a significant difference in social presence perceptions of the students according to the various variables.

Findings

In this section, the regression analysis results performed for determining the learning strategies predicting the social presence are examined. First, the findings are presented for sub-factors of social presence and then are presented for general social presence. Finally, it is examined whether there is a significant difference in social presence perceptions of the students according to the various variables.

In this respect, for determining the learning strategies of the students which predict the social presence perceptions of the students (co-presence, influence, cohesiveness and social presence); rehearsal, elaboration, organization, critical thinking, metacognitive, time and study environment, effort regulation, peer learning and help seeking factors are added to the analysis. Table 2 (co-presence), Table 3 (influence), Table 4 (cohesiveness) and Table 5 (social presence) summarize the results of the stepwise multiple regression analysis, including the unstandardized regression coefficient (B), the standard error (SE), the standardized regression coefficient (β), R² and adjusted R².
Table 2. Summary of Stepwise Regression Analysis for Variables Predicting Students’ Co-presence

| Model          | B     | SE_B | β    | R²   | Adjusted R² | R  
|----------------|-------|------|------|------|-------------|------
| Model 1        |       |      |      |      |             |      
| Organization   | .447  | .119 | .441 | .194 | .180        | .441* 
|                 |       |      |      |      |             |      
| Model 2        |       |      |      |      |             |      
| Organization   | .327  | .121 | .322 | .283 | .258        | .532* 
| Help Seeking   | .393  | .146 | .321 |      |             |      

*p < 0.01

The regression analysis (Table 2) shows that e-learners perceived co-presence could be predicted with two variables: Organization and help seeking. The rest of the variables entered did not significantly contribute to predicting students’ co-presence. The first model shows that student co-presence can be predicted by the organization, which explains 19% of the variance (R = .441, F(1, 59) = 14.215, p < .01). The second model with two predictors indicates that approximately 10% of the variance was increased by adding the second predictor, the help seeking. Therefore, it was concluded that the two-predictor model was appropriate for predicting the level of student co-presence (R = .532, F(2, 58) = 11.457, p < .01).

Table 3. Summary of Stepwise Regression Analysis for Variables Predicting Students’ Influence

| Model          | B     | SE_B | β    | R²   | Adjusted R² | R  
|----------------|-------|------|------|------|-------------|------
| Model 1        |       |      |      |      |             |      
| Organization   | .592  | .147 | .466 | .217 | .204        | .466* 
|                 |       |      |      |      |             |      
| Model 2        |       |      |      |      |             |      
| Organization   | .474  | .153 | .372 | .272 | .247        | .521* 
| Help Seeking   | .388  | .185 | .253 |      |             |      
|                 |       |      |      |      |             |      
| Model 3        |       |      |      |      |             |      
| Organization   | .668  | .170 | .525 | .334 | .299        | .578* 
| Help Seeking   | .425  | .179 | .277 |      |             |      
| Effort Regulation | -.419 | .182 | -.298 |      |             |      

*p < 0.01

The regression analysis (Table 3) shows that e-learners perceived influence could be predicted with three variables: Organization, help seeking and effort regulation. The rest of the variables entered did not significantly contribute to predicting students perceived influence level. The first model shows that student influence can be predicted by the organization, which explains 22% of the variance (R = .466, F(1, 59) = 16.330, p < .01). The second
model with two predictors indicates that approximately 5% of the variance was increased by adding the second predictor, the help seeking (R = .521, F(2, 58) = 10.830, p < .01). The third model with three predictors indicates that approximately 6% of the variance was increased by adding the third predictor, the effort regulation (R = .578, F(3, 57) = 9.533, p < .01). Therefore, it was concluded that the three-predictor model was appropriate for predicting the level of student level of perceived influence.

Table 4. Summary of Stepwise Regression Analysis for Variables Predicting Students’ Cohesiveness

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SE_{B}</th>
<th>β</th>
<th>( R^2 )</th>
<th>Adjusted ( R^2 )</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>Help Seeking</td>
<td>.748</td>
<td>.179</td>
<td>.477</td>
<td>.228</td>
<td>.215</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R=.477*</td>
<td></td>
</tr>
<tr>
<td>Model 2</td>
<td>Help Seeking</td>
<td>.556</td>
<td>.182</td>
<td>.355</td>
<td>.323</td>
<td>.299</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>.431</td>
<td>.151</td>
<td>.332</td>
<td></td>
<td>.568*</td>
</tr>
<tr>
<td>Model 3</td>
<td>Help Seeking</td>
<td>.596</td>
<td>.175</td>
<td>.380</td>
<td>.392</td>
<td>.360</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>.641</td>
<td>.166</td>
<td>.493</td>
<td></td>
<td>.626*</td>
</tr>
<tr>
<td></td>
<td>Effort Regulation</td>
<td>-.452</td>
<td>.177</td>
<td>-.315</td>
<td>.392</td>
<td>.360</td>
</tr>
</tbody>
</table>

