

**ICCI
EPOK
2021**

8.ULUSLARARASI
EĞİTİM PROGRAMLARI
VE ÖĞRETİM KONGRESİ

8th INTERNATIONAL CONGRESS ON CURRICULUM AND INSTRUCTION CURRICULUM STUDIES IN LIFE LONG LEARNING



MAKÜ
BURDUR MEHMET AKİF ERSOY ÜNİVERSİTESİ



25-27 MARCH 2021

LAVANTA TEPESİ OTELİ
Burdur Mehmet Akif Ersoy Üniversitesi,
İstiklal Yerleşkesi, Burdur

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Editors:

Ramazan SAĞ

Kenan DEMİR

Funda UYSAL

Abdülşamet DEMİRKAYA

**8th INTERNATIONAL CONGRESS ON CURRICULUM AND INSTRUCTION
CURRICULUM STUDIES IN LIFE LONG LEARNING**

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Contact

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Kızılay/ANKARA

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LIST OF REVIEWERS

Abdullah Adıgüzel Prof. Düzce University, Turkey
Adnan Küçükoğlu Prof. Atatürk University, Turkey
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Hasan Güner Berkant Prof. Yozgat Bozok University, Turkey
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Hasan Hüseyin Şahan Assoc. Prof. Balıkesir University, Turkey
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Işıl Tanrıseven Prof. Mersin University, Turkey
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Murat Tuncer Prof. Fırat Üniversitesi, Turkey
Mustafa Kılınç Assis. Prof. Burdur Mehmet Akif Ersoy University, Turkey

Necla Ekinci Assoc. Prof. Muğla Sıtkı Koçman University, Turkey
Necdet Aykaç Assoc. Prof. Muğla Sıtkı Koçman University, Turkey
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Oğuz Gürbüz Türk Assoc. Prof. Dr. İnönü University, Turkey
Oktay Cem Adıgüzel Prof. Anadolu University, Turkey
Orhan Akınoğlu Prof. Marmara University, Turkey oakinoglu@marmara.edu.tr
Oya Taneri Assoc. Prof. Middle East Technical University,
Öner Uslu Assoc. Prof. Ege University, Turkey
Ömer Faruk Tutkun Prof. Sakarya University, Turkey
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ICCI-EPOK 2021- Congress Program

Time		25 March 2021 Thursday (1 st Day)	
		Opening Ceremony Turkish National Anthem Burdur Mehmet Akif Ersoy University Video Show Prof. Dr. Sibel KARAKELLE, The Dean of Faculty of Education of Burdur Mehmet Akif Ersoy University	
09.30-11.30		Prof. Dr. Özcan DEMİREL, The President of Turkish Association of Curriculum and Instruction Prof. Dr. Adem KORKMAZ, The Rector of Burdur Mehmet Akif Ersoy University The Presentation Ceremony of the Gift Books Prof. Dr. Adil TÜRKOĞLU-Prof. Dr. Bekir ÖZER Mini Concert	
11.30-12.00	Tea Break		
12.00-13.00	Prof. Michael OSBORNE (Opening speech) - (In English)		
13.00-13.30	Tea Break		
13.30- 14.45	Paper Presentations (Parallel meetings - I and II)		
14.50- 16.00			
16.00-18.00	Panelists	Distance Teacher Education: Challenges and Good Practices - (In English)	
PANEL 1		Prof. Dr. Ali YILDIRIM, (Chair)	Göteborg University - SWEDEN
		Assoc. Prof. Dawn SANDERS	Göteborg University - SWEDEN
		Assoc. Prof. Paul ASUNDA	Purdue University - USA
		Assoc. Prof. Dr. Evrim BARAN	Iowa State University - USA
		Prof. Dr. Arif ALTUN	Hacettepe University - TURKEY
18.00-19.00	Prof. Michael Apple (Honorary Speaker) - (In English)		
19:00-20:30	Paper Presentations (Parallel meetings - III)		
26 March 2021 Friday (2 nd Day)			
09.00-10.00	Prof. Dr. Melek DEMİREL Hacettepe University, Ankara- TURKEY - (In Turkish)		
10.00-11.00	Prof. Dr. İsmail TUFAN Akdeniz University, Antalya- TURKEY - (In Turkish)		
11.00-13.00	Panelists	Universities and their Contribution to Urban Development – (In Turkish)	
PANEL 2		Prof. Dr. İsmail TUFAN	(Chair)
		Prof. Dr. Esmahan AĞAOĞLU	Eskişehir Anadolu University - TURKEY
		Prof. Dr. Muammer TUNA	Muğla Sıtkı Koçman University - TURKEY
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	Cemil YAVUZ	Muğla Sıtkı Koçman University - TURKEY	
13.15-14.30			
14:45-16.00	Paper Presentations (Parallel Meetings - IV, V and VI)		
16:15-17.45			

18.00-20.00	Workshop	Preventing Inequalities and Peer Bullying - (In Turkish)	
		Doç. Dr. Pervin Oya TANERİ,	Middle East Technical University - TURKEY
		Nalan AKDUMAN, Art Therapy Specialist & Creative Drama Leader - TURKEY	
		Doç. Dr. Özlem Yeşim ÖZBEK,	Çankırı Karatekin University - TURKEY
20:00-21:30	Paper Presentations (Parallel Meetings - VII)		
27 March 2021 Saturday (3 rd Day)			
09.00-10.15	Paper Presentations (Parallel Meetings - VIII and IX)		
10.30-12:00			
12:00-13.00	PANEL – Closing		

PARALLEL MEETINGS – I

(25 MARCH 2021 – 13:30-14:45)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: Kenan DEMİR

In Turkish

No	Authors & Presentations	
1	Serkan ÇİFTÇİ Ahmet YAYLA Abdulkadir SAĞLAM	Opinions of Teachers and Academicians on Lifelong Learning
2	Burak AYÇİÇEK	Examination Views of Academicians on Lifelong Learning Skills in Pandemic Situation
3	Abdul Samet DEMİRKAYA İlkay AŞKIN TEKKOL	Undergraduate Education: Andragogical or Pedagogical?
4	Latife YÜKSEL Kenan DEMİR	A Case Study on Prospective Turkish Teachers' Text Summarising Styles

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Bilge ÇAM AKTAŞ

In Turkish

No	Authors & Presentations	
1	Mehmet KAYA Vildan KATMER BAYRAKLI	The Perceptions of School Managers About the Concept of “Leader”: A Metaphor Study
2	Fatih TOPRAK	Examination of Perceptions of Refugee Students on Quality of School Life
3	Durmuş Ziya GÖRÜR Mustafa Cem BABADOĞAN	Difficulties Encountered by Teachers of Syrian Students under Temporary Protection in Learning and Teaching Processes
4	Nurdan KALAYCI Yeliz ABBAK	Investigation of Research Universities' Libraries in Turkey According to Various Variables

