

INVESTIGATE THE RELATIONSHIP BETWEEN
INTERPERSONAL COMMUNICATION WITH
LEARNING APPROACHES

Hamideh Beyraghi¹

Drfazlollahyazdani²

Abstract

This study examined the relationship between students' perception of the quality of the curriculum of Islamic Azad University Meymeh teaching and learning approach chosen by them. The purpose of the study, and application of the method is descriptive correlational. The population of this study curriculum, all students of Islamic Azad University were the Meymeh By using the simple random sampling. And the formula for determining the sample size of 110 students (59 males and 51 females) as the sample is taken. To measure students' approaches to learning and study skills and learning approaches questionnaire Antvysl and Ramsdn (2000) is used. To analyze the data, correlation and regression analysis were used. Results indicate that the relationship between the perception of the quality of teaching comprise individual components, reflective thinking, classroom interaction and learning with profound learning strategy with positive and negative surface and meaningful learning. Also support deep learning and positive relationship with

1-Department of Curriculum Development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

2-Faculty Member Department of Curriculum development, Meymeh Branch, Islamic Azad University, Meymeh, Iran

learning strategy is negative and significant. Relationship led to deep learning, positive and negative and significant strategic learning. Empathy is also a significant negative correlation with the level of learning. Meanwhile, the perception of the quality of teaching, about 27 percent of the variation in deep learning, learning level and 34% to 21% of the variation explained by changes in strategic learning, which is a significant amount.

Keywords: quality of teaching. Learning approach. Deep learning. Surface learning. Strategic Learning

Introduction

Higher education systems 'as the most significant investment in human resources' play a major role in the training of skilled manpower. These systems have a significant share of the budget allocated to the decisive role in various aspects of economic, socio-cultural and political society.

Therefore, to ensure the quality of their performance in order to prevent the loss of human capital and material, and having the ability to compete in the future world where quality is the most important component of any organization to survive, it is necessary to deny non embrace (Marofi as colleagues' 1386).

The UNESCO 'quality in higher education is a multidimensional concept, which to a large extent on the campus' mission depends on the conditions and standards of academic disciplines. Accordingly, it can not be said that the quality of a general theory or the general pattern is obtained (Bazargan '1383). research in the learning environment University deep roots in soul aspects of knowledge of the social environment in recent years as a tool for evaluating the educational process has been put is that the studies related to the classroom evidence convincing in perceptions about the learners classroom environment and the learning output put

forth their. In other words, when a positive perception of the classroom students learn and the relationship between the perception of the classroom for students with emotional and cognitive outcomes expected to be raised (Larvk, 2008, quoted by A., 1389).

Expression problem

Learning the interaction between personality traits and the environment.

Separation of variables, personality and learning environment is quite uncertain because of personality variables in the form and strengthen find and environmental variables are in turn influenced by personality variables (Yamini et al. 1387).

Learners' progress and performance is not affected by a factor of several factors have an impact on it.

The truth is that the factors and variables that are intertwined and interact with each other to determine the role and contribution of each of the possible difficulties.

Research in this area has been noted that some of them are:

UNESCO is the first principle of learning, learning to know is the type of learning, knowledge and tools that can be mastered on its life as a means of self-awareness, environment and occupational skills considered and as a goal in mind, it makes sense to be fun and knowledge discovery.

Learning to learn is related to learning how to learn. Winstone and Van Mstrastvn (1994, p. 3325).

The definition of learning how to learn to write, learning to learn skills and strategies, including any thoughts, feelings or behaviors that study, understanding, knowledge and skills to facilitate individual and organizational knowledge (Karimi et al., 1388). As Kennedy and colleagues (1994, p. 100), as they say, learning to

learn, more than learning how to read and includes the acquisition of new skills through learning experiences.

Qualitative results are related to different learning approaches. (Marton and Saljv, 1976) as a way of superficial learning approach that arises from external motivation is the main objective and external motivation and whatever is true (Bygz, 2001) Purpose with a minimum of effort and time to address their needs. One of the methods is rote learning. Rote learning in itself does not mean the student selects a superficial approach because rote learning when the call is accepted verbatim is required.

When it approaches the surface, the student rote answers reader questions from previous exams. According Ramzdn (1992) "generally superficial approach" to learning are catastrophic. They may give students the opportunity to mimic the original story and the lessons they have learned their tricks teacher. But if you have problems when you try to success in almost all subjects who were retained. After a few days, forget it. "The result is a superficial approach to the original meaning of the text lies forgotten or no coordination and integration with other content, and therefore there is no analysis of the learning materials.

Bygz (1987) suggests that students who are superficial way, not only will the result of poor performance, but their higher education after the end of the first year. "

Research Method

The objective of the study is the fact that the variables of the study, we can not be certain manipulations, descriptive research method (non-experimental), and the relationship between the quality of teaching and learning approaches, a descriptive

study correlation sets. The population of this study curriculum, all students of Islamic Azad University were the Meymeh. By using the simple random sampling. The formula to determine the sample size of 110 students (59 males and 51 females) as the sample is taken To measure the perception of the quality of teaching of the 36-item questionnaire, the social perception of the learning environment USCLES Taylor and Fisher and Fraser (1996). And to measure students' learning approaches and attitudes questionnaire study skills and learning (ASSIST) Antvysl and Ramsdn (2000) is used. The short form questionnaire contains 18 questions, three main approaches (deep approach, strategic and surface) to measure.

With regard to the question under consideration is that the expression

Whether a person is associated with students' learning approach?

Results

Whether a person is associated with students' learning approach?

Table 1 shows the results of the Pearson correlation coefficient for the relationship between interpersonal communication and learning approaches

Interpretation	Significance level	Correlation coefficient	The independent variable
There is a direct relationship.	0.001	0/320**	Deep learning

Indirect and meaningful relationship.	0.001	-0/377**	Learn surface
There is a direct relationship	0.001	0/421**	Strategic Learning

As shown in the above table is visible, someone with deep learning and strategic relationship between positive and significant at 0/001 and 0/001 with surface learning is negative and significant.

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