*p < 0.01

The regression analysis (Table 4) shows that e-learners perceived cohesiveness could be predicted with three variables: Help seeking, organization and effort regulation. The rest of the variables entered did not significantly contribute to predicting students perceived cohesiveness level. The first model shows that student cohesiveness can be predicted by the help seeking, which explains 23% of the variance (R = .477, F(1, 59) = 17.389, p < .01). The second model with two predictors indicates that approximately 9% of the variance was increased by adding the second predictor, the organization (R = .568, F(2, 58) = 13.824, p < .01). The third model with three predictors indicates that approximately 7% of the variance was increased by adding the third predictor, the effort regulation (R = .626, F(3, 57) = 12.254, p < .01). Therefore, it was concluded that the three-predictor model was appropriate for predicting the level of student level of perceived cohesiveness.

Table 5. Summary of Stepwise Regression Analysis for Variables Predicting Students’ Social Presence

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SE_{B}</th>
<th>β</th>
<th>( R^2 )</th>
<th>Adjusted ( R^2 )</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>Organization</td>
<td>1.640</td>
<td>.390</td>
<td>.480</td>
<td>.231</td>
<td>.218</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>R=.480*</td>
<td></td>
</tr>
<tr>
<td>Model 2</td>
<td>Organization</td>
<td>1.232</td>
<td>.398</td>
<td>.361</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Help Seeking</td>
<td>1.337</td>
<td>.480</td>
<td>.324</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Finally, the regression analysis (Table 5) shows that e-learners perceived social presence could be predicted with three variables: Organization, help seeking and effort regulation. The rest of the variables entered did not significantly contribute to predicting students perceived social presence level. The first model shows that student social presence can be predicted by the organization, which explains 23% of the variance ($R = .480, F(1, 59) = 17.687, p < .01$). The second model with two predictors indicates that approximately 9% of the variance was increased by adding the second predictor, the help seeking ($R = .567, F(2, 58) = 13.741, p < .01$). The third model with three predictors indicates that approximately 6% of the variance was increased by adding the third predictor, the effort regulation ($R = .619, F(3, 57) = 11.800, p < .01$). Therefore, it was concluded that the three-predictor model was appropriate for predicting the level of student level of perceived social presence.

The scores the students receive from the social presence scale; one-way ANOVA analysis was used to find out whether there was a meaningful difference according to gender, class level and department (see Table 6, Table 7 and Table 8).

<p>| Table 6. One-Way ANOVA Results for Gender |</p>
<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>20,464</td>
<td>1</td>
<td>20,464</td>
<td>.075</td>
<td>.785</td>
</tr>
<tr>
<td>Within Groups</td>
<td>160,60.552</td>
<td>59</td>
<td>272.213</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>160,81.016</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Table 7. One-Way ANOVA Results for Class Level |</p>
<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>65,879</td>
<td>1</td>
<td>65,879</td>
<td>.243</td>
<td>.624</td>
</tr>
<tr>
<td>Within Groups</td>
<td>160,15.137</td>
<td>59</td>
<td>271.443</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>160,81.016</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| Table 8. One-Way ANOVA Results for Department |</p>
<table>
<thead>
<tr>
<th>Source of Variance</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>673,591</td>
<td>1</td>
<td>673,591</td>
<td>2.579</td>
<td>.114</td>
</tr>
<tr>
<td>Within Groups</td>
<td>15,407.426</td>
<td>59</td>
<td>261.143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>160,81.016</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For determining whether there is a significant difference in social presence perceptions of the students according to the various variables, one-way ANOVA was used (see Table 6, Table 7 and Table 8). According to the findings, social presence perceptions do not show a significant difference according to gender, class level and department variable.

**Discussion and Conclusion**

The results of stepwise regression analysis results performed for determining the learning strategies predicting the social presence perception of the students, are as follows. E-learners perceived co-presence could be predicted
with two variables; organization and help seeking, e-learners perceived influence could be predicted with three variables; organization, help seeking and effort regulation, e-learners perceived cohesiveness could be predicted with three variables; help seeking, organization and effort regulation, and e-learners perceived social presence could be predicted with three variables; organization, help seeking and effort regulation. In addition, the social presence perceptions of the students did not show any significant difference according to gender, class level and department variables.

