



THE GEOGRAPHY LEARNING STRATEGIES OF THE EDUCATION FACULTY STUDENTS

EĞİTİM FAKÜLTESİ ÖĞRENCİLERİNİN COĞRAFYA ÖĞRENME STRATEJİLERİ

Cemile BAHTİYAR KARADENİZ*

ABSTRACT: The aim of this survey is to search the learning strategies of the Education faculty students, who will teach geography, according to different varieties. First of all, the measure of geography learning strategy was developed. It was found that the students with high academic success for geography lesson. Other data of this survey is that the students with relevance perception for geography much frequently used the learning strategies compared to the students with low and moderate relevance perception for geography. Significant differences were found in the point of frequency of using the learning strategies for geography related with the types of programme entrance point and male- female students and between university students attending department of elementary learning education and the students of the social sciences education and the students of the social sciences education department.

Keywords: learning strategies, geography, learning strategies survey

ÖZET: Bu çalışmanın amacı ilerde coğrafya öğretimini gerçekleştirecek olan eğitim fakültesi öğrencilerinin coğrafya öğrenme stratejilerini farklı değişkenlere göre araştırmaktır. Öncelikle “coğrafya öğrenme stratejileri ölçeği” geliştirilmiştir. Coğrafya dersi için yüksek akademik başarıya sahip olan öğrencilerin, zayıf ve orta akademik başarıya sahip olan öğrencilere göre ve de coğrafya dersi için yüksek ilgi algısına sahip olan öğrencilerin, zayıf ve orta ilgi algısına sahip olan öğrencilere göre, öğrenme stratejilerini kullanma sıklıklarının anlamlı şekilde daha yüksek olduğu bulunmuştur. Ankete katılan sosyal bilgiler ile sınıf öğretmenliği programı öğrencileri arasında, programlarına giriş puan türleri, kız ve erkek öğrenciler arasında coğrafya öğrenme stratejilerini kullanma sıklıkları açısından anlamlı farklılıklar belirlenmiştir.

Anahtar sözcükler: öğrenme stratejileri, coğrafya, öğrenme stratejileri anketi

1. INTRODUCTION

In the present information age, individuals are expected to know ways of accessing information, to be able to use the information they access and to produce new information. However, it is only possible for this to happen in schools if the students have effective learning competency. Four processes are utilized in achieving and developing effective learning competency: active learning, collaborative learning, acquiring learning responsibility and learning to learn (Watkins 2000). The most effective way for an individual to achieve competency is by knowing how to learn. “Learning to learn”, which constitutes the essence of effective learning, results from the student taking the responsibility for his education and performing the activities that help him learn. A couple of examples of these activities are known ways of accessing information, organizing and memorizing knowledge (Güven 2004). Learning, which is based on the dimensions of teaching behaviors, student motivation and learning strategies (Grinsven & Tillema 2006) is, in the general sense, a change in the thoughts, perception and behavior of an individual that results from interaction with her environment and experience, educational or otherwise (Burton 1962; Klein 2001; Kyriacou 1986). There are different views on how this change occurs. These theories, explaining on conditions the nature and the results of learning occur, are the behavioral and informatics approaches (Senemoğlu 1998; Yaşar 1992).

1.1. Learning Strategies

Learning strategy is a general approach leading to observe the technique, style and equipments that help to reach the goals of the lesson (Babadoğan 1994; Fidan 1996) and it is also the behaviors aiming to affect the students practicing way of knowledge. The students decide themselves how to study the

* Yrd.Doç.Dr. Ordu Üniversitesi, Meslek Yüksekokulu, cbkaradeniz@odu.edu.tr

knowledge and enact this effectively (Mayer 1988). Learning strategies are the techniques, principles or habits that make the students realize their own duties and also involve how to think and act while planning learning duties, realizing and making consideration the results and performance (Demirel 2002)

Learning strategies, defined by Weinstein and Mayer (1986) as each of the techniques facilitating the individual's auto didacticism, are according to Wittrock (1986), techniques that enable the individual to transfer the stimuli coming to his senses to short and long-term memory and to record in the long-term memory (Qtd.in Erden 2000) According to Güvenç and Açıkgöz (2007) and Weinstein et al.(2000), this is one of the most important indicators of students' academic success. Techniques are the deliberate behavior and ideas that help students understand, acquire and retain new information, ideas, behavior, belief, emotion and skills, and to apply these to new information.

