

INVESTIGATE THE RELATIONSHIP BETWEEN ACTIVE-
REFLECTIVE STYLE AND USE OF ICT FACULTY OF
EDUCATION POST GRADUATE STUDENTS AND
KHORASGAN OF AZAD UNIVERSITY

Samira siyamaki*

ZohreSaadatmand**

Abstract:

The study aimed to investigate the relationship between the use of ICT in learning styles of students in educational sciences and psychology Azad University Khorasgan. Using descriptive study was conducted. The population in this study consisted of all graduate students in the Faculty of Psychology and Educational Sciences, University Khorasgan 1779 of the form that it. Sample size of 316 patients was determined using Cochran formula. Sampling stratified random sampling method (based on gender) is used. Data collection included questionnaires, learning, learning styles folder and Solomon (1996)

questionnaire and IT Ghasemi (1391) is. Face and content validity of the questionnaire was confirmed by experts. Reliability by Cronbach's alpha for the questionnaire information technology (86/0) were determined. For the analysis of descriptive statistics and inferential statistics (Pearson) was used. Results of the study showed that continuous light, reflection, there was a significant relationship with the adoption of information technology and learning styles of their students, the more they use IT.

Keywords: Learning, Technology, Information Technology

** Department of Educational Planning, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran*

*** Faculty member, Department of Educational Planning, Khorasgan (Isfahan) Branch, Islamic Azad University, Isfahan, Iran*

Introduction:

In the past, many teachers and education specialists and psychologists even knew that the quality of learning in the minds of teachers and to release accumulated should be ready. The task of the teacher quality distribution, and it was the responsibility of the student to benefit from. Accordingly, if a student did not remember was the culprit. Thus, it was believed that the success and failure of people mainly due to the difference in their cognitive abilities. Today, much of the research efforts in the field of learning styles, this attitude has changed. The proof is the result of several decades of research, the role of learning styles in the academic and non-academic performances show (Imam Mohammad Shams Esfandabad, 1390). In fact, learning styles can have influence on how people learn. Learning styles and the ways in which individuals organize and process information and experiences are fresh in your mind. To solve problems facing this (Seif, 1387). Based on the experiences of the learners' learning styles can change. In other words, if the process of learning and teaching to individual learning styles and learning in epileptic adapted accordingly, The learning experience more successful and satisfied person will feel more confident. Use common sense in dealing with the problem will be to solve existing problems.

Close cooperation and interaction with information and communication technologies and theories of new learning approaches and a review of the foundations of the educational system in the new environment of globalization and the information age. According to Garrison and Anderson (2005) Information and communication technologies, the Internet and web network in the learning process and create change, and a new model of education that promotes the learning center. This type of training so far has

been based on the transfer of information flow is from top to bottom, and the only source of information is not considered a teacher or professor. In this model, learning is becoming an interactive process whereby the position of master teacher facilitates the learning process through communication tools depths and speeds.

Vangv Paul and Manjolyka (2002) have emerged as one of the most important aspects of information and communication technologies, not only as a tool for education, and the implementation of the curriculum in a computer system, but also the capacity for interaction between learner and environment teachers, learners interact with each other and participatory process of teaching and learning into account.

Several research studies have been done in connection with some of the refer to:

Atkinson (2004) in research on computer-assisted learning compared to traditional learning environments, and to investigate its relationship to gender and cognitive style are discussed. His findings showed that those with the most positive attitude verbal cognitive style and learning performance on a computer-aided In contrast, individuals with lower cognitive style analysis at all levels of performance. The analytical results show that the visual style of the lowest uses of the environment, and the students have General-verbal style of the best performance respectively.

Santo (2006) in a study entitled "The relationship between learning styles and online learning" showed that the relationship between learning styles and success in online learning is positive and significant.

Said and Yang (2008) investigate the relationship between the use of different learning styles and using different tools and methods in learning environments. The results were that the relationship between different types of learning styles and the use of various tools and techniques in learning is.

Malcolm (2009) in a study titled "The relationship between learning styles and success in online learning" showed that all learning styles (It should be noted that in this study was also used the Kolb learning style) can be too e-learning, in the successful. However, because this study was conducted in a high school, the researcher pointed out that the generalization results to other age groups should be a caution. However, to

demonstrate the flexibility of this type of training are compared.

Esmail et al (2010) research on "learning styles preferred by the students of the Faculty of Science, University Tishrin, Syria" provided and the results were that: 1. The students' learning styles are visual, auditory and motor areas. Many styles of visual learning are more visible. 2. The difference between male and female students, the learning styles preferred by them, was associated with the department. The girl with regard to learning style preferences in a department, the boys were different, but in another department of the same learning styles, the boys did not differ.

With respect to the question under consideration is what was said

Is the active light-reflective and utilizes ICT students at the School of Education and Psychology, University Branch there?

Research tools

The first instrument used in this study is based on Solomon learning style questionnaire folder and Learning Styles folder. Silverman (1988) has been developed.

The 44 item questionnaire. Questions not related to culture chosen due to the simplicity of the answer. Validity and reliability have been confirmed in several studies. Van - Zvannbrget al(2000) in order to measure learning styles questionnaire Fldrsolomonit performed on 284 students of English. Alpha coefficient was calculated to measure the internal consistency for each dimension of learning styles questionnaire included: For both the overall Mtoaly-(41/0), for two active-reflective(51/0), for two consecutive-overall, (56/0) for the sense-intuition(65/0). The second instrument used in this study, the questionnaire using information technology(Ghasemi, 1391) is. Validity and reliability in research Ghasemi(1391) has been confirmed. The reliability coefficient of the questionnaire(88/0) is.