The interpretation of learning strategies that perceive the perceptions of the social presence of subordinate factors and social presence of learners will be better understood by knowing what the sub-factors of social presence mean. The three sub-factors of the social presence scale used in the research are defined by Olpak and Kılıç Çakmak (2009) as follows.

- Co-presence is to have the individuals to feel themselves as the part of the group and not to feel excluded from the group, to consider other people and and that they are aware of each other,
- Influence, is to have the individuals understand each other, present ideas as independently from each other and help each other,
- Cohesiveness expresses the positive interactions of the individuals, to have the individual find a chance for making contributions to the studies and feel themselves belonging to the group.

Organization strategies are strategies that assist students in choosing appropriate knowledge and constructing knowledge by linking information (Pintrich et al., 1991). Finding the main idea of the paragraphs is an example of organization strategies. Because of these characteristics stated in the organization strategies, perceptions of students' sub-factors of social presence and social presence perceptions may have been predicted.

The help seeking strategies are the strategies related with help seeking and determining the necessity of taking help when necessary (Pintrich et al., 1991). In this context, assistance from other students or instructors may be requested. For helping students when required; phone, chat, e-mail and video environments can be offered. Therefore, the students know that they are not alone in case of a problem and someone shall help them (Lehman & Conceição, 2010). There is a large body of research indicates that peer help, peer tutoring, and individual teacher assistance facilitate student achievement. Because of these characteristics, the help seeking strategies may have predicted the social presence perceptions and the perceptions related with the sub-factors of social presence of the students.

Effort regulation strategies are the strategies which provide the student to maintain his attention and effort. It is important for academic success for providing the continuity in working in hard missions and usage of the learning strategies (Pintrich et al., 1991). The cooperative learning activities where the students may compare notes with each other, may increase the social presence perception by increasing the student-student interaction (Rovai, 2000, 2002; Whiteman, 2002). However, the learning activities such as group working, group discussions, brain storming sessions, group tasks, group projects and online group discussions must be pre-planned for increasing the social presence perception (Vrasidas & McIsaac, 2000). In this context, the effort regulation strategies may have predicted the social presence perceptions and perceptions related with the sub-factors (influence and cohesiveness) of the social presence of the students.

The population of this research was formed from the students who study in the vocational high school in a state university. Therefore, for the generalizability of the research findings, it is suggested that more comprehensive researches must be carried out including the students in different distance education vocational high schools. In addition to these, the researchers mentioned about the importance of self-regulate in each education level. Because it is observed that the students with self-regulate skill, have high cognitive awareness and self-efficacy level and actualize an efficient time and effort management. In this context, to conduct studies including students with different education level (associate degree, bachelor degree and post-graduate degree) in the future researches.
**Uzaktan Eğitim Öğrencilerinin Sosyal Bulunuşluk Algılarını Yordayan Öğrenme Stratejileri**

**Giriş**


• Bilgiyi dönüştürmede, organize etmede, ayrıntılandırmada ve iyileştirmede bilişsel stratejileri (tekrar, ayrıntılandırma ve düzenleme) nasıl kullanacaklarını bilirler.
• Kişisel amaçlarına ulaşmak için bilişsel süreçleri planlama, kontrol etme ve yönetme becerisine sahiptirler.
• Özel öğrenme durumları ve öğrenme görevlerinin gerektikleri için; yüksek düzeyde akademik öz yeterlilik alanı, öğrenme amaçlarını benimsemeye ve görevlere ilişkin eğlence, doyum ve isteklilik gibi öncelikli yetenekleri geliştirecek öğrenme ortamı olarak tasarlanmıştır. (Pintrich, Smith, Garcia ve McKeachie, 2001) öğrenme amaçlarında çeşitli öz düzenleyici öğrenme stratejileri (tekrar, ayrıntılandırma ve düzenleme) kullanılmaktadır.
• Öğrenme stratejileri, öğrenme dijital ortamda literatürde çeşitli öz düzenleyici öğrenme stratejileri (tekrar, ayrıntılandırma ve düzenleme) kullanılmaktadır.
• Uygun bir öğrenme ortamı yaratabilme için ortamda var olan kaynakları ve zamanı etkili ve etkileşimde her bir kişinin kullanabileceği becerisine sahiptirler.
• Sürece etkin katılım yoluyla, öğrenme ortamını ve görevini kontrol etme ve gereksinimlerini doğrultusunda düzenleme konusunda büyük bir çaba gösterirler.
• Akademik görevler esnasında, odaklanabilme ve dijital dengeli uygulamaları karışıyan çabaların sürdürülmesini sağlayabilmek için iradeleri ile ilgili stratejileri etkin olarak kullanabilirler.