The aim of learning strategy is to influence the student's emotional state and to facilitate choosing, organizing and integrating new information (Harmanlı 2000). According to Açıkgöz (1998) and Capel et al.(1998), one of the most effective ways of increasing students' success levels and to help them become individuals who are open to continuous development in later life is to teach them to develop their own ways of learning. Learning strategies, the decision of an individual to perform his learning's and ability, also help the person solve the problems he may come across in his later life. Research shows that primary school students know but are unable to use learning strategies. Most of the children gradually become aware of methods of working with their memory as they get older. The teacher's important role is to help the student develop good strategies. Since the ability of learning how to learn will, as is the case with many other abilities, develop with practice, the teacher should explain and demonstrate these strategies effectively and provide students with the opportunity to apply them (Proctor et al.1997).

Mayer (1988) gives two reasons to explain students' inability to effectively use learning strategies: 1) the student not knowing the learning strategy, and 2) not knowing when and how to use the learning strategy. As the students' success depends to a great extent on be aware of their learning ways depend on learning styles and directing their own learning, starting from primary education, teachers should teach these strategies to their students and at the same time constitute a role model by using these strategies in their lessons. There is an especially clear link between students' classroom achievement and teachers showing their students how to learn. Teachers need to ensure that students learn a difficult subject by simplifying, making it understandable using learning strategies (Cooper&McIntyre 1998). Chalkley et al. (2000) state that the student is able to achieve academic success even in situations where the education is poor, provided she has the opportunity to access the source, is willing, able and highly motivated to study. However, the real decisive element of effective education is the teacher helping the student learn and effectively raising the quality of instruction.

1.2. Learning of Geography

Geography is a discipline that studies, within its distinctive principles, the characteristics of the natural environment humans occupy, and the human and economic activities they exhibit as a result of their interaction with this environment (Şahin 2003;Özçağlar 2001).Geography explains the obtained outcomes by creating a synthesis.When we perceive geography as a field of academic investigation that attempts to understand the environment, the aim of teaching should be to approach the issue from two aspects according to the students' requirements.The first of these is the student's learning modality and the second is the discipline itself. Geography education should both develop the students' learning ability and help them acquire information and skills relating directly to the discipline (Aklan & Kurt 1998).In formal educational institutions students are expected to learn a large amount of information. Geography is also a field where students learn verbal information, many concepts and principles. If this information is not rendered meaningful for the students, it will drive the students to memorizing. Consequently, the geography lesson is generally perceived as a subject requiring memorization of data such as capitals, mountains, rivers, places where agricultural products are grown and minerals are mined.Learning strategies are necessary in order to make geography lessons more meaningful for students and to facilitate learning specific data that need to be memorized.In short, in order to achieve

effective learning in geography, students are expected to utilize learning strategies required by the subject at every level of education starting especially in primary education. For this purpose, teachers need to leave the traditional instruction mentality behind and equip themselves with skills and an understanding of how to manage individual learning. Teachers need training in order to acquire these skills.

As is the case in many disciplines, in geography lessons also, the majority of students tend to memorize the subjects because they do not know how to effectively use learning strategies. They cram prior to an exam and a lot of the information is forgotten a few days later (Dembo 2000). Consequently, learning, this is defined as “behavior change with lasting impression as a result of experience” (Fidan 1985), is not fully accomplished. The students themselves develop learning strategies through active participation in the task of learning, and every student has her own learning strategy. Students learn these strategies by trial and error through their own experiences or with the help of others (Erden 2000). Therefore, the learning strategies students adopt in geography should be identified and the ineffective ones among these should be determined, taking into account the fact that every individual has different characteristics. Effective strategies should be taught instead of the ineffective strategies identified.

Which learning strategy will help the student learn better? Can the student use the learning strategy they use for learning math when studying geography? The answers to such questions can be found by analyzing learning strategies. Learning approaches have been the subject of many studies in various disciplines for many years. The latest studies are based on Marton and Saljö's (1976) learning comprehension and Biggs (1987), Envisle and Ramsden's (1983) work on learning approach, which establishes the formation of deep and surface learning (Nijhuis, Segers & Gijsselaers, 2005). In our country to determine students' learning strategies some surveying instruments such as; foreign languages, psychology and biology were developed. During literature searching on learning strategies, (Açıkgöz 1998; Babadoğan 1994; Özden 2003; Öztürk 1995; Senemoğlu 1998; Talu 1997; Yaşar 1992; Yüksel 2001; Saban 2000; Gürşimşek 2002) on mathematics, preschool and biology (Çiftçi 1998; Ellez 2004; Hamurcu 2002; Sucuoğlu, 2006) and on geography learning, (Akınoğlu 2004; Manahan 2006; Kagoda 2009) were discovered. However, no developed tool of measurement to observe the learning strategies used for geography by the students has been seen. The need for a reliable instrument with which to probe teachers' in the teaching of geography let Karadeniz and Bilgi (2010) developed of “a scale geography learning strategies”. This scale has dispelled this deficiency. It is considered that this survey will be useful to observe the learning strategies of the students for geography, to find out the ineffective learning strategies used by the students, to make it effective to fulfill this gap in geography teaching and to help the literature.

