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OPENING SPEECH

Dear our audience,

It gives me great pleasure to extend to you all a very warm welcome on behalf of the organizing committee. It is an opportune time to have collaboration with other researchers and discuss problems of mutual interest with participants from the world now.

First of all, we need to thank our rector again for his support to this organization. There were over 109 accepted abstracts and 6 invited speakers as they can be seen from our conference website. Unfortunately, we have got 45 submitted full papers and posters in our conference proceedings. Finally, we would like to reveal that our aim is to gather over 1000 participants from all over the world in the near future. Make sure that we will do our best to reach this aim as we have been doing for all our involved social and scientific works.

We would like emphasize the importance of the use of energy sources efficiently again here. We are in a new period where we should surpass traditional power generating systems, owing to critical energetic, environmental and sustainability subjects.

The existing energy situation of the world has presented some difficulties to be solved such as the integration of clean energy generation and the usage of efficient high-power and energy storage systems. The energy industry has to struggle against difficulties brought by the integration of renewable energy systems regarding with reliability and stability of the power grid. In any case, it becomes extremely significant to benefit from energy storage systems in order to stabilize and improve the efficiency of the power systems using ultimate generation batteries, ultra-capacitors, hydrogen based systems and mechanical systems, among others. Recently, the power electronics suggests effective way outs to be applied to the new spread energy grid idea.

A micro power generation with diesel systems and renewable energy is considerably depending on instabilities directly attributed to the fluctuations and the range ability of the resources. It seems extremely suggested to use storage units in order to confirm the accessibility of energy, endurance and efficiency of the system. Consistent with the formulation of the problem of energy storage, time or regularity properties tied to the existing technologies should be connected to the problem of multi-objective management of energy. The related offered proposals deal with strategies for managing energy in a power system including wind, diesel engine, flywheel, battery and super capacitor as hybridization nominees.

In concluding, I wish you every success in your deliberations and a very pleasant stay in Istanbul.

Regards,

Somchai Wongwises

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INTERNATIONAL CONFERENCE ON ADVANCES IN ENGINEERING SCIENCES: ICAES2017
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THE INVESTIGATION OF THE ONLINE PEDAGOGICAL FORMATION STUDENTS' ACADEMIC ACHIEVEMENTS ACCORDING TO LEARNING STYLES AND GENDERS

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ABSTRACT

This study was carried out to investigate whether the academic success of the students taking the Pedagogical Formation Education courses in the online learning environment at Sakarya University changed according to their learning styles and genders. The cross-sectional scanning model was used in the research. Of the students who participated in the survey, 158 (58.1%) were female and 114 were female. Of the students, 188 (69.1%) were the only students while 84 were working in addition to their studentships. Research 1 measurement tool was used in the study. This tool is Kolb's learning style inventory. Besides this tool, it is the academic success scores that students have achieved as a result of pedagogical formation training. Among the students participating in the research, 98 (36%) were found to have a converger learning style, 27 (9,9%) assimilator, 94 (34,6%) accomodator and 53 (19,5%) diverger learning style. Age ranges of students were between 18 and 30 and the average is 21.76 (1.78). Academic success scores range from 15 to 100. The mean of academic success scores (SS) is 58.81 (15.91). This range is above the average level. In the survey, the data were obtained by hand distribution of the questionnaire and taking academic success scores from the pedagogical formation unit. In the analysis of the data, t-test and one way analysis were used. The results of the study showed that the means of academic success scores of students with the converger learning style (X = 66,42) and students with the accomodator learning style (X = 66,66) were found to be significantly higher than the students with assimilator (X = 39,31) and diverger (X = 40,78) learning styles. This finding suggests that students with learning-based learning style have higher academic success in online learning environments than students with an application-based learning style. This is an expected finding. Because in the online learning environment, online videos, live lectures and electronic lecture notes and e-mailing are included. In this respect, lessons are aimed at watching rather than practicing. Furthermore, it is known that only seven surveyor's theoretical and practical applications of the seven grades are required by the calculation-based application. In this respect, it is natural that the learning styles based on the watching in the theoretical courses are successful. There was no statistically significant difference in academic success scores according to gender in the study (t270 = -1.49, p> .05). Again, there was no statistically significant difference in the academic success scores of students who did or did not work (t270 = -1,37, p> .05). In these findings, designing lessons suitable for application-based learning styles in lessons for online learning environments is suggested for academic success

INTRODUCTION

The rapid progress of technology in many areas affects human life. This development is felt directly or indirectly in human life. Emerging technology is used in medicine, military, business field and also in the education field. In addition to technology, many changes and developments can be seen in education and training. This presents various opportunities for teachers and learners.