• Gunawardena ve Zittle’ye (1997) göre, bireyin iletişim ortamında gerçek bir insan gibi algılanma derecesidir.
• Tu ve McIsaac’a (2002) göre, çevrimiçi ortamda öğrenci deneyimleri sonucu oluşan topluluk olma duygusunun ölçüsüdür.

• Kang, Choi ve Park’a (2007) göre, çevrimiçi öğrenme sürecinde diğer öğrenciler ve toplulukla olan ilişkilerin algılanan derinliğidir.

• Garrison’a (2009) göre ise; katılımcıların toplulukla birlikte kendilerini tanıtabilmeleri için, gurvenilir bir çevrede iletişime kurabilme ve kendi kişisel özelliklerini yansıttarak, kişiler arası ilişikler geliştirebilme yetenekidir.

Sonuç olarak başarılı bir uzaktan eğitim deneyimi için, öğretmen ve öğrenci arasında diyalog için uygun fırsatlar sağlanmasının yanı sıra, öğrenme materyallerinin uygun bir şekilde yapılandırılmasına da ihtiyaç vardır (Moore, 1993). Ancak uygulamada bu oldukça karmaşık bir konu haline gelir. Çünkü neyin uygun olduğu; içeriğe, öğretim seviyesine, öğrenci özelliklerine ve özellikle de öğrencilerin uygulayabileceği en uygun özelliklere göre değişir (Moore, 1993). Bununla beraber özellikle çevrimiçi uzaktan eğitimde uygulamak için diyalog fırsatlarının sağlanması, özellikle de öğrencilerin uygulayabileceği en uygun özelliklere göre değişir (Moore, 1993). Bununla beraber özellikle çevrimiçi uzaktan eğitimde uygulamak için diyalog fırsatlarının sağlanması, özellikle de öğrencilerin uygun bir şekilde yapılandırılmasına da ihtiyaç vardır. Öğrencilerin sosyal bulunuşluk algılarını yordayan öğrenme stratejileri hangileridir?

1. Öğrencilerin sosyal bulunuşluk algılarını yordayan öğrenme stratejileri hangileridir?
2. Öğrencilerin sosyal bulunuşluk algıları; cinsiyet, sınıf ve bölüm değişkenlerine göre anlamlı farklılık göstermektedir mi?

Yöntem

Araştırma Modeli ve Katılımcılar


<table>
<thead>
<tr>
<th>Cinsiyet</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erkek</td>
<td>21</td>
<td>34.43</td>
</tr>
<tr>
<td>Kadın</td>
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<td>65.57</td>
</tr>
<tr>
<td>Smif</td>
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<td></td>
</tr>
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<td>45</td>
<td>73.77</td>
</tr>
<tr>
<td>2</td>
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<td>26.23</td>
</tr>
<tr>
<td>Bölüm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilgisayar Teknolojileri ve Programlama</td>
<td>32</td>
<td>52.46</td>
</tr>
<tr>
<td>İşletme Yönetimi</td>
<td>29</td>
<td>47.54</td>
</tr>
</tbody>
</table>

Tablo 1. Çalışma Grubundaki Öğrencilerin Çeşitli Özelliklerine Gore Dağılımları
Tablo 1'de de görüldüğü gibi, katılmcıların 32'si (%52.5) “Bilgisayar Teknolojileri ve Programlama”, 29'u (%47.5) ise “İşletme Yönetimi” programına devam etmektedir ve yaş ortalamaları 21'dir. Ayrıca, öğrenciler istekleri zaman öğrenme yönetim sistemi üzerinden ders içeriklerine ulaşılabilmektedirler. Eşzamanlı olarak öğretim elemanı ve diğer öğrenciler ile iletişim kurabilmektedirler. Bunun yanı sıra haftalık olarak, Adobe Connect programı üzerinden eşzamanlı gerçekleştiren oturumlarla öğretim elemanı ve diğer öğrenciler ile etkileşim kurabilmektedirler. Tüm bunlara ek olarak, öğrencilerin kendini aralarında etkileşime girebilmeleri ve paylaşılarda bulunabilmeleri için, kurum tarafından sağlanan bir sosyal paylaşım platformu da bulunmaktadır.