1.3. The Aims of the Research;

1. To improve an available and reliable scale for the students at the department of Elementary Learning Education at Education Faculty to use in Geography lesson.
2. What is the scale of learning strategies used by the students of Primary School and Social Science Education students?
3. Is there a significant difference between the learning strategies used by the students at Elementary Learning Education and Social Science Education?
4. Is there a significant difference between the learning strategies which at 1st and 4th level students of Elementary Learning Education and Social Science Education use?
5. Is there an important difference a money the varieties like the sexes, university entering points, academic success and the perception of Geography?

2.METHOD

2.1.Study Universe and Sample

The study was conducted with the participation of 423 freshmen and senior student teachers in Ondokuz Mayıs University, Samsun Education Faculty, Primary Education Classroom Teaching Department and Primary Education Social Sciences Education Department.

2.1.1. Development of the Questionnaire

The progress stages in the development of Geography Learning Strategies Survey (GLSS) are as follows:

1) Gerating the Item Pool: For generating the item pool, first a literature review was social sciences education departments were asked, "How do you study for the geography lesson?" and requested to write an essay. The student teachers' responses were itemized according to their common characteristics and 50 items were created by taking into consideration the previous scales developed.

2) Taking Expert Opinions: The opinions and suggestions regarding the identified items were sought of experts who are working as lecturers and research assistants in Ondokuz Mayıs University, Faculty of Education, Department of Pedagogical Sciences, Department of Primary Education and Department of Secondary Education Social Sciences Education, Division of Geography Education. Information was obtained regarding the content validity of the survey and corrections were made in line with the expert opinions and suggestions.

3) Trial Implementation: The trial questionnaire in accordance with the expert opinions and suggestions were applied to a group comprising 100 student teachers. The items that student teachers found difficult to understand were revised.

4) Geography Learning Strategies Scale: Following changes and corrections in line with all stated opinions and suggestions, the 29-item trial questionnaire was applied to freshmen and senior student teachers at Ondokuz Mayıs University, Faculty of Education, Department of Primary Education, Classroom Education and Social Sciences Education.

5) Choosing the Sentences as a Result of the Implementation: Factor analysis and reliability analysis was performed on the data obtained from the 29-item trial questionnaire.

Table1: Learning Strategies of Geography

Strategies	Technique
Basic Information	7. I try to see the difference in the information, fact and events in the text. 11. I generate questions on Geography and the answer them. 13. I try to simplify what I read in Geography. 15. I link my previous knowledge with my new information in Geography 19. I derive words which will remind me of the information I find difficult to learn 21. I find the similarities amend what I read 28. I try to observe what I've read in my surrounding 30. I classify the information I read according to common
Complex Memorizing	9. I take down the information I obtain 14. I take the importation I obtain 22. I explain out the subject I study loud to myself 25. I prepare study papers in Geography 46. I summarize the subject I read 47. I write down the outline of the subject I read in text.
Watching the Compression	23. I discuss the Geography subjects with my friends or talk about them 31. I use the computer while revising Geography subjects 34. I adapt the information I've replied acquired to songs and sing out loudly. 35. I ask my friends to read the geography subjects while I follow from the text 36. I create the concept map of the subject while studying Geography 45. I study Geography by listening to the recordings I made while the lesson was being given
Complex Organization	17. I mark the important parts in the text while studying 18. I underline the parts, important for me, after reading the geography text
Audio	1. I organize my environment to study before I study for the geography lesson 41. I start studying for Geography lesson rested well mentally and physically 43. I try to overcome my fear and anxiety of failing to be successful in the Geography lesson 44. I read the subject or the text again and again
Learning Depend on Resources	4. I solve the tests on the subject of Geography 5. I research the subject from different recourse while studying Geography 50. I use an atlas Geography lessons

The operations carried out in the factor and reliability analyses are stated below:

- a) Factor analysis was conducted on the 29 items and items with a factor loading above 0.30 were selected. Six factors were identified in GLSS. The structural validity of the questionnaire items and whether the survey is multi-dimensional was tested using factor analysis. When the factor analysis results and item-total correlation values are examined, it we observe that the 29 items in the questionnaire have six factors according to eigenvalue scale. The questionnaire accounts for 52.409 of the total variance. According to this, the six factors together, which emerged as the important factors in the analysis, explain the majority of the total variance in the items and the variance relating to the scale. The results of the factor analysis conducted indicate that the Geography Learning Strategies Survey clusters in six sub-dimensions. The internal reliability coefficient of each sub-dimension was calculated. According to this, the first sub-dimension indicates $\alpha 0.78$ value, the second sub-dimension $\alpha 0.77$, the third sub-dimension $\alpha 0.73$, the fourth sub-dimension $\alpha 0.79$, fifth sub-dimension $\alpha 0.64$ and the sixth sub-dimension $\alpha 0.55$.
- b) For the findings relating to the reliability of the survey, item-total correlation values of each item in the scale were calculated using the reliability coefficients obtained using Cronbach alpha and split half test method. The Cronbach alpha reliability coefficient, which is calculated to determine the survey's internal consistency, was found to be 0.87. The reliability coefficient of the geography learning strategies survey obtained using the split half test method was determined as 0.65 ($r = 0.82$ for the first section; $r = 0.75$ for the second section).
- c) As a result of the factor and reliability analyses, 29 items each of which measure a different strategy were identified (Table 1).