Population, statistical sample and sampling procedure

The target population for this study comprised all students of the University. Based on the latest statistics, the number of students is 16,743 people. Sample size according to the number of population using stratified random sampling method, the number of 376 subjects were selected.

Data analysis method:

In the study of both descriptive and inferential statistics used to analyze the data. That data was extracted from questionnaire, to assess the demographic description of the methods used and the variables studied. The inferential statistics were used to answer questions. The statistical methods used in this study, descriptive statistics including frequency, percentage, mean, standard deviation and inferential statistics, correlation, t is, all analyzes were performed using SPSS software.

Findings

Question: active-reflective style and use of ICT students at the School of Education and Psychology, University Branch there.

Table 1: Correlation coefficient between the active style and benefiting from ICT

the use of ICT			Variable was
			Statistical Indicators
Significance level	Square of the correlation coefficient	correlation coefficient	Criterion variables
0/001	0/348	0/589**	Activestyle

Results Table 1 shows the correlation coefficients between light and enable meaningful use of ICT. Between active and enjoying the style ICT ($r = -0/590$) there is a significant relationship. Based on the coefficient of determination ($r^2 = 34/8$) percent of the variance in the use of ICT collaborative working style is. The first hypothesis is that the active light there and benefit from ICT, confirmed.

Sources:

Altuna F & Yazic H. 2010. Learning styles of the gifted students in Turkey. Procedia Social and Behavioral Sciences. 9:198–202.

Amini A, while B, Abedini it. 1391. Correlation between students' learning styles used by the media masters. Psychological Research, 15 (1): 124-141.

Atkinson S. (2004).

- Emami Pour S, Shams H Esfandabad. 1390. Learning and cognitive styles: theory and tests. Printing. Tehran: Publication of books, reading and editing of Social Sciences (left), 160 pages.
- Garrison, D.R & Anderson, T. (2005). E-Learning: A Framework for Research and Practice. Publisher: Rourledge Palmer.
- Gunasekaran A, Ngai E. W. T (2004). Information systems in supply chain integration and management, *European Journal of Operational Research*, 159(2): 269-295.
- Ismail A., Hussain RMR, & Jamaluddin S. .2010 .Assessment of students learning styles preferences in the faculty of science, Tishreen University, Syria. *Procedia Social and Behavioral Sciences*, 2, 4087-4091.
- Ismail.A, Hussein. R, Jamaluddina. S (2010). Assessment of students' learning styles preferences in the faculty of science, Tishreen University, Syria, *Procedia Social and Behavioral Sciences*, 2(3):4087-4091.
- Lorin, M. H. & Erick, B. (1997). Information Technology and Internal Firm Organization: An Exploratory Analysis. *Journal of Management Information Systems*, 14(9): 81-84.
- Rezai, K, mountain, HR, closet, F. and amber, Z. (1388). Learning styles of nursing students of Arak University of Medical Sciences, 1387, *Journal of Research in Medical Sciences (AMUJ)*, 12 (4 (Supplement 1)): 44-51.
- Rezai, M. (1388). Current theories on adoption of information and communication technologies, *communication research (research and evaluation)*, 16 (4 (s 60)): 63-93.
- Sepahvand, R., Esmaili, Mahmoud Reza; Emami be Khaddam, H. (1390). The role of ICT in reducing the determinants of corruption in the province of Registration vision of its personnel, *Journal of Evaluation*, Vol. III, No. 10, pp. 57- 84.
- Seif, AA (1387). *New educational psychology*, Sixth Edition, Tehran time.
- Samadi, M. (1390). Evaluate the psychometric properties of the Learning Styles Questionnaire Solomon folder in junior high school girls. *New approaches to education*, 6 (1): 39-60.

- Mani, A., M. Khani, M. and Prazmy Cup, Mona (1388). Examine the relationship between IT and business alignment with organizational performance in companies active in the field of information technology, using structural equation model, Journal of Technology Management, 1 (3): 89-106.
- Mohammadi, J., ZARABI, A., AlizadehAsl, Orion, Samsamshariat, Jamaluddin (1392). Analysis of the measurement of ICT and its role in social participation and empowerment of urban management: A case study of District 6 City, Urban Management Journal, 11 (31): 223-239.
- Memarian.R H, 1390.rvsh new knowledge in Engineering Education, Engineering Education in Iran Quarterly, 13 (52): 1-29.
- Malcom M. (2009). the relationship between learning styles and success in online learning, Dissertation Submitted to North central University, Graduate Faculty of the School of Education in Partial Fulfillment of the Requirement for the Degree of Doctor of Philosophy in Education,
- Mathur, A. and Ambani, D. (2005). ICT and rural societies: opportunities for growth. The international information and library review, 37(4): 345-351.
- Robynne M. &Gravenhorst BA., M S. 2007. Student Learning styles &Academic Performance in a nontraditional anatomy course. Journal of Dance Education.7 (2):38-45.
- Santo, S.A. (2006). Relationships between Learning Styles and Online Learning, Performance Improvement Quarterly, 19(3): 73-88.
- Skogsberg K. & Clump M. 2003. Do psychology and biology majors differ in their study processes and learning styles? College Student Journal, 37(1): 27-33.
- Venuyopal, R. Manjulik, S. 2002. The Changing Context of Higher Education In The 21st Century. In: Toward Svirtualization, Open Distance Learning, KogAn page. London and India: Replica Press pvt.ltd, Delhi.