**Veri Toplama Araçları**

Araştırma kapsamında verilerin toplanmasında;duğunu ile öğrenme stratejileri öçeği, sosyal bulun sưluk öçeği ve yazarlar tarafından geliştirilen kişisel bilgi formu kullanılmaktır.

**Güdülemme ve öğrenme stratejileri öçeği.** Pintrich ve diğerleri (1991) tarafından, öğrencilerin motivasyon yöneliklerini ve kullanıkları farklı öğrenme stratejilerini değerlendirmek için geliştirilen güdülemme ve öğrenme stratejileri öçeği Büyüköztürk, Akgün, Özkahveci ve Demirel (2004) tarafından Türkçe’ye uyarlanarak geçerlilik güvenilirlik çalışmaları yapılmıştır. Araştırımda yardımcı doğrulayıcı ve açıklayıcı faktör analizleri sonucunda güdülemme ve öğrenme stratejileri öçeği; yedi Likert tipte, 81 madde ve 15 alt faktörden (güdülemme öçeği ile ilgili 6 faktör ve öğrenme stratejileri öçeği ile ilgili 9 faktör) oluşmuştur. Öğrencinin Türkçe’ye uyarlanmış halindeki maddelerin Cronbach α değerleri 0.79 ile 0.86 arasında değişmektedir. Türkçe ve İngilizce formlarından elde edilen bilgiye göre toplam puanlar arası korelasyon katsayısı ise 0.85'tir. Bu çalışmada öçeğin öğrenme stratejileri bölümü kullanılmaktır.


Öğrencilerin sosyal bulun sưluk algılarını yordayan öğrenme stratejilerini belirlemek için, admsal (stepwise) regresyon analizi kullanılmıştır. Öğrencilerin sosyal bulun sưluk algılarının çeşitli değişkenlere göre anlamlı bir farklılık göstermediğini belirlemek için ise tek faktörlü varyans analizi kullanılmıştır.

**Bulgular**

Bu bölümde öncelikle sosyal bulun sưlüğün yordayan öğrenme stratejilerini belirlemeye yönelik gerçekleştiren regresyon analizi sonuçlarına yer verilmiştir. Bulgular öncelikle sosyal bulun sưlüğün alt faktörleri için, ardından da sosyal bulun sưluk için verilmiştir. Son olarak da öğrencilerin sosyal bulun sưluk algılarını çeşitli değişkenlere göre anlamlı bir farklılık göstermediğini incelenmiştir.

Bu bağlamda öğrencilerin sosyal bulun sưluk algılarını yordayan öğrenci stratejilerinin belirlenebilmesi için; yineleme, açmama, düzenlene, eleştirel düşünme, üstbilişsel stratejiler, zaman ve çalışma ortamı yönetim, enek yönetim, akran işbirliği ve yardım isteme faktörleri analize katılmıştır. Tablo 2 (ortak bulun sưluk), Tablo 3 (etkileşim), Tablo 4 (kaynaştırma) ve Tablo 5 (sosyal bulun sưluk) yapılan admsal regresyon analizlerinin sonuçlarını özetlemektedir.

**Tablo 2. Öğrencilerin Ortak Bulun sưluk Algılarını Yordayan Değişkenler İçin Admsal Regresyon Analizi**

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SEb</th>
<th>β</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Düzeltilmiş</td>
<td>.447</td>
<td>.119</td>
<td>.441</td>
</tr>
<tr>
<td>R²=.194</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Düzeltilmiş R²=.180</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R=.441*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Öğrenme Stratejileri ve Sosyal Bulunuşluk

Tablo 2 incelendiğinde, öğrencilerin ortak bulunuşluk algılarının; düzenleme ve yardım isteme stratejileri ile yordanabiliçeqi görülmektedir. Diğer değişkenler, öğrencilerin ortak bulunusluk algılarını yordamada önemli bir katkıda bulunmamıştır. İlk model öğrencilerin ortak bulunusluk algılarının düzenleme stratejileri tarafından yordanabiliçeqini ve açıklanan varyansın %19 olduğunu göstermektedir (R = .441, F(1, 59) = 14.215, p < .01). İkincide yardımcı isteme stratejilerinin eklenmesi ile oluşan ikinci modelde açıklanan varyans yaklaşık olarak %10 artmış ve böylece iki değişkenli modelin öğrencilerin ortak bulunusluk algılarını yordamak için uygun olduğu sonucuna varılmıştır (R = .532, F(2, 58) = 11.457, p < .01).