The survey also includes some personal details about the student teachers. This information is gender, department in which they are registered at the university, class year, admissions exam score type, geography subject academic success, and interest perception. The characteristics relating to the sample profile are shown in Table 2.

Table 2: Sample Profile

Characteristic
Gender: 53% female; 47% male
Class: 44% 1 st year (freshmen); 56% 4 th year (senior)
Departments: 45% social sciences education; 55% primary school education
Admissions exam type: 55% equal-weighted; 45% verbal-weighted
Academic success in geography subject (ASGS): 62% medium; 32% high; 6% low
Interest perception in geography subject (IPGS): 48% high; 43% medium; 9% low

3. FINDINGS

This section includes the findings and comments relating to the distribution of the scores obtained from the survey items. Independent samples t-test and one-way ANOVA for independent samples analyses were used to determine whether the differences observed between the sub-groups which form the sample were statistically significant.

3.1. Sample Profile

3.1.1. Gender

The t-test results of the geography learning strategies survey (GLSS) scores of the student teachers who participated in the study according to gender variable are shown in Table 3. As presented in Table 3, the student teachers' survey scores exhibit a significant difference according to gender [$t(420) = 2.46; p < 0.05$]. The female student teachers' survey scores are $x = 96.80$; male student teachers' survey scores are $x = 93.14$. The findings obtained indicate that the usage frequency of learning

strategies for geography lesson is significantly higher in female student teachers compared to male student teachers.

Table 3: T-test Distribution of According to Gender

Gender	N	x	S	sd	t	significance
Female	226	96.80	14.12	420	2.46	significant
Male	196	93.14	16.30			

[t(420) = 2.46 ; p < .05]

3.1.2. Class year

The t-test results of the student teachers' GLSS scores according to their class year are shown in Table 4. As seen in Table 4, the analysis results indicate that there was no significant difference between the students' average GLSS scores when controlled for class year [t(421)=0.08, p > 0.05]. The arithmetic average of the senior student teachers' scores from the survey items is x=95.09, whilst the arithmetic average of the scores of freshmen student teachers is x=95.21.

Table 4: T-test Distribution According To Class Year

Class year	N	x	S	sd	t	significance
1st year (Freshmen)	186	95.21	15.78	421	0.08	insignificant
4th year (Senior)	237	95.09	14.89			

[t(421) = 0.08 ; p < .05]

3.1.3. Score Type

The t-test results of the student teachers' survey scores according to the admissions exam type are shown in Table 5.

Table 5: T-test Distribution According To Admissions Exam Type

Exam Type	N	x	S	sd	t	significance
Verbal	192	96.75	15.34	421	1.97	significant
Equal-weighted	231	93.81	15.11			

[t(421) = 1.97 ; p < 0.05]

The analysis results presented in Table 5 indicate that there is a significant difference in the student teachers' survey scores when controlled for admissions exam type [t(421) = 1.97; p < 0.05]. The survey scores of the student teachers whose admissions exam type was verbal is x = 96.75; the survey scores of the student teachers whose exam type is equal-weighted is x = 93.81. These findings establish that according to the program they study, the frequency of using learning strategies for geography lesson is significantly higher among student teachers who entered with verbal grade type compared to the student teachers who entered with equal-weighted grade type.

3.1.4. Department

The t-test results of the student teachers' GLSS scores according to the academic department in which they are registered are shown in Table 6.

Table 6: T-test Distribution According To Department

Department	N	x	S	sd	t	significance
Social Sciences Education	192	96.75	15.34	421	1.97	significant
Primary School Education	231	93.81	15.11			

[t(421) = 1.97 ; p < 0.05]

The analysis results presented in Table 6 indicate that there is a significant difference in the student teachers' survey scores when controlled for academic department [t(421) = 1.97; p < 0.05]. The survey scores of the student teachers studying in the Department of Social Sciences Education is x=96.75; the survey scores of the student teachers studying in the Department of Primary School

Education is $x=93.81$. The findings indicate that the frequency of using learning strategies for geography is significantly higher in student teachers studying in the Social Sciences Education department compared to the student teachers studying in the Primary School Education department.