Nowadays, it is observed that smartboard, projection, computer, tablet, television, etc. are used in education foundations. However, they use the course content prepared by the trainers as a material in various platforms and in their lessons. When preparing the content, they can access the desired information instantly by the developed technology. Along with the use of technology in education, the structure of traditional education has inevitably changed (Yılmaz and Horzum, 2005). Together with these changes, education and learning has emerged between the four walls, making online learning without time and place boundaries.

Online learning can be described as an educational system that provides location and time flexibility, providing audio or video communication with the teacher with the help of internet or intranet and away from the web environment (Halis, 2001). According to Clark and Mayer (2003), online learning is defined as education aimed at promoting learning through the Internet, the network and the computer. Hence, online learning can be expressed as an educational environment that enables interaction between learners and teachers, enabling individuals to learn independently from time and space, using the tools of information and communication technologies.

Through online learning, students can immediately research and learn about topics that are relevant to their interests. However, there is a lot of information to learners in order to take into consideration the differences in information perception, processing, arrangement, problem solving, product presentation, motivation, and learning-teaching processes depending on them (Veznedaroğlu and Özgür, 2005). Kolb described learning in 4 different forms. Students learn by feeling for concrete experience, watching for reflective observation, thinking for abstract conceptualization and finally learning for active experimentation (Aşkar and Akkoyunlu, 1993).

There are many studies in the literature related to online learning or learning styles. Horzum and Çakır (2009) adapted the self-efficacy perception scale for online technology into Turkish. In the study of Jahanbakhsh (2012), a significant relationship was observed between the academic successes of learners with good mathematics knowledge and the academic success of learners with perceptive-intuitive learning styles, the academic success of students with good cognitive abilities, active-reflective learning styles. Çakıroğlu (2013) conducted a study with 62 students online, which revealed that there was a significant relationship between learners' learning styles, working habits, and online learning and performance. Özgür (2013) studied with 311 university students. Distance education students have predominantly learning to diverger and assimilator learning styles and that learning styles do not change according to class level, age, education program and gender. Horzum (2015) found that 277 undergraduates found that cognitive readiness and teaching were an important factor in the willingness, learning and satisfaction to participate in online learning among online students.

There are many studies in the world and in our country examining the online learning styles in terms of various variables. However, it was not found that the students studying on Pedagogical Formation Training studied online learning styles in terms of various variables. Therefore, this study was conducted in order to examine whether the academic successs of the students who took the education courses in the online learning environment by the Pedagogical Formation Education changed according to the learning styles and genders.

RESULTS AND DISCUSSION

Research Model

A cross-sectional survey model, one of the general survey models, was used in the study. In cross-sectional survey studies, measurements are done at once according to the characteristics of the variables to be described.

Research Group

The research was carried out with a total of 272 students from the faculties of sports sciences studying in pedagogical formation education at Sakarya University. Of the students who participated in the survey, 158 (58.1%) were female and 114 were female. Of the students, 188 (69.1%) were only students while 84 were working in addition to their studentships. Among the students participating in the research, 98 (36%) were found to have a converger learning style, 27 (9,9%) assimilator learning style, 94 (34,6%) accomodator and 53 (19,5%) diverger learning style. The ages of the students range from 18 to 30 and the age average was found as (SS) 21.76 (1.78). Academic success scores range from 15 to 100. The average of academic success scores (SS) is 58.81 (15.91) . This range is above the average level.

Data Collection Tools

Research 1 measurement tool was used. This tool is Kolb's learning style inventory. Kolb's learning style inventory has been translated into Turkish by Aşkar and Akkoyunlu (1993). The scale consists of 12 items with four options. Besides this tool, it is the academic success scores that students have achieved as a result of pedagogical formation training. Academic success scores obtained from the achievement test

consisting of 100 questions from the educational sciences were used in the study.