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Ruken AKAR VURAL

In Turkish

No	Authors & Presentations	
1	Kübra CEVHERLİ	Family Participation in the Preschool Program: An Analyzing of “Religious Knowledge Lesson” in 4-6 Age Group Quran Courses organized by the Presidency of Religious Affairs
2	Duygu AKKAN Mustafa ERGUN	Investigation of Parents' Opinions on Distance Science Education During Covid-19 Pandemia
3	Fatma ÇALIŞANDEMİR Ecem Nur SAVAŞ	“Children with Special Needs and Their Parents in the Pandemic” Parents' Responses
4	Ali Eşref AKSOY Ruken AKAR VURAL	The Thoughts of Parents About Art and Science Centers: A Single Case Study

Prof. Dr. Zeki KAYA (Meetings)

Room 4:

Chair: Necdet AYKAÇ

In Turkish

No	Authors & Presentations	
1	Berkay ÇELİK	Investigation of Teachers' Attitudes Towards Distance Education According to Some Variables: Aydın Province Sample
2	D. Pelin SAKIN Gözde SARI	The Effect of Distance Education on Professional Attitudes of Teachers in Covid-19 Process
3	Hülya ŞAHİN Necdet AYKAÇ	Evaluation of Foreign Language Teachers' Opinions about the Problems Experienced in Distance Education During the Covid-19 Pandemic
4	Sercan ÇELİK Necdet AYKAÇ	An Examination on <i>The Defense of Socrates</i> in terms of Educational Indicators

Prof. Dr. Şefik YAŞAR (Meetings)

Room 5:

Chair: Çetin TORAMAN

In Turkish

No	Authors & Presentations	
1	Sezgin ELBAY	Evaluation of The Elementary T.R. History Revolution and Kemalism Curriculum in Terms of Curriculum Structure
2	Muhammet Muhsin UMURBEK Adnan TAŞGIN	Evaluating of Primary School 1st Grade Turkish Teaching Program with Stufflebeam's CIPP Model
3	Gülşen ÜNVER Büyüamin YURDAKUL	Reflections of a Program Evaluation Study on Teaching Self-Efficacy
4	Çetin TORAMAN	Evaluation of a Faculty of Medicine Curriculum According to Stufflebeam (CIPP) Model

Prof. Dr. Mustafa SAĞLAM (Meetings)

Room 6:

Chair: Suat KAYA

In English

No	Authors & Presentations	
1	Melike ÖZÜDOĞRU	The Investigation of Pre-Service Teachers' Learning Approaches and Engagement Levels in Teacher Training Programs
2	Mert Nedim MERCAN Esra ERET	An Action Research on Getting to Know Preservice Teachers and Their Teaching Anxiety
3	Duygu ÇAVUŞOĞLU Osman Yılmaz KARTAL	Time Management Perceptions of 9 th Grade Private School Students at Distance Education during Covid-19 Pandemic
4	Suat KAYA	The Factors Predicting Online Learning Satisfaction of Pre-Service Teachers in Turkey

PARALLEL MEETINGS– II

(25 MARCH 2021 – 14:50-16:00)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: Meltem GÖKDAĞ BALTAOĞLU

In Turkish

No	Authors & Presentations	
1	Yunus Emre AVCU Tuğba ÇANŞALI Semiha Miraç ÖZTÜRK Nurşah YILMAZ	Designing, Implementing and Evaluating Online Design Thinking Education for Adult's Lifelong Learning
2	Dürdane LAFCI-TOR Naime ELCAN-KAYNAK	Looking at Lifelong Learning Programs for Adults without College Degree
3	Murtaza AYKAÇ Necdet AYKAÇ	Evaluation of Public Education Center Studies and Courses in the Context of Lifelong Learning
4	Deniz BENLİ Mehmet Can ATMAZ Gül Seher KARAKURT Meltem GÖKDAĞ BALTAOĞLU	The Impact of Achievements in Turkish Language Curriculum Programs on Lifelong Learning

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Behçet ORAL

In Turkish

No	Authors & Presentations	
1	Mustafa Öztürk AKCAOĞLU	The Relationship Between Multicultural Efficacies and Social Desirability Levels of Religious Culture and Ethics Teacher Candidates
2	Özlem ZOROĞLU Özge İDRİSOĞLU Mine Canan DURMUŞOĞLU	The Concept of "Multiculturalism" in the Preschool Education Program and Views of Preschool Teachers on Multiculturalism
3	Sinan TARTAR Mehtap BADEMCİOĞLU	Postgraduate Theses in the Context of Multiculturalism and Multicultural Education: Bibliometric Analysis
4	Yunus Emre ÇİFTÇİ Zeynel AMAÇ Behçet ORAL	Multicultural Education and Pre-Service Teachers: A Systematic Review

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Erdoğan KÖSE

In Turkish

No	Authors & Presentations	
1	Okay DEMİR	Village Institutes with Teacher Training Policies
2	Derya GİRGIN Çavuş ŞAHİN	Entrepreneurship in teacher education: Pre-service Teachers as Social Entrepreneurs
3	Güler GÖÇEN KABARAN	Opinions of Teachers Candidates Regarding Synchronous Distance Education During the Pandemic Period

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**

Chair: Özden DEMİR

In Turkish

No	Authors & Presentations	
1	Recep GÜR Ahmet YILDIRIM	Student-Related Factors Explaining Maths Achievement in the Research of Monitoring and Evaluating Academic Skills
2	E. Ercüment YERLİKAYA Fatma KARAÇOBAN	Investigation of the Mediating Effect of Humor Styles on the Relationship between Cognitive Flexibility and Interpersonal Problem Solving Skills
3	Gizem ÇAĞLAYAN YILMAZ Bilge ÇAM AKTAŞ	An Evaluation of Researches Done on Emotional Intelligence in Turkey
4	Pınar ÖZMUTLU Özden DEMİR	Investigation of Procedural Level to Critical Reading Self-Efficacy Perceptions of Metacognition Skills

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**

Chair: Rafet AYDIN

In Turkish

No	Authors & Presentations	
1	Süleyman ÇELENK	Modernization Efforts in Primary Education in Ottoman Empire
2	Sümer AKTAN	Reflections of Public Education Thought in the Early Republic Period: Hamit Zübeyr Koşay and His Work Halk Terbiyesi [Public Training]
3	Merve TUNCA Murat BÜLBÜL	Educational Activities Organized by Private Sector Organizations for Their Employees and the Transformation Process in Covid-19 Pandemia
4	Aleyna ERDOĞAN Sevinç GELMEZ BURAKGAZİ Hamdican YILDIRIM Aslı Zeynep AYDIN Fatma Mine ARSLAN ÇELİK Bahar KÖYLÜ Zeynep AYDOĞAN	Emergency Remote Teaching Experiences of 12th Grade Students During Covid 19 Pandemic

