



## **Sociability in Online Learning Environment and Association with Cognitive Style**

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### **Abstract**

In the learning environment, the quality of the social interaction is a basic indicator of the efficiency and continuity. Also, in this environment as an important individual factor, which is an indicator of student's social behaviors, cognitive style appears. So, there is an attention regarding to the relationship between cognitive style and social behavior. In this sense, the purpose of this study to investigate the relationships between students' perception regarding to quality of the social interaction in the online learning environment and students' cognitive styles and thoughts of the requirement online learning. The research was carried out on 92 students attending The Department of Computer and Instructional Technology Education of Ankara University and have an experience on online learning environment in the 2009–2010, 2010-2011 academic years. As data collection tools of the study, a group of demographic questions which was developed by the researchers and The Sociability Scale, which was developed by Kreijns, Kirschner, Jochems ve Buuren (2007) and adapted into Turkish by Bardakcı (2010), and Grup Embedded Figure Test, which was developed Witkin, Moore, Goodenough and Cook (1971) and adapted into Turkish by Okman-Fişek (1979), was used. In the study of which analyses process continuous, differentiation of the perceived sociability on the online learning environment regarding to independent variables as if gender, thoughts of the requirement social interaction in the online learning environment and online learning experiment, will be analyzed with independent t-test and variance analysis. Depending on the findings, results of the research and suggestions for next studies will be developed.