Tablo 3. Öğrencilerin Etkileme Algılarını Yordayan Değişkenler İçin Admsal Regresyon Analizi Sonuçları

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SE_b</th>
<th>β</th>
<th>R^2</th>
<th>Düzeltilmiş R^2</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>Düzenleme</td>
<td>.592</td>
<td>.147</td>
<td>.466</td>
<td>.204</td>
<td>.466*</td>
</tr>
<tr>
<td></td>
<td>Yardım isteme</td>
<td>.393</td>
<td>.146</td>
<td>.322</td>
<td>.177</td>
<td>.321</td>
</tr>
<tr>
<td></td>
<td>R^2= .283</td>
<td></td>
<td></td>
<td>Düzeltilmiş R^2= .258</td>
<td></td>
<td>R=.532*</td>
</tr>
<tr>
<td></td>
<td>Model 2</td>
<td>Düzenleme</td>
<td>.474</td>
<td>.153</td>
<td>.372</td>
<td>.153</td>
</tr>
<tr>
<td></td>
<td>Yardım isteme</td>
<td>.388</td>
<td>.153</td>
<td>.253</td>
<td>.153</td>
<td>.253</td>
</tr>
<tr>
<td></td>
<td>R^2= .272</td>
<td></td>
<td></td>
<td>Düzeltilmiş R^2= .247</td>
<td></td>
<td>R=.521*</td>
</tr>
<tr>
<td></td>
<td>Model 3</td>
<td>Düzenleme</td>
<td>.668</td>
<td>.170</td>
<td>.525</td>
<td>.179</td>
</tr>
<tr>
<td></td>
<td>Yardım isteme</td>
<td>.425</td>
<td>.179</td>
<td>.277</td>
<td>.179</td>
<td>.277</td>
</tr>
<tr>
<td></td>
<td>Emek yönetimi</td>
<td>-.419</td>
<td>.182</td>
<td>-.298</td>
<td>.182</td>
<td>-.298</td>
</tr>
<tr>
<td></td>
<td>R^2= .334</td>
<td></td>
<td></td>
<td>Düzeltilmiş R^2= .299</td>
<td></td>
<td>R=.578*</td>
</tr>
</tbody>
</table>

*p < 0.01

Tablo 3 incelendiğinde, öğrencilerin etkileme algılarının; düzenleme, yardımcı isteme ve emek yönetimi stratejileri ile yordanabiliçeqi görülmektedir. Diğer değişkenler, öğrencilerin etkileme algılarını yordamada önemli bir katkida bulunmamıştır. İlk model öğrencilerin etkileme algılarının düzenleme stratejileri tarafından yordanabiliçeqini ve açıklanan varyansın %22 olduğunu göstermektedir (R = .461, F(1, 59) = 16.330, p < .01). İkinci model öğrencilerin etkileme algılarının düzenleme ve yardımcı isteme stratejileri tarafından yordanabiliçeqini ve açıklanan varyansın yaklaşık %5 artışla %27 olduğunu göstermektedir (R = .521, F(2, 58) = 10.830, p < .01). Son olarak üçüncü model öğrencilerin etkileme algılarının düzenleme, yardımcı isteme ve emek yönetimi stratejileri tarafından yordanabiliçeqini ve açıklanan varyansın yaklaşık %6 artışla %33 olduğunu göstermektedir (R = .578, F(3, 57) = 9.533, p < .01). Sonuç olarak üç değişkenli modelin öğrencilerin etkileme algılarını yordamak için uygun olduğu sonucuna varılmıştır.
Tablo 4. Öğrencilerin Kaynaştırma Algılarını Yordayan Değişkenler İçin Adımsal Regresyon Analizi Sonuçları

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SE_B</th>
<th>β</th>
<th>R²</th>
<th>Düzeltilmiş R²</th>
<th>p</th>
</tr>
</thead>
<tbody>
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<td>Model 1</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yardım isteme</td>
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<td>.179</td>
<td>.477</td>
<td>.228</td>
<td>.215</td>
<td>&lt; .01</td>
</tr>
<tr>
<td>Düzeltilmiş</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model 2</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yardım isteme</td>
<td>.556</td>
<td>.182</td>
<td>.355</td>
<td>.323</td>
<td>.299</td>
<td>&lt; .01</td>
</tr>
<tr>
<td>Düzenleme</td>
<td>.431</td>
<td>.151</td>
<td>.332</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model 3</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Yardım isteme</td>
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<td>.380</td>
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<td>.493</td>
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<td>&lt; .01</td>
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<td>Düzeltilmiş</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < 0.01