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**

Chair: Dilara DEMİRBULAK

In English

No	Authors & Presentations	
1	Sibel AKIN Başak ÇALIK	Exploring the Predictors of Teachers' Attitudes Towards the Implementation of Constructivist Curriculum Change
2	Dilara DEMİRBULAK Ayşe YILMAZ VIRLAN	Online Self-Regulation Strategies of University Students

Distance Teacher Education: Challenges and Good Practices - *(In English)*

16.00-18.00

Prof. Dr. Ali YILDIRIM, (Chair)

Göteborg University- SWEDEN

Assoc. Prof. Dawn SANDERS

Göteborg University- SWEDEN

PANEL 1

PANELISTS

Assoc. Prof. Paul ASUNDA

Purdue University- USA

Assoc. Prof. Dr. Evrim BARAN

Iowa State University- USA

Prof. Dr. Arif ALTUN

Hacettepe University- TURKEY

18.00-19.00 Prof. Michael Apple (Honorary speaker) – (In English)

PARALLEL MEETINGS– III
(25 MARCH 2021 – 19:00-20:30)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: Akın EFENDİOĞLU

In Turkish

No	Authors & Presentations	
1	Nergiz KARDAŞ İŞLER	Comparison of Social Studies Teaching Courses in Classroom Teaching Undergraduate Programs
2	Arzu ŞAHİN Ramazan SAĞ Ferat YILMAZ Ayça KARTAL Gökçen KARAMAN	First Step towards Village Schools (KIAP): An Online Training Program for Teaching in Multigrade Classrooms
3	Kadri BEKTAŞ	Examination of Graduate Theses Conducted in Turkey on Primary Education Curriculums
4	Tayfun KAHRAMAN Fatma KARAÇOBAN Akın EFENDİOĞLU	Primary School 4th Grade Students' Views on Mind and Intelligence Games

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Serkan ASLAN

In Turkish

No	Authors & Presentations	
1	Özge GÖK Emrullah AKCAN	Investigation of Life Science Teaching Experiences of Teachers with Different Attitudes on Information and Communication Technologies During the Pandemic
2	Aytaç Onur DEMİRTAŞ Ruken AKAR VURAL	Music Education in The Quarantine Days: What Did Secondary School Music Teachers Live in The Pandemic?
3	Sedef SÜER	Examination of the Instructional Technologies Course Conducted with Distance Education: A Case Study
4	Umut İŞİK Ruken AKAR VURAL	Contribution of Local In-Service Training to Professional Development
5	Mehmet Burak YALÇIN Serkan ASLAN	An Examination of Theses Concerning Digital Storytelling: Content Analysis

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Serkan KELEŞOĞLU

In Turkish

No	Authors & Presentations	
1	Nilüfer YİĞİT Nurcihan ZEHİR GÜLEBİ Elif MERCAN UZUN	Investigating the Impacts of the Pandemic on Children in Rural Areas Regarding Children's Rights
2	Seda AKTI ASLAN	Problems and Disparities in Opportunity Because of the Distance Education Resulted from Covid-19: A Systematic Review
3	Duygu AKKAN Mustafa ERGUN	During the Pandemic Period Evaluation of Student's Opinion on Different Teaching Approaches in Science Education
4	Serkan KELEŞOĞLU Alper YETKİNER	School Experience Under COVID-19's Shadow

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**Chair: **Necle EKİNCİ****In Turkish**

No	Authors & Presentations	
1	Muhammet Esad KULOĞLU Sevilay YILDIZ	University Students' Attitudes Towards Distance Education and Perceptions of Readiness for e-Learning During the Covid-19 Pandemic
2	Afife Büşra YILDIRIM Kenan DEMİR	Opinions of Graduate Students on the Contribution of Face-to-Face and Distance Education Applications
3	Kasım KARATAŞ Behçet ORAL	The Role of Future Time Perspectives in the Relationship between Motivation and Academic Self-Efficacy of Teacher Candidates: The Mediation Analysis
4	R. Meltem ÜNAL Necle EKİNCİ	Teaching English through Distance Education: Is it an Opportunity or a Threat?

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**Chair: **Hale SUCUOĞLU****In Turkish**

No	Authors & Presentations	
1	Fatma DEMİRCİ Neslihan DEMİRCAN	Examination of the Preschool Education Program in Terms of High-Level Thinking Skills
2	Aylin SOP Özge İrem İNCE	Analysis of the Graduate Theses Related to the Preschool Curriculum: A Content Analysis Study
3	Fatma ALTIN Mehmet ALTIN	A Descriptive Analysis of Dissertations on Curriculum Studies in Preschool Education
4	Hale SUCUOĞLU Başak SEVMEZ Özlem PEHLİVANOĞLU Burak BENLİ	Analysis of Pre-School Special Education Curriculum in the Context of Basic Elements of Educational Programs

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**Chair: **Tuba ACAR-ERDOL****In Turkish**

No	Authors & Presentations	
1	Sümeýra Zeynep ET Mehmet Nuri GÖMLEKSİZ	Content Analysis and Trends of Secondary School Physics, Chemistry, and Biology Curriculum Evaluation Research
2	Songül BERİLGİN Mehmet TAŞDEMİR	The Attitude of the Technology and Design Teachers to Measurement and Evaluation
3	Mehmet EROĞLU	Teacher Candidates' Perceptions about Measurement and Assessment in Emergency Remote Education
4	Recep GÜR	A Comparison of Canonical Correlation Analysis and Structural Equation Modeling on Students' Foreign Language Academic Success Scores
5	Tuba ACAR-ERDOL Emel BAYRAK ÖZMUTLU Çiğdem AKIN ARIKAN Pınar KANIK UYSAL	Investigation of Turkish Exam Papers in Terms of Originality, Type and Cognitive Level

26 MARCH 2021 Friday (2nd Day)

09.00-10.00 Prof. Dr. Melek DEMİREL Hacettepe University, Ankara-TURKEY - (In Turkish)

10.00-11.00 Prof. Dr. İsmail TUFAN Akdeniz University, Antalya- TURKEY - (In Turkish)

Universities and their Contribution to Urban Development - (In Turkish)

PANEL 2	Panelists	Prof. Dr. İsmail TUFAN	(Chair)
		Prof. Dr. Esmahan AĞAOĞLU	Eskişehir Anadolu University - TURKEY
		Prof. Dr. Muammer TUNA	Muğla Sıtkı Koçman University - TURKEY
		Assoc. Prof. Sevnaz ŞAHİN	İzmir Ege University - TURKEY
		Dr. Emre BİRİNCİ	Eskişehir Anadolu University - TURKEY
		Cemil YAVUZ	Muğla Sıtkı Koçman University - TURKEY