3.1.5. Academic success in geography subject (ASGS)

The results of the One-Way ANOVA of the GLSS scores of the participant student teachers according to academic success are shown in Table 7.

Table 7: Scores Of The Sample Group According To Academic Success in Geography Lesson

Source of variance	KT	sd	KO	F	significance
Intergroup	5907.800	2	2953.900	13.410	significant
Intergroup	92513.113	420	220.269		
Total	98420.913	422			
Academic success in geography subject (ASGS)			N	x	SS
High			134		99,52
Medium			261		94,01
Low			28		84,78
Total			423		95,14

The analysis results presented in Table 7 indicate that there is a significant difference in the student teachers' survey scores in terms of academic success in geography subject (ASGS) [$F(2-420)=13.41$; $p < 0.05$]. According to the results of the LSD test conducted in order to investigate between which academic success levels for geography lesson there was a difference, significant differences exist between low success level ($x=84.78$), medium success level ($x=94.01$) and high success level ($x=99.52$). The findings establish that student teachers who achieve high academic success employ learning strategies at a higher rate than student teachers with low or medium level academic success.

3.1.6. Interest Perception for Geography Subject (IPGS)

The One-Way ANOVA results of the participant student teachers' GLSS scores according to geography lesson interest perception are shown in Table 8. The analysis results presented in Table 8 indicate that there is a significant difference in the student teachers' survey scores in terms of interest perception in geography subject (IPGS) [$F(2-420)=20.23$; $p < 0.05$].

Table 8: Scores Of The Sample Group According To Interest Perception in Geography Lesson

Source of variance	KT	sd	KO	F	significance
Intergroup	8647.948	2	4323.974	20.230	significant
Intergroup	89772.964	420	213.745		
Total	98420.913	422			
Geography lesson interest perception (IPGS)			N	x	SS
High			204		99.25
Medium			182		92.68
Low			37		84.62
Total			423		95.14

According to the results of the LSD test conducted in order to investigate between which perception levels there was a difference, significant differences exist between low interest perception ($x=84.62$), medium interest perception ($x=92.68$) and high interest perception ($x=99.25$). The findings establish that for geography lesson the frequency of employing learning strategies is significantly higher in student teachers with a high interest perception compared to student teachers with low or medium level interest perception.

4. DISCUSSION

In this study, a survey research was conducted for the purposes of identifying the learning strategies employed by student teachers when used in their geography lesson. This section includes the

findings and comments relating to the distribution of the scores obtained from the survey items. Independent samples t-test and one-way ANOVA for independent samples analyses were used to determine whether the differences observed between the sub-groups which form the sample were statistically significant.

Learning strategies were defined in three groups by O'Melly and his friends with Nisbett and Shuekssmith (1988), in two by Kirby (1984) (Qtd. in Hamurcu 2002), in seven by Öztürk (1995), in three in the name of "Repetition, Giving meaning and Organization strategies" by Selçuk (2001). In the light of the classification made by (Özer,2002), Weinstein and Mayer (1986) the learning strategies used in Learning Strategy Scale of Geography are grouped in six as basic organization, complex memorizing, watching comprehension, complex organization, learning in a resource and audio. The item "I take down the important points" which takes place in complex memorizing strategy is one of the most common used items. 44% of the students declare that they always use the technique "Taking notes of the important points", in item 14, while studying geography. Another strategy that 42% of the students stated that they "always" use while studying for geography lesson is the "marking the important points" strategies. 41% of the students state that "underlining" is "always" used as another strategy included in the complex organizational strategies.

It was identified that among the items included in the GLSS survey, the strategy with the highest rate of usage frequency was located in the item 21. Relating to the item "I find similarities between what I read", 47% of the participant student teachers stated that when studying for geography lesson they use the "finding similarities" strategy, which is among the basic organizational strategies "most of the time." It was identified that 42% of student teachers in the sample use the "Identifying differences" strategy (item 7), 40% "making connections" (item 15), 39% "concentrating" (item 41), 36% "making notes on paper or notebook" (item 9), 35% "grouping" (item 30), 32% "preparing study papers" (item 25), and 29% use the "motivation" strategy (item 1) "most of the time" when studying the geography lesson.

The complex memorizing strategy in the item "I make notes of important points when studying geography" is among the items with a high usage frequency within the survey items. Forty-four per cent of the student teachers stated that when studying for geography lesson they "always" use the "making notes of important points" tactics in the item 14. Another strategy that 42% of the student teachers stated that they "always" use when studying for geography lesson is the "marking the important parts" strategy, which is among the complex organizational strategies. Forty-one per cent of student teachers state that "underlining" is "always" used as another strategy included in the complex organizational strategies. Among the strategies that the sampled student teachers stated that they "occasionally" use when studying for geography lesson are "researching from resources" (i.5) with 35% "initiating discussion on the subject" (i.23) with 32%, and "generating questions" (i.11) with 31%.