Tablo 4 incelendiğinde, öğrencilerin kaynaştırma algılarının; yardım isteme, düzenleme ve emek yönetimi stratejileri ile yordanabileceği görülmektedir. Diğer değişkenler, öğrencilerin kaynaştırma algılarını yordamada önemli bir katkida bulunmamıştır. İlk model öğrencilerin kaynaştırma algılarının yardım isteme stratejileri tarafından yordanabileceği ve açıklanan varyansın %23 olduğunu göstermektedir (R = .477, F(1, 59) = 17.389, p < .01). İkinci model öğrencilerin kaynaştırma algılarının yardım isteme ve düzenleme stratejileri tarafından yordanabileceği ve açıklanan varyansın yaklaşık %9 artışla %32 olduğunu göstermektedir (R = .568, F(2, 58) = 13.824, p < .01). Son olarak üçüncü model öğrencilerin kaynaştırma algılarının yardım isteme, düzenleme ve emek yönetimi stratejileri tarafından yordanabileceği ve açıklanan varyansın yaklaşık %7 artışla %39 olduğunu göstermektedir (R = .626, F(3, 57) = 12.254, p < .01). Sonuç olarak üç değişkenli modelin öğrencilerin kaynaştırma algılarını yordamak için uygun olduğu sonucuna varılmıştır.

Tablo 5. Öğrencilerin Sosyal Bulunuşluk Algılarını Yordayan Değişkenler İçin Adımsal Regresyon Analizi Sonuçları

<table>
<thead>
<tr>
<th>Model</th>
<th>B</th>
<th>SE_B</th>
<th>β</th>
<th>R²</th>
<th>Düzeltilmiş R²</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Düzenleme</td>
<td>1.640</td>
<td>.390</td>
<td>.480</td>
<td>.231</td>
<td>.218</td>
<td>&lt; .01</td>
</tr>
<tr>
<td>Model 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Düzenleme</td>
<td>1.232</td>
<td>.398</td>
<td>.361</td>
<td>.231</td>
<td>.218</td>
<td>&lt; .01</td>
</tr>
<tr>
<td>Yardım isteme</td>
<td>1.337</td>
<td>.480</td>
<td>.324</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p < 0.01
Öğrenme Stratejileri ve Sosyal Bulunuş:

Düzenleme 1.752 .440 .513
Yardım isteme 1.436 .463 .348
Emek yönetimi 1.120 .469 -.297

\( R^2=.383 \) Düzeltilmiş \( R^2=.351 \)
\( R=.619^* \)

*p < 0.01

Son olarak Tablo 5 incelendiğinde, öğrencilerin sosyal buluşluk algılarını; düzenleme, yardım isteme ve emek yönetimi stratejileri ile yordanabileceği görülmektedir. Diğer değişkenler, öğrencilerin sosyal buluşluk algılarını yordamada önemli bir katkıda bulunmamıştır. İlk model öğrencilerin sosyal buluşluk algılarının düzenleme stratejileri tarafından yordanabileceğini ve açıklanan varyansın %23 olduğunu göstermektedir (R = .480, \( F_{(1,59)}=17.687, p < .01 \)). İkinci model öğrencilerin sosyal buluşluk algılarının düzenleme ve yardım isteme stratejileri tarafından yordanabileceğini ve açıklanan varyansın yaklaşık %9 artışa %32 olduğunu göstermektedir (R = .567, \( F_{(2, 58)}=13.741, p < .01 \)). Son olarak üçüncü model öğrencilerin sosyal buluşluk algılarının düzenleme, yardım isteme ve emek yönetimi stratejileri tarafından yordanabileceğini ve açıklanan varyansın yaklaşık %6 artışa %38 olduğunu göstermektedir (R = .619, \( F_{(3, 57)}=11.800, p < .01 \)). Sonuç olarak üç değişkenli modelin öğrencilerin sosyal buluşluk algılarını yordamak için uygun olduğu sonucuna varılmıştır.

Öğrencilerin sosyal buluşluk ölçeğinden aldıkları puanların; cinsiyete, sınıf ve bölüme göre anlamlı bir farklılık göstermediğini çözümlemek için ise ilişkisiz örneklemeler için tek faktörlü varyans analizi kullanılmaktır. Yapılan analizlere ilişkin bulgular sırasıyla; Tablo 6, Tablo 7 ve Tablo 8’de sunulmuştur.

