

THE EFFECT OF LEARNING STRATEGY BASED ONLINE ACTIVITIES ON STUDENTS' LEARNING STRATEGY CHOICES AND COGNITIVE LOAD

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Abstract

The purpose of this study was to define the impact of learning strategy based online activities on students' learning strategy choices and cognitive load. This study was conducted by using quasi-experimental design (pre-post test control group). The study was carried out in 2014-2015 academic year with the participation of 57 students from 5th grade of an official Middle School in Ankara. Students in both study groups were given 8 hours learning strategy awareness course in computer laboratory. In this course 6 activities were performed by the students. After awareness course, students in both groups fulfilled 6 unstructured activities developed for getting students' choices on strategies, by using Moodle environments. According to the study results; students in both groups prefer rehearsal and attention strategies more than elaboration and organizational strategies. The result of the study revealed that there was no significant difference between cognitive load test scores of study groups. The cognitive load levels of each environment indicated that students had low-level cognitive load at performing "using studying assistances" and "using grouping" activities. As a result, students preferred strategies on which they were loaded with low-level cognitive load more than strategies on which they were loaded with high-level cognitive load.

Keywords: e-learning, learning strategy, cognitive load.