

COMPARISON OF STUDENT ENGAGEMENT FROM TWO DIFFERENT UNIVERSITIES IN TURKEY IN TERMS OF TECHNOLOGY INTEGRATION AND CAMPUS CLIMATE

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Abstract

Student engagement was defined as “quality and quantity of students’ psychological, cognitive, emotional and behavioural reactions to the learning process as well as to in-class/out-of-class academic and social activities to achieve successful learning outcomes”. In this study, the purpose was to compare the engagement levels of students from two universities which had different campus structures, climates and cultures with respect to campus, level of technology integration and campus climates. The research data were collected from students attending Yüzüncü Yıl University and Hakkâri University in the Spring Term of the academic year of 2016-2017. As the quantitative data collection tools, “Demographic Information Form”, “Student Engagement Scale”, “Student Perception Scale Regarding Faculty Member’s Competency in Technology Integration” and “Campus Climate Checklist” were used. The findings obtained in the study revealed that Çölemerik Vocational School students at Hakkâri University had higher scores of sense of belonging and campus engagement than the education faculty students at Hakkâri University. The education faculty students at Hakkâri University had higher scores of cognitive engagement, emotional engagement and class engagement when compared to the education faculty students at Yüzüncü Yıl University. The education faculty students at Yüzüncü Yıl University had higher levels of sense of belonging and higher scores regarding campus engagement and campus climate when compared to the education faculty students at Hakkâri University.

Keywords: Engagement, student, university, campus, class, technology integration.