Tablo 6. Öğrencilerin Sosyal Bulunuş Ölçeğinden Aldıkları Puanların Cinsiyete Göre ANOVA Sonuçları

<table>
<thead>
<tr>
<th>Varyansın Kaynağı</th>
<th>Kareler Toplamı</th>
<th>sd</th>
<th>Kareler Ortalaması</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gruplararası</td>
<td>20.464</td>
<td>1</td>
<td>20.464</td>
<td>.075</td>
<td>.785</td>
</tr>
<tr>
<td>Gruplarçi</td>
<td>16060.552</td>
<td>59</td>
<td>272.213</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td>16081.016</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tablo 7. Öğrencilerin Sosyal Bulunuş Ölçeğinden Aldıkları Puanların Sınıfa Göre ANOVA Sonuçları

<table>
<thead>
<tr>
<th>Varyansın Kaynağı</th>
<th>Kareler Toplamı</th>
<th>sd</th>
<th>Kareler Ortalaması</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gruplararası</td>
<td>65.879</td>
<td>1</td>
<td>65.879</td>
<td>.243</td>
<td>.624</td>
</tr>
<tr>
<td>Gruplarçi</td>
<td>16015.137</td>
<td>59</td>
<td>271.443</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td>16081.016</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tablo 8. Öğrencilerin Sosyal Bulunuş Ölçeğinden Aldıkları Puanların Bölüme Göre ANOVA Sonuçları

<table>
<thead>
<tr>
<th>Varyansın Kaynağı</th>
<th>Kareler Toplamı</th>
<th>sd</th>
<th>Kareler Ortalaması</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gruplararası</td>
<td>673.591</td>
<td>1</td>
<td>673.591</td>
<td>2.579</td>
<td>.114</td>
</tr>
<tr>
<td>Gruplarçi</td>
<td>15407.426</td>
<td>59</td>
<td>261.143</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toplam</td>
<td>16081.016</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Analizlere ilişkin olarak, Tablo 6, Tablo 7 ve Tablo 8’de görüldüğü üzere, öğrencilerin sosyal buluşluk ölçeğinden aldıkları puanlar arasında, cinsiyete \( F_{(1,59)}=.075, p>.05 \), sınıf \( F_{(1,59)}=.243, p>.05 \) ve bölüme \( F_{(1, 59)}=2.579, p>.05 \) göre anlamlı bir farkılık yoktur. Diğer bir ifadeyle, öğrencilerin sosyal buluşluk ölçeğinden aldıkları puanlar; cinsiyete, sınıf ve bölüme göre değişmemiştir.

Tartışma ve Sonuç

Araştırma sonuçları öğrencilerin ortak buluşluk algılarını; düzenleme ve yardım isteme ile, etkileme algılarını; düzenleme, yardım isteme ve emek yönetimi ile, kaynattırma algılarını; yardım isteme, düzenleme ve emek yönetimi ile ve son olarak sosyal buluşluk algılarının ise; düzenleme, yardım isteme ve emek yönetimi ile yordanabileceğini göstermiştir. Ayrıca öğrencilerin sosyal buluşluk algıları; cinsiyet, sınıf ve bölüme değişiklerine göre anlamlı bir farkılık göstermemiştir.

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- Ortak bulunuş; bireylerin kendini grubun bir parçası gibi görmesi ve grubun dışında hissetmesini, bireylerin birbirlerini dikkate almalarını ve birbirlerinden haberdar olmalarını,
- Etkileme; bireylerin birbirlerini anlamalarını, birbirlerinden bağımsız olarak fikirler ileri sürmelерini ve birbirlerine yardımcı etmelerini,
- Kaynaştırma ise; bireylerin olumu yönde etkileşime girmelerini, yapılan çalışmalarla katkı sağlama şansı bulmalarını ve kendilerini gruba ait hissetmelerini ifade etmektedir.


Emek yönetimi stratejileri ise, öğrencilerin verilen bir görevde dikkatini ve çabasını sürdürmesini sağlayan stratejilerdir. Öğrenme stratejilerinin kullanımının de kısalma etkisi etkisi ile, öğrencinin verilen bir görevde dikkatini ve çabasını sürdürmesini sağlar. Ancak bu stratejilerin belirtilen bu özelliklerinden dolayı, öğrencilere sosyal bulunusluk algılarını ve sosyal bulunusluk algılarını yordamış olabilir.
References


Rovai, A. P. (2002). Building sense of community at a distance. The International Review of Research in Open and Distance Learning, 3(1).