We determined that 71% of the student teachers who participated in the study "never" use the "revising using voice recordings" tactics (i.45), which is among the tracking comprehension strategies when studying geography. Furthermore, it was identified that 65% of the student teachers in the sample "never" use the "ask friend to read out loud" strategy (i.35), 63% "never" "adapt to song and sing out loud" (i.34), and 28% "never" use the "revise using a computer" strategy (i.31). Moreover, it was established that 30% of the student teachers "rarely" use the "drawing a concept map" strategy (i.36).

The findings acquired explain that the using frequencies of learning strategies of the students entering university with the quantities point are meaningfully higher than those of the students entering university with equal weighted point for geography class, which figures out the importance of background in accepting of the students to universities. The effects of the sex on learning strategies should be searched with a variety of groups and compared as well. The reasons of the situation should be determined with a more detailed study for male students. That there is no having a considerable difference in respect of the classes studying provides some problems occurring in learning of the students studying at Education faculties. And not determining of behavioral change is thoughtful and the reasons should deeply be searched. What is more, the level of the class and the effects of age on learning strategies ought to be searched with further studies. As there is a direct rate between the interest and the use of frequency of learning strategies of the students to geography, the students'

attention to the class should be increased. The learning strategies should be taught to the teacher candidates in methodology classes. The study should be carried out in every step of Education.

5.CONCLUSIONS

It is clearly understood that the students with high academic success for Geography lesson much frequently used the learning strategies compared to the learning strategies of the students with low and moderate academic success for geography lesson. Furthermore, students with high relevance perception for geography much frequently used the learning strategies compared to the student with low and moderate relevance perception for geography. Here, it is clear that learning strategy is in a close relationship with academic success and interest. Significant differences were found in the points of frequency of using the learning strategies for geography lesson related with the types of programme entrance point and between university students attending department of elementary learning education and the students of the social sciences education department.

Geography, a branch between the disciplines of science and social science, involves a lot of terms and incidents. During the learning of these terms and knowledge, there are a lot of factors like life and affection, maturing, being ready, ability, interest, aim, memory, individual differences, surrounding factors, situation, teachers, teaching techniques and learning strategies. A lot of researches have recently been in the field of teaching geography at primary and secondary schools. In a survey by Akınoğlu (2003), the students have some difficulties in geography learning as they don't know the learning strategies. It is also declared that the teachers don't create different learning situations and lead them in teaching the learning. It is mainly the university which creates the problems in geography teaching at primary and secondary schools. Because the teachers of geography are educated at universities. The students using effective strategies, as a result, learning effectively can only be graduated by well educated teachers. From this point, the teachers of future, to be effective in teaching primary and secondary school geography and to be able to teach how to learn in geography lessons, should first be aware of their own learning strategies. Not only should the teachers adequately cover learning strategies but also be able guide the students to acquire and apply the learning strategies suitable for the students to learn how to learn, how to remember, how to motivate himself, and how to control and direct his own learning effectively (translated by Senemoğlu 1998 from Weinstein&Mayer 1986). So, a good geography education involves teaching the students how to think strategically and how to organize their learning. Realizing this will occur with the use of learning strategies in the learning process.

The student teachers at Social science and primary school teaching departments of education faculties are inefficient at geography learning strategies and as a result they can't use them. It is found that the student teachers mostly use the "taking notes", "underlining" and "marking the important points" of organization strategy. However, their rarely using the technique of "creating the concept and knowledge map" and their sometimes using the techniques of "searching from resources", "discussion on the subject", "deriving questions" is the big inefficiency of the teachers of the future. One of the reasons of the problems in teaching and learning geography, a complex subject, in primary and secondary schools is observed in this point. This survey on geography learning strategy can be made detailly according to different varieties. It is thought that some lesson-in and lesson-out activities should be done to overcome the student teachers' problems in geography learning strategy.

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Geniş Özet

Günümüzde insanların sosyal, kültürel, bilimsel alanda gerçekleşen yeniliklere ve yaşanan gelişmelere ayak uydurabilmeleri ve özellikle yeni bilgilere ulaşabilmeleri ayrı bir önem taşımaya başlamıştır. Öğrenen merkezli öğretim süreçlerinin sürekli vurgulandığı şu günlerde bireylerden bilgiye ulaşabilmeleri, ulaştıkları bilgileri yorumlayıp kullanabilmeleri ve mevcut bilgiler ışığında yeni bilgiler ortaya koyabilmeleri beklenmektedir. Bireylerin bu özelliklere sahip olabilmeleri için nasıl öğrendiklerinin farkında olmaları gerekmektedir. Bireylerin nasıl öğrendiklerinin farkına varmaları, bilgiye ulaşabilmeleri, ulaştıkları bilgileri yorumlayıp kullanabilmeleri ve mevcut bilgiler ışığında yeni bilgiler ortaya koyabilmeleri öğrenme stratejilerini öğrenmeleri ile olanaklı hale gelmektedir. Ancak okullarda bunun gerçekleştirilebilmesi etkili öğrenme yeterliğine sahip öğrencilerin varlığı ile mümkün olabilecektir.