PARALLEL MEETINGS– IV
(26 MARCH 2021 – 13:15-14:30)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: **Sadık Yüksel SIVACI**

In Turkish

No	Authors & Presentations	
1	Ferdi BAHADIR	Relationships Between Perception of Living Place and Peace and Lifelong Learning Tendencies
2	Sultan GÜÇLÜ Ayşegül SAVCI Kevser KARACABAY Feyza KOCAKURT Ali ACER	Examining the Cultural Intelligence Levels and Lifelong Learning Tendencies of the Faculty of Health Sciences Students
3	Barış KALENDER Zeliha Nurdan BAYSAL	Investigation of Curriculum Alignment of Life Science Course: The Sample of 'Güvenli Hayat' Unit
4	Elif YILMAZ Murtaza AYKAÇ Necdet AYKAÇ	Slovakia, Hungary and Turkey Comparison of the Lifelong Learning System

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: **Ramazan SAĞ**

In Turkish

No	Authors & Presentations	
1	Halil Ziya ÖZCAN	A Study on Increasing the Awareness of Secondary School Students Towards "Köroğlu Epic": E-Twinning Example
2	Tamer YAVUZ Ömer Faruk VURAL	The Relationship Between the Secondary School and High School Students' Attitudes towards Reading and Their Success Level at Orthographic Rules
3	H. Beyza CANBAZOĞLU Akın EFENDİOĞLU	Awareness of Pre-Service Elementary School Teachers' Regarding Mathematical Modeling
4	Murat ÜSTAŞ Ramazan SAĞ	Examining Middle School 8th Grade Students' Mathematics Anxiety

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: **Serap Nur DUMAN**

In Turkish

No	Authors & Presentations	
1	Selime DELİKTAŞ Mustafa Sami TOPÇU	An Analysis about Information Literacy of Preservice Teachers in Turkey
2	Meltem ÇENGEL-SCHOVILLE Serap YILMAZ ÖZELÇİ Suna ÇÖĞMEN	The Combined Relationship of Learning and Teaching Conceptions and Epistemological Beliefs with Learner Autonomy Support Perceived by the Preservice Teachers
3	Dilber POLAT Volkan Hasan KAYA Yasemin GÖDEK	An Analysis of the Awareness of Science Teacher Candidates Regarding Biological Warfare
4	Serap Nur DUMAN	Determining Pre-Service Teachers' Lifelong Learning Tendencies

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**

Chair: Memet KARAKUŞ

In Turkish

No	Authors & Presentations	
1	Vildan DONMUŞ KAYA	Overview of Distance Education Researches Published in International Journals: A Bibliometric Analysis
2	Zuhal NAS DEMİR	English Language Teaching on Screens: A Single Case Study
3	Ferhat BAĞÇECİ Tuğba TÜMEN	Examining Students' Readiness Levels in Online Learning in Terms of Various Variables
4	Memet KARAKUŞ Buket TURHAN TÜRKKAN	An Evaluation of Distance Postgraduate Education: Students' Views

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**

Chair: Adnan TAŞGIN

In Turkish

No	Authors & Presentations	
1	Melih DİKMEN	Examination of Higher Education Students' Academic Performance Predictors
2	Güneş KORKMAZ	Public and Private High School Students' Attitudes Towards the Teaching Profession
3	Serkan ASLAN	Analysis of Prospective Teachers' Teaching-Learning Process Competencies in Terms of Various Variables
4	Yavuz ÇETİN Asuman Seda SARACALOĞLU	An Investigation of the Values of Justice, Medical and Environmental Ethics in Biology Course

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**

Chair: Koray KASAPOĞLU

In English

No	Authors & Presentations	
1	Semih KAYGISIZ Ahmet OK	Evaluation of the 9 th Grade English Curriculum Developed in 2018
2	Seda AYDAN Hürriyet SARIDEMİR	A Literature Review on Curriculum Evaluation Studies Using Bellon and Handler's Evaluation Model
3	Volkan DURAN	An Education in 'Evil' in the Context of Risk Society and Its Implications for the Curriculum Theory
4	Koray KASAPOĞLU	An Analysis of the Critical Objectives of the Eighth-Grade Curriculum in Turkey amid the COVID-19 Pandemic

PARALLEL MEETINGS-V

(26 MARCH 2021 – 14:45-16:00)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: A. Murat ELLEZ

In Turkish

No	Authors & Presentations	
1	Abdulkadir KURT Erdoğan KÖSE	New Trends Towards the Digital Age in Vocational and Technical Education and Effects on Curriculums
2	Z. Zühal GÜVEN	Potentiality of Growth Mindset in Fostering Lifelong Learning Skills: A Review Study
3	Bilgen KERKEZ Gürcü ERDAMAR	Current Issues in Vocational and Technical Education: Teacher Perspective
4	A. Murat ELLEZ Nurullah ORUÇ Şehriban ŞAFAK Dilek TEKER	The Relationship Between the Tendency of Teachers for Lifelong Learning and the Learning Strategies They Use

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Oğuz GÜRBÜZTÜRK

In Turkish

No	Authors & Presentations	
1	Kemal Faruk BAKIR Emrullah AKCAN	Examination of the Texts in Life Science Studies Textbooks in Terms of the United Nations Convention on the Rights of the Child
2	Üzeyir SÜĞÜMLÜ	The Implementation of the Self-Assessment Measurement-Evaluation Tool in Turkish Teaching: A Review of The Secondary School Turkish Course Books
3	Manal HAMED Pınar BİLASA	Content Analysis of the New Science Textbook for the 4th Grade in Primary Schools in Jordan
4	Oğuz GÜRBÜZTÜRK Sevda KOÇ AKRAN Burcu KÖKER ÇİRKİN	Metaphoric Perceptions of Teachers and Administrators Working in Secondary Schools Regarding Guidance Teacher / Psychological Counselor

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Kerim GÜNDOĞDU

In Turkish

No	Authors & Presentations	
1	Ayşe Ülkü KAN Emine Kübra PULLU	Metaphorical Perceptions of Child Development Program Students Regarding Technology Use in the Courses
2	Burak GİDER H. Gülhan ORHAN KARSAK	The Effect of Cooperative Digital Storytelling Activities on the Writing Performance and Language Development of Gifted Students
3	Rabia Meryem YILMAZ Lütfü ILGAR	The Experiences of Preschool Students Using Educational Toys Developed with Augmented Reality in English Lessons
4	Dilber POLAT Yasemin GÖDEK	PhET Interactive Simulations: Virtual Laboratory Use in Science Teaching