Data Collection and Analysis

In the survey, the data were obtained by hand distribution of the questionnaire and taking academic success scores from the pedagogical formation unit. In the analysis of the data, t-test and one way analysis of variance were used for unrelated samples. The data obtained in the research were entered into the SPSS 13.0 package program and statistical processing was performed.

RESULTS

Firstly, it was examined whether there was any difference in academic success according to the variables of the students' gender and non-student employment. Table 1 shows the data obtained as a result of the t-tests conducted on whether or not to work in a job except from studentship.

"Insert Table 1 here"

When Table 1 was examined, it was found that there was no statistically significant difference in academic success scores according to gender of the students in the survey (t270 = -1.49, p> .05). Again, there was no statistically significant difference in the academic success scores of students who work and those who do not (t270 = -1,37, p> .05).

Secondly, it was examined whether there was any difference according to the learning style variable for the academic success scores. As there were four learning styles, one-way ANOVA analysis was conducted for this variable. The results of the analysis are given in Table 2.

"Insert Table 2 here"

When Table 2 was examined, the academic success scores of the students showed a significant difference according to the learning styles (F (3,268) = 117.61, p <.05). The Bonferroni multiple comparison test was used to determine the learning style of meaningful difference. The academic success scores of the students with the converger (X = 66,42) and accomodator (X= 66,66) learning style were found to be significantly higher than those who have assimilator (X= 39,31) and diverger X= 39,31) learning styles. This finding suggests that students with learning-based learning style have higher academic success in online learning environments than students with an application-based learning style.

CONCLUSION

The purpose of this study was to investigate whether the academic successs of the students who took Pedagogical Formation Education courses in the online learning environment at Sakarya University changed according to their learning styles and genders. For this purpose, it was not found a significant difference between the gender of the students and whether they worked or not and the academic success scores. A similar finding is seen in the study of Horzum (2012). It may be thought that their priorities focus on lectures because they are students and they can be assigned to teaching with the formation certificate, even though they work in a second job as the main reason for this finding.

Secondly, it was found that students' academic success scores differ significantly from learning styles. This finding is similar to Çakıroğlu (2014), Gökalp (2013) and Jahanbakhsh (2012). As a result of this research, it was found that the academic success scores of the students with the converger and accomodator learning style were found to be significantly higher than those who have assimilator and diverger learning styles. This finding is similar in the study carried out by Çakıroğlu's (2014) education faculty students. It has been found out that students with a watching-based learning style have higher academic success in online learning environments than students with an application-based learning style. This is an expected finding. Because in the online learning environment, online videos, live lectures and electronic lecture notes and e-mailing are included. In this respect, lessons are aimed at watching rather than practicing. Furthermore, it is known that only seven subjects' theoretical and practical applications of the seven grades are required by the calculation-based application. In this respect, it is natural that the learning styles based on the watching in the theoretical courses are successful. In online learning environments, designing lessons suitable for learning-based learning styles rather than tracking-based learning styles is suggested for success. It is also suggested that future studies should be carried out in different stages of education.

NOMENCLATURE

Converger learning style,
Assimilator learning style,
Accomodator learning style,
Diverger learning style.

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TABLES

Table 1. Examination of academic success levels of students according to their gender and whether working in a job except from studentship

Factors	Gender	N	$\bar{x}$	S	sd	t	p
Gender	Female	158	57.60	15.81	270	-1.49	0.138
	Male	114	60.50	15.95			
Working/non-working	Yes	84	56.85	16.95	270	-1.37	0.173
	No	188	59.70	15.38			

Table 2. ANOVA table for the changes of academic successs of students in terms of learning styles

Learning Style	N	$\bar{x}$	S		Square total.	sd	Squares mean.	F	p
Converger	98	66.42	10,95	Inter groups	38972.60	3	12990.87		
Assimilator	27	39.31	9,09						
Accomodator	94	66.66	11,32	Intra groups	29603.56	268	110.46	117.61	.00
Diverger	53	40.78	8,65						
				Total	68576.16	271			