

Investigating the effect of self-development on the academic achievement of statistics unit of Iranian-Russian students through mediating the use of distance learning technologies by professors

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Abstract

The present study aimed at investigating the effect of using distance learning technology by university professors on students' self-development and their academic achievement. The population consisted of Iranian and Russian students and professors, among whom 30 professors (15 Russian professors and 15 Iranian ones) and 242 students (112 Russia from and 136 Iranian ones) were selected as participants in this study. To achieve the research aims, a pretest-posttest method was employed. Statistics course was selected to be studied due to its difficult contents for learners. Data were processed using SPSS v.19 software. The research findings indicated that there was a significant difference between the post-test and follow-up mean scores of the control and experimental groups in terms of all three variables. There was a significant difference between the degree of using distance education technology by the faculty members and the students' degree of self-development and academic achievement. Instructional training courses by teachers for enhancing self-development, in addition to promoting academic achievement and self-development of students, enhance the ability of professors to use technology and orientate the use of technology in education. The fulfillment of the mission of faculty members in educational activities is primarily about the level of their competencies and their abilities in the theoretical, technical, and practical applications of learning technologies. If the faculty members are familiar enough with the potential of learning technologies, it is possible to properly apply the learning technologies to the teaching and learning process. Thus students are provided with the possibility of self-development and better learning. Therefore, focusing solely on the use of learning technologies (the introduction of new technologies in the fields of teaching and learning) cannot lead to students' self-development, rather, it should accompanied with a conscious effort, thoughts, and patience.

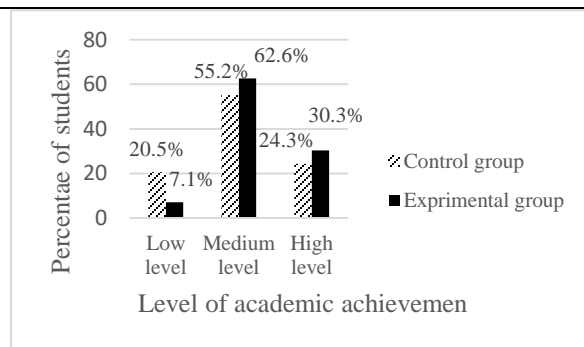


Fig. 3. Average of students' grades after teaching faculty members how to use learning technologies in Russia

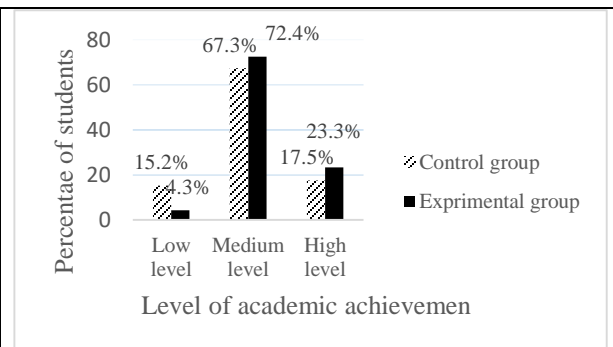


Fig. 4. Average of students' grades after teaching faculty members how to use learning technologies in Iran

Table 8. Mean of Iranian and Russian students self-development after teaching how use technology to faculty members

Level of students self-development	Country	Number	Mean	Std. deviation
	Iran	130	4.004	.843
	Russia	112	3.966	.776

Conclusion

The implementation of the experiment showed:

- Correct use of learning technologies can provide a better environment for promoting student self-development.
- There was a significant statistical difference in the success of the teaching; the experimental group showed higher level of learning in the statistic lesson than the control group.
- It is necessary for faculty members to familiarize with the capabilities of learning technologies and how to apply them correctly in the learning process, and in particular to support student self-development.