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**

Chair: Buket TURHAN TÜRKKAN

In Turkish

No	Authors & Presentations	
1	Hatice USLU-KOCABAŞ Bünyamin BAVLI	Addressing the Challenges of Online Student Engagement During the Covid-19 Pandemic
2	Didem KAYAHAN YÜKSEL Fadime İŞÇEN KARASU	Examining Interactive Contents of Activities Adapted for Inclusive Students According to Expert Opinions
3	Tufan TEKELİ Sevilay YILDIZ Muhammet Esad KULOĞLU	Reality Shock Expectations of Paramedic Candidates During the Covid-19 Pandemic
4	Handan NARİN Buket TURHAN TÜRKKAN	A Research on Applied Studio Courses in the Pandemia Process: Online and Face-To-Face Education Comparison

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**

Chair: Bünyamin YURDAKUL

In Turkish

No	Authors & Presentations	
1	Gökçe KARAMAN BENLİ	Examination of Phonological Awareness Skills Support Programs for Preschool Children
2	Özlem YAĞCIOĞLU Gül TUNCEL	A Content Analysis about Citizenship Education in Turkish Cartoons
3	Diğer TEMELLİ Osman Yılmaz KARTAL Çavuş ŞAHİN	Investigation of Teacher Roles in Educational Practices in the Covid-19 Pandemic: A Phenomenological Study
4	Zeynel AMAÇ Behçet ORAL	Stay-at-Home Process and Students: Responding to Learning Loss

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**

Chair: Esmâ EMMİOĞLU SARIKAYA

In Turkish

No	Authors & Presentations	
1	Rıza SALAR	Comparison of Physics-I Course in Undergraduate Physics Education and Physics Programs
2	Öznur SEVEN	Bibliometric Examination of Postgraduate Theses Written on Emotion Regulation in Turkey
3	Emre ÖZDİL Ayşe YALÇIN ÇELİK	Comparison of Environmental Literacy Levels of Chemistry Teachers, Chemistry Teaching Students and Environmentally-Related Professional Groups
4	Sümer AKTAN	Reflections of the Cold War Period on Public Education: Nusret Köymen and Public Education

PARALLEL MEETINGS-VI
(26 MARCH 2021 – 16:15-17:45)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: Abdullah ADIGÜZEL

In Turkish

No	Authors & Presentations	
1	Yeliz ÖZKAN HİDİROĞLU Abdurrahman TANRIÖĞEN	An Examination of Teachers' Perceptions towards Professional Commitment According to Various Variables
2	Gündüz GÜNGÖR	Teachers' Views on Powerful Learning Environment Approach in Vocational and Technical Secondary Education
3	Neşe PEKCAN	Teacher Opinions about Web Based In-Service Training
4	Abdullah ADIGÜZEL	Teachers' Views on the Applicability of Pedagogical Principles in Synchronous Lessons in Virtual Classrooms

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Ahmet OK

In Turkish

No	Authors & Presentations	
1	Gül BAHADIR VAROL Meltem ÇENGEL SCHOVILLE Ersen YAZICI	The Effects of Integrating the History of Math into the Learning Domain of Arithmetic
2	Zeliha Nurdan BAYSAL Göksu KOÇ Eda KAZANCI Sinan ADANIR	A Review of Master's and Doctoral Theses Related to Differentiated Instruction (2014-2020)
3	Nejdet KARADAĞ	Learner Assessment Practices in Open Higher Education in Turkey During the Pandemic Period
4	Derya GİRGİN Çavuş ŞAHİN	Professional Development Process in Teacher Training Programs in the Context of Ethics and Morality: Opinions of Pre-Service Primary School Teachers

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Kamil Arif KIRKIÇ

In Turkish

No	Authors & Presentations	
1	Serkan DENİZ Eyüp İZCİ	Primary School Teachers' Opinions on Current Events Teaching
2	Uğur ATASEVEN Ayşe Mentiş TAŞ	Perceptions and Experiences of Class Teachers Related to Student, Curriculum and Self-Related to Entrepreneurship
3	Semra TİCAN BAŞARAN Kerim GÜNDOĞDU Bilge ASLAN ALTAN	Another New Term in Initial Teacher Training: Views and Suggestions of Curriculum and Instruction Specialists
4	Kamil Arif KIRKIÇ Ömer YAHŞI	The Relationship Between Classroom Teachers' E-Learning Readiness and Their Teaching Motivation

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**

Chair: Fahriye HAYIRSEVER

In Turkish

No	Authors & Presentations	
1	Fatma ÇALIŞANDEMİR Aytekin ŞAHİN	According to Mothers "Pre-School Children at Home During the Pandemia"
2	Didem KAYAHAN YÜKSEL Esmâ EMMİOĞLU SARIKAYA	Parental Participation on Reading-Writing Learning Process for the Children with Specific Learning Disabilities
3	Emine SELMANOĞLU Kerim GÜNDOĞDU	A Qualitative Pilot Study on Project Writing Competencies of Teachers
4	Fahriye HAYIRSEVER Ceren BAĞÇEKAPILI	Evaluation of Distance Education Practices Conducted at Primary School During the COVID-19 Pandemic in Terms of Various Dimensions According to Parents' Opinions

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**

Chair: Birsen BAĞÇECİ

In Turkish

No	Authors & Presentations	
1	Nilüfer YİĞİT Hatice ÖZASLAN	Analysis of Studies Based on Reggio Emilia Approach in Turkey
2	Mehmet BAŞARAN Mukaddes CANYURT Derya SEVİNÇ Meserret VURAL Ömer Faruk VURAL	Secondary School Teachers' Awareness, Frequency of Use and Educational Utilization of Web 2.0 Tools in the Distance Education Process
3	İlyas PÜR	Anxiety and Religiosity Relationship in High School Students (Mersin Example)
4	Serpil DENİZ Birsen BAĞÇECİ	Development of Distance Education Attitude Scale for Teachers: A Study of Validity and Reliability

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**

Chair: Cennet ENGİN DEMİR

In English

No	Authors & Presentations	
1	Serpil TEKİR	Increasing Underserved College Students' Success at English Language Learning
2	Gülşah TIKIZ ERTÜRK Nesrin ÖZTÜRK	Pedagogical Implications for Values-Based Education through Short Stories in Foreign Language Classes
3	Emrah Baki BAŞOĞLU Nur AKKUŞ ÇAKIR	Designing and Implementing a Prototype for Mobile Teacher Professional Development
4	Nevin AVCI Cennet ENGİN DEMİR	Promoting the Vocational English Language Competencies of Students in an English for Specific Purposes Context: A Needs Assessment

Preventing Inequalities and Peer Bullying - (In Turkish)