Coğrafya, öğrencilerin birçok sözel bilgi, kavram ve ilkeyi öğrendiği bir alandır. Birçok alanda olduğu gibi coğrafya derslerinde de öğrencilerin büyük çoğunluğu öğrenme stratejilerini etkili kullanmayı bilmedikleri için konuları ezberlemeye yönelmektedirler. Bu nedenle öğrencilerin coğrafyada kullandıkları öğrenme stratejilerinin saptanması ve bu stratejiler arasından etkisiz olanların ortaya çıkarılması, her bireyin farklı özellikleri olduğu göz önünde tutularak belirlenen etkisiz stratejilerin yerine etkili stratejilerin öğretilmesi gerekmektedir. Ülkemizde ilk, orta ve yükseköğretim kurumlarında coğrafya öğretiminin yaşadığı birçok sorunun asıl kaynağını yükseköğretim oluşturmaktadır. Çünkü ilk ve ortaöğretim kurumlarında coğrafya öğretimini gerçekleştirenler, yükseköğretim kurumlarında yetişmektedirler. Etkili stratejiler kullanan ve dolayısıyla etkin öğrenen öğrenciler, bu konuda iyi eğitim almış öğretmenler tarafından oluşturulur. Bu düşünceyle ilk ve ortaöğretimde coğrafya öğrenme sürecinde rol oynayan geleceğin öğretmenlerinin, coğrafya öğretiminde etkili olabilmeleri, coğrafya derslerinde öğrenmeyi öğretebilmeleri için, öncelikle kendi öğrenme stratejilerinin farkında olmaları onların iyi birer eğitimci olabilmeleri için önemli görülmektedir.

Ülkemizde öğrencilerin kullandıkları öğrenme stratejilerini belirlemek amacıyla değişik alanlarda geliştirilmiş veya kullanılmış ölçekler bulunurken coğrafya alanına özgü herhangi bir ölçme aracına rastlanılmamıştır. Bu nedenle sunulan çalışmada öncelikle geçerli ve güvenilir bir ölçek geliştirilmiştir. Yapılan bu çalışma ile, öğrencilerin coğrafya derslerinde kullandıkları öğrenme stratejilerinin belirlenmesi, öğrencilerin kullandıkları etkisiz öğrenme stratejilerinin tespit edilmesi ve etkili hale getirilmesinin coğrafya eğitimi alanında belirlenen boşluğu dolduracağı ve literatüre katkıda bulunacağı düşünülmektedir. Ayrıca İlköğretim Bölümü Sınıf Öğretmenliği ve Sosyal Bilgiler Öğretmenliği Anabilim Dalı öğrencilerinin kullandıkları öğrenme stratejileri belirlemek ve bu iki program arasında kullanılan öğrenme stratejileri açısından farklılık olup olmadığını belirlemek amaçlanmıştır. Aynı zamanda Sınıf Öğretmenliği ve Sosyal Bilgiler Öğretmenliği 1. ve 4. sınıf öğrencilerinin kullandıkları öğrenme stratejileri arasında anlamlı bir fark var mıdır? Ankete katılan öğrencilerin cinsiyet, bölüme yerleştirme puan türü, coğrafya akademik başarı ve coğrafya ilgi algısı gibi değişkenlere göre kullandıkları öğrenme stratejileri arasında anlamlı bir fark var mıdır? Sorularına da cevap aranmaktadır.

Sunulan çalışmada, 423 Eğitim Fakültesi öğrencisinin içinde buldukları zamana kadar aldıkları coğrafya derslerini göz önünde bulundurularak, coğrafyada kullandıkları öğrenme stratejilerinin incelenmesi amacıyla, bir anket araştırması gerçekleştirilmiştir. Coğrafya Öğrenme Stratejileri Anketi (CÖSA)'nin geliştirilmesinde kaydedilen aşamalar şunlardır: Madde havuzunun oluşturulması, uzman görüşünün alınması, deneme uygulaması, anket uygulaması ve uygulama sonunda cümlelerin seçilmesi. Anket uygulaması ile elde edilen veriler belirlenerek yorumlanmıştır. Anket maddelerinin yapı geçerliği ve anketin çok boyutlu olup olmadığı, faktör analizi ile sınanmıştır. Faktör analizi sonuçları ve madde-toplam korelasyon değerleri incelendiğinde, ankette yer alan 29 maddenin, öz değer ölçütüne göre altı faktörlü olduğu görülmüştür. Coğrafyada kullanılan öğrenme stratejileri anketinin belirlenen alt boyutları; 1. Temel örgütlenme, 2. Karmaşık ezber, 3. Anlamayı izleme, 4. Karmaşık örgütlenme, 5. Duyuşsal stratejiler ve 6. olarak da Kaynak yardımcı öğrenme stratejisi olarak adlandırılan altı alt boyutta toplandığı görülmüştür.