18.00-20.00

Workshop

Doç. Dr. Pervin Oya TANERİ, Middle East Technical University- TURKEY

Nalan AKDUMAN, Art Therapy Specialist & Creative Drama Leader - TURKEY

Doç. Dr. Özlem Yeşim ÖZBEK, Çankırı Karatekin University- TURKEY

PARALLEL MEETINGS- VII
(26 MARCH 2021 –20:00-21:30)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: Semra TİCAN BAŞARAN

In Turkish

No	Authors & Presentations	
1	Emine AÇAR Kenan DEMİR	Prospective Teachers' Views on Lessons, Creative Drama Education and Out-of-School Practices
2	Kenan DEMİR	The Pre-Service Teachers Opinions on Multiple Assessments Using as a Teaching-Learning Method
3	Gülşah SALTİK AYHANÖZ Serdar AKMEŞE	Comparison of Primary School Mathematics Teachers and Teacher Candidates' Awareness on Mathematical Modeling
4	Semra TİCAN BAŞARAN Başak DİNÇMAN	Summer Holidays of Pre-school Teachers in terms of Professional Development: Obstacles and Recommendations

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Mine Canan DURMUŞOĞLU

In Turkish

No	Authors & Presentations	
1	Sümeyye Kübra İNCE İlkay ULUTAŞ	Views of the Preschool Teachers on The Supporting Emotional Competence in Children
2	İsmail ŞAN Gizem GÜNDOĞAN	Curriculum Literacy Level of Teachers
3	Hilal Hatice ÜLKÜ A. Seda SARACALOĞLU	The Effects of Television and Telephone Use on Preschool Children on Their Addiction Levels and Behaviors
4	Derya VURAL Nur Banu PİŞKİN Mine Canan DURMUŞOĞLU	Teachers' Views Regarding the Problems and Practices in Inclusive Education in the Preschool Period

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Nurdan KALAYCI

In Turkish

No	Authors & Presentations	
1	Veda YAR YILDIRIM	Educational Administrators' Views on Out-of-School Learning Environments in Terms of Curriculum Outcomes
2	Elif İLHAN	Evaluation of Interdisciplinary Curriculum in Higher Education: A Sample of Master's Degree Curriculum
3	Sümeyra Zeynep ET Mehmet Nuri GÖMLEKSİZ	Content Analysis for the Evaluation of Science Curricula
4	Nurdan KALAYCI Gökçe GARİP	Comparative Analysis of Curriculum Evaluation Processes in Universities in Australia, Canada, England, and the United States

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**

Chair: Serap YILMAZ ÖZELÇİ

In Turkish

No	Authors & Presentations	
1	Asuman Seda SARACALOĞLU Cemile ALKUR İpek GÜNDÜZ ÇETİN	Analyzing the Acquisitions of 12 th Grade English Language Teaching Curriculum in Terms of Thinking Skills
2	İlayda KILIÇ Mustafa Sami TOPÇU	Establishing Computational Thinking Practices in Turkish Science Curriculum
3	Derya KILIÇ Kenan DEMİR	Examination of Language Learning Strategies Used by Teacher Candidates in Terms of Various Variables
4	Mehmet MİÇOOĞULLARI	An Analysis of Some Variables in Turkish Language Curriculum: The Case of Turkey and TRNC
5	Serap YILMAZ ÖZELÇİ	Curriculum Development and Teacher Training Programs

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**

Chair: Fatma SADIK

In Turkish

No	Authors & Presentations	
1	Alper AYTAÇ	An Inquiry into Teachers' Perceptions of Distance Education
2	Abdullah ADIGÜZEL	Evaluation of Distance Education Applications in Terms of Efficiency and Teacher Work Load in The Pandemia Process
3	Barış DOĞRUKÖK Ahmet KURNAZ Canan ŞENTÜRK BARIŞIK Hamza KAYNAR	Evaluation of High School Students' Perceptions of Distance Education in Terms of Different Variables
4	Sevgi ERGÜVEN AKBULUT Fatma SADIK	An Investigation of Teachers' Views on Distance Education in the Pandemic Process in Terms of Classroom Management

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**

Chair: Ömer Faruk VURAL

In Turkish

No	Authors & Presentations	
1	Gülnur ALPAYDIN Kenan DEMİR	SUGAR on the Side of TEA (Views of High School Students and Teachers Regarding the Activities I Meet with Drama)
2	Fatma TURAN	Developing Counseling Teachers' Fifth Grade Adaptation Program Awareness through Creative Drama
3	Emre CANOĞULLARI Deniz ÜNLÜ Harun ŞAŞMAZ	Examination of Comparative Study of Discipline Problems in Middle Schools in Terms of Different Variables
4	Hurde Zeynep YAĞCI Ömer Faruk VURAL Subhan EKŞİOĞLU	The Drama / Creative Drama Activities used in Teaching English as a Foreign Language

PARALLEL MEETINGS– VIII
(27 MARCH 2021 Saturday – 09:00-10:15)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: **Alper YETKİNER**

In Turkish

No	Authors & Presentations	
1	Özge MAVİŞ SEVİM	Which One Is Ethical?: Ethical Dilemma Scenarios of Prospective Teachers
2	Gülbahar YILMAZ Yasemin İMİRZİ	Cambridge IGCSE: How is it Experienced by High School Students in Turkey?
3	Okan YOLCU	Examination of the Relationship between Educational Beliefs and Democratic Attitudes of Teacher Candidates
4	Alper YETKİNER	The Pre-Professional Identity Perception of Teacher Candidates

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: **Ahmet KURNAZ**

In Turkish

No	Authors & Presentations	
1	Hatice GÜLMEZ GÜNGÖRMEZ	An Investigation into Views of Secondary School Students on Distance Learning: Adıyaman Province Case
2	Kübra ÖZDEMİR Mehmet GÜROL	Reflections of 7 th Grade Students' Technology Use on Education During the Covid-19 Pandemic Process
3	Bayram ERDEN Ümit DİLEKÇİ	An Investigation of Middle School Students' Views on Self-Regulation Skills During Distance Education
4	Hamza KAYNAR Ahmet KURNAZ Barış DOĞRUKÖK Canan ŞENTÜRK BARIŞIK	Secondary School Students' Views on Distance Learning

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: **Esra Çakar ÖZKAN**

In Turkish

No	Authors & Presentations	
1	Bahar Su GEMİCİ Esra ÇAKAR ÖZKAN	Factors Affecting 21 st Century Skills of Pre-service and In-service Preschool Teachers: A Systematic Review Study
2	Şerife TOSUN Kenan DEMİR	Comparison of Creative Drama and Distance Education Applications in Life Studies and Social Studies Teaching
3	Asuman Seda SARACALOĞLU Figen MADRAN Yavuz ÇETİN	An Examination of Biology Course Curriculum in The Context of Thinking Training
4	Şenol GÖKSOY Esra ÇAKAR ÖZKAN	Examining the Relationship Between Teachers' Idealistic Levels and Professional Ethical Behaviors

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**Chair: **Esra ERET****In Turkish**

No	Authors & Presentations	
1	Yunus Emre ÇİFTÇİ İlhami BULUT	Investigation of Graduate Thesis Made towards Distance Education in Turkey
2	Esra Cesur ÖZKARA	The Opinions of Private Education Course's Students on Distance Education Practices in the Covid-19 Pandemic Process
3	Behçet ORAL Tuncay ARDIÇ	Evaluation of Lecturers' Opinions about Teacher Training through Distance Education
4	Tuncer AKBAY Sadık Yüksel SIVACI Mustafa KILINÇ Rafet AYDIN	Who are the Teacher Candidates Subjected to E-Learning During Covid-19 Pandemic? A Case Study

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**Chair: **Banu YÜCEL TOY****In Turkish**

No	Authors & Presentations	
1	Merve Görkem ZEREN AKBULUT	Integrating Intangible Cultural Heritage in Curricula
2	Engin DEMİR	Examining Teachers' Perceptions About Culturally Responsive Education
3	Pervin Oya TANERİ Özlem Yeşim ÖZBEK Nalan AKDUMAN	A Curriculum for Teachers to Prevent Peer Bullying
4	Serdar ERDEM Banu YÜCEL TOY	Faculty Members' Views on the Scope of Curriculum Literacy and Teachers' Curriculum Literacy Competencies

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**Chair: **Suna ÇÖĞMEN****In Turkish**

No	Authors & Presentations	
1	Gürol YOKUŞ	Evaluating the Use of Digital Badges as Assessment Tool from Perspectives of Faculty Members
2	Cennet GÖLOĞLU DEMİR	An Investigation of Self-Directed Learning Skills of Faculty of Health Sciences Students
3	Ömer Faruk VURAL Onur SETTAŞI Fatih BİLGİÇ	The Investigation of Graduate Thesis that Includes Epistemological Belief Issue
4	Muhammet Muhsin UMURBEK Murat TAŞDAN	Determination of University Students' Perceptions about Internationalization in Higher Education

PARALLEL MEETINGS– IX

(27 MARCH 2021 – 10:30-11:45)

Prof. Dr. Süleyman ÇELENK (Meetings)

Room 1:

Chair: Gürcü ERDAMAR

In Turkish

No	Authors & Presentations	
1	Eylem ORUÇ	Lifelong Learning in Language Classroom: The Practices of EFL Teachers as Lifelong Language Learners
2	Yeliz ÖZKAN HIDIROĞLU Abdurrahman TANRIOĞEN	An Examination of Teachers' Perceptions Empowerment According to Various Variables
3	Cihad ŞENTÜRK Gökhan BAŞ	Teachers' Perceptions of Educational Beliefs and Curriculum Changes: A Relational Study
4	Yeliz ABBAK Gürcü ERDAMAR	Investigation of the Relationship between Individual Innovativeness Levels of Teachers and Innovative School Perceptions

Prof. Dr. Meral AKSU (Meetings)

Room 2:

Chair: Pervin Oya TANERİ

In Turkish

No	Authors & Presentations	
1	Burcu Güngör CABBAR Selcen GÜLTEKİN	Analysis of Life Sciences, Science and Biology Courses Health Outcomes According to Bloom's Revised Taxonomy
2	Asuman Seda SARACALOĞLU İpek GÜNDÜZ ÇETİN Alparslan Ayhan ÇELİK	Examination of Middle School 8th Grade Mathematics Program According to the Revised Bloom Taxonomy
3	İlkay AŞKIN TEKKOL Türk BAŞAR	Classroom Education Graduate Students' Perspectives of Primary School Turkish Course Curriculum
4	Özlem Yeşim ÖZBEK Pervin Oya TANERİ Nalan AKDUMAN	Introduction of Bibliotherapy and Creative Drama-Based Peer Bullying Prevention Primary School Curriculum

Prof. Dr. Nevin SAYLAN (Meetings)

Room 3:

Chair: Mehmet TAŞDEMİR

In Turkish

No	Authors & Presentations	
1	Nilüfer YÜKSEL Beyzanur OK Elif Mercan UZUN	Investigating the Changes Carried Out in Early Childhood Education Classes in line with the New Normalization Process through Teachers' Opinions
2	Selda ARAS	Utilizing Action Research to Support Early Childhood Preservice Teachers' Formative Assessment Practices
3	Büşra ÇELİKEL Zehra BİLGİN Mine Canan DURMUŞOĞLU	Evaluation of Pre-School Period Learning Environments from the Perspectives of Children and Teachers
4	Rabia Meryem YILMAZ Fatma Burcu TOPU Sina POLAT	An Examination of Using Augmented Reality Applications in Pre-school Education in terms of English Word Learning and Recall Level

Prof. Dr. Zeki KAYA (Meetings)**Room 4:**Chair: **Gölsen ÜNVER****In Turkish**

No	Authors & Presentations	
1	Nuriye SEMERCI Ceyda ÖZÇELİK	Determining STEM Career Interests of Secondary School Students
2	Merve KARABALI Mustafa YEŞİLYURT	The Effect of Computer Assisted Teaching on Elementary School Mathematics Course Achievement
3	Mehmet SECER Fazilet KARAKUŞ	Effects of Arduino and Paper Based Coding Activities on Computational Thinking Skills and STEM Attitudes
4	Alev ÖZDEMİR Semra MİRİCİ	Influence of the Project Supervision Training on Biology Teachers' Views About the Training and the Nature of Scientific Research

Prof. Dr. Şefik YAŞAR (Meetings)**Room 5:**Chair: **Bilge KUŞDEMİR KAYIRAN****In Turkish**

No	Authors & Presentations	
1	İmgehan ÖZKAN ELGÜN Funda UYSAL	The Comparison of Turkish and Chinese Acceptance to Teacher Training Department, Teacher Training Program and Appointment Systems
2	Mustafa YELER	Examination of Pre-Service Teachers' Competence Levels for Constructivist Learning
3	Gökçe ÇARDAK Perihan ÜNÜVAR	Behavioural Problems of Preschool Children During the Pandemic Period
4	Hasan AÇILMIŞ Bilge KUŞDEMİR KAYIRAN	An Analysis of Affective Factors of In-Service and Preservice Primary School Teachers about Music Education

Prof. Dr. Mustafa SAĞLAM (Meetings)**Room 6:**Chair: **Yelkin DİKER ÇOŞKUN****In English**