Araştırma, coğrafya dersi için yüksek akademik başarıya sahip olan öğrencilerin, zayıf ve orta akademik başarıya sahip olan öğrencilere göre, öğrenme stratejilerini kullanma sıklıklarının, anlamlı şekilde daha yüksek olduğunu ortaya koymuştur. Bir diğer önemli araştırma bulgusu, coğrafya dersi için yüksek ilgi algısına sahip olan öğrencilerin, zayıf ve orta ilgi algısına sahip olan öğrencilere göre, öğrenme stratejilerini kullanma sıklıklarının anlamlı şekilde daha yüksek olduğu bulgusudur. Coğrafya öğrenme stratejilerini kullanma sıklıkları açısından program, programa giriş puan türü ve cinsiyet değişkenleri arasında anlamlı farklılıklar belirlenmiştir.

“Coğrafya çalışırken önemli noktaları not alırım” maddesindeki karmaşık ezber stratejisi, anket maddeleri arasında bulunan, kullanım sıklık oranı yüksek olan maddeler arasında bulunmaktadır. Öğrencilerin % 44’ü, Coğrafya dersine çalışırken, 14. maddede yer alan “önemli noktaları not alma” tekniğini “her zaman” kullandıklarını ifade etmişlerdir. Öğrencilerin % 42’sinin, Coğrafya dersine çalışırken “her zaman” kullandıklarını ifade ettikleri diğer strateji, karmaşık örgütlenme stratejileri arasında yer alan “önemli yerleri işaretleme” stratejisidir. Öğrencilerin % 41’i tarafından “her zaman” kullanıldığı belirtilen “altını çizme” stratejisi ise, karmaşık örgütlenme stratejileri arasında yer alan bir diğer stratejidir.

CÖSA anketinde yer alan maddeler arasında bulunan, kullanım sıklık oranı en yüksek olan stratejinin 21. maddede yer aldığı belirlenmiştir. “Okuduklarım arasındaki benzerlikleri bulurum” maddesi ile ilgili olarak, araştırmaya katılan öğrencilerin %47’si, Coğrafya derslerinde, temel örgütlenme stratejileri arasında yer alan “benzerlikleri bulma” tekniğini “çoğu zaman” kullandıklarını belirtmişlerdir. “Farklılıkları bulma” tekniğini (madde 7), örnekleme alınan öğrencilerin % 42’si, “bağ kurma” tekniğini (madde 15), öğrencilerin % 40’ı, “dikkat toplama” tekniğini (madde 41), öğrencilerin %39’u, “kağıda ya da deftere not alma” tekniğini (madde 9), öğrencilerin % 36’sı, “gruplandırma” (madde 30), % 35’i, “çalışma kağıtları hazırlama” (madde 25), % 32’si ve “motivasyon” stratejisinin (madde 1), öğrencilerin % 29’u tarafından Coğrafya derslerini öğrenirken, “çoğu zaman” kullanıldığı belirlenmiştir.

Elde edilen bulgular, öğrenim görmekte oldukları programa göre, sözel puan türüyle giren öğrencilerin, eşit ağırlık puan türüyle giren öğrencilere göre, coğrafya dersi için öğrenme stratejilerini kullanma sıklıklarının, anlamlı şekilde daha yüksek olduğu anlaşılmaktadır. Bu durum bölümlere öğrenci alımında alt yapının önemini ortaya koymaktadır. Cinsiyetin öğrenme stratejileri üzerine etkileri farklı gruplarda da yapılmalı ve farklı alanlardaki çalışmalarla karşılaştırılmalıdır. Erkek öğrencilere yönelik daha detaylı bir çalışmayla öğrenim stratejilerini daha az kullanmalarının nedenleri tespit edilmelidir. Öğrenim görmekte oldukları sınıflara göre anlamlı bir fark bulunmaması, bir davranış değişikliğinin tespit edilememesi düşündürücüdür. Öğrencilerin coğrafya derslerine olan ilgisiyle öğrenme stratejilerini kullanma sıklığı arasında doğru bir orantı çıktığından öğrencilerin derse olan ilgilerinin artırılması sağlanmalıdır. Sınıf düzeyi ve yaşın öğrenme stratejileri üzerine etkileri başka çalışmalarla derinlemesine araştırılmalıdır.