No	Authors & Presentations	
1	Tomasz ALBIŃSKI Katarzyna MILEK	Polish distance education in the time of the Covid-19 pandemic
2	Afra Nur AKSOY Seher ÇEVİKBAŞ	Investigating the Needs of In-Service English Teachers on Online Professional Development during Covid-19 Pandemic
3	Leyla SİLMAN-KARANFİL İclal CAN	Alice in Wonderland or Hamster on a Wheel: Metaphorical Conceptualizations of Emergency Remote Teaching
4	Yelkin DİKER ÇOŞKUN Ülker Şirin SOYÖZ Hande ŞİŞİK Duygu ÖZTEKİN Uğurcan TOĞAY Mehtap YÜCE	Secondary Level Students' Opinions on Effective Presence in Online Education

12:00-13.00

PANEL – CLOSING

**The Eighth International Congress on
Curriculum and Instruction**
March 25 –27, 2021, Burdur - Turkey
Prof. Dr. Sibel KARAKELLE

Sayın Rektörüm,

Eğitim Programları ve Öğretim Derneğinin Değerli Temsilcileri

Değerli Onur Konukları,

Kıymetli Katılımcılar, Sevgili Öğrencilerimiz,

Ve Basınıımızın Değerli Temsilcileri,

Burdur Mehmet Akif Ersoy **Üniversitesi** Eğitim Fakültesi ev sahipliğinde, Eğitim Programları ve Öğretim Derneği işbirliğiyle “Hayat boyu öğrenmede program çalışmaları” ana teması ile **Çevrimiçi** olarak düzenlenen VIII. Uluslararası Eğitim Programları ve Öğretim Kongresine hoş geldiniz diyor, hepinizi saygı ve sevgiyle selamlıyorum.

Değerli Konuklar,

İzniniz olursa konuşmama geçmeden **önce** sizleri Burdur Mehmet Akif Ersoy **Üniversitesi** Eğitim Fakültesi hakkında kısaca bilgilendirmek isterim.

56 Yıllık bir çınarın gölgesinde hizmetlerimizi sürdürmeye devam ettiğimiz Fakültemiz 1965 yılında Kız Öğretmen Okulu olarak açıldı, zaman içerisinde Eğitim Enstitüsü ve Yüksek Okul adlarıyla hizmet verdikten sonra bugünkü konumuna erişti. Şu an lisans düzeyinde 2901 öğrencisi bulunan, 8 Bölüm 17 Anabilim Dalı olan ve Eğitim Bilimleri Enstitüsüne bağlı olarak ise 7 Doktora, 13 Tezli Yüksek Lisans, 4 Tezsiz Yüksek Lisans programında bütün akademik birimleriyle hizmet veren Eğitim Fakültemiz Burdur Mehmet Akif Ersoy Üniversitesinin en köklü akademik birimidir. Türk Milli Eğitiminin Öğretmen kadrosuna kazandırdığı çok sayıda branştaki nitelikli öğretmenleriyle haklı bir gururun da sahibidir.

Fakültemiz olarak yerel kültürüne tutkulu, ulusal değerlerine sevdalı, evrensel değerlere meraklı, bilimsel değerlere duyarlı öğretmenlerimizi vatan hizmetkârı olarak yetiştirip Türkiye’mizin her köşesine uğurlamakla kalmıyor, mezunlarımızın ortaya koyduğu sayısız başarıları duyarken ki tarifsiz duyguları paylaşıyor ve bu onuru yarım asrın üzerindedir gururla taşıyoruz.

Samimiyetin, şefkatin, azmin ve bilimin ışığında geleceğimizin mimarlarını yetiştirirken gurur veren anları anıları öğretmenlik mesleği tutkusuyla yaşamaya yaşatmaya devam ediyoruz...

Çok Kıymetli Katılımcılar,

İçinde bulunduğumuz dijital çağın bize sunduğu hızlı değişim ve dönüşüm ortamında öğretmenlik mesleği ile ilgili çalışmaların, onların nasıl yetişmesi gerektiğine yönelik fikirlerin ve bakış açılarının da sabit kalması asla düşünülemez. Kuramdan uygulamaya bütün fikir akımlarına kadar eğitimle ilgili hemen her yeniliğin öncelikli muhatabının öğretmenleri yetiştiren Üniversiteler olduğu dikkate alındığında, geleceğin dünyasının yönelimlerini doğru okuyamazsak, buna yönelik geleceğin öğretmenini yetiştirecek sağlıklı programlar ve politikalar geliştiremeyiz.

Dolayısıyla, değişimi ve eğitim dünyasının beklentilerini önceden gören, zamanın ruhunu iyi okuyan, yerel ve ulusal projelerini buna göre belirleyen, öğrencilerinin önünü açan, onlara rota çizen bir anlayışla yürüttüğünüz çalışmalar sergileyeceğiniz bu kongrede farklı temalarda toplamda 216 bildiriyle hem yurtiçinden hem de yurt dışından birçok seçkin akademisyen ve öğretmenin bilgi ve deneyimlerini paylaşmak, gelecekteki liderlerimizi daha iyi eğitmenin yollarını keşfetmek için katılım gösterdiğiniz için çok mutlu ve minnettarım. Her birinize özverili çalışmalarınızdan dolayı şükranlarımı ve saygılarımı sunarım.

Şanlı tarihimizden ders çıkararak atalarımızın bize bıraktığı mirastan ilham, cesaret, kuvvet olarak istikbalimizi hep birlikte inşa etmeye devam edeceğiz. Bu süreçte istiklalden istikbale kurulacak olan köprünün taşıyıcı sütunları sadece ve ancak öğretmenlerimizdir. Yeni çağın dijital gerçekliğine yavaş yavaş yerleşirken ve yeni normalizden yola çıkarak yeni geleceğimizi de planlarken başardıklarımızdan gurur duyuyor olsak da, vizyonumuzu sadece “en iyi öğretmenleri” bilişsel yetiştirmeye çalışarak veya “en iyi eğitim programları”nı sunarak gerçekleştiremeyeceğimizin de farkındayız. Vizyonumuzun gerçekleştirebilmemiz için aktif öğrenme ortamlarının ne kadar önemli olduğunu çok iyi biliyoruz. Bu nedenle, öğrencilerimizin aktif olan, merak eden, kendi araştırma temalarını belirleyen, kendi sorularını soran ve geliştiren, hem ulusal hem de kendi disiplin alanlarının uluslararası sınırlarını da aşabilecek yaratıcı beyinlere sahip küresel liderler haline gelmelerini sağlayan çağın gereklerine uygun programlar üretmemizi içtenlikle umuyorum.

Değerli Katılımcılar,

Tek kanatla uçmak mümkün müdür?... Unutmamalıyız ki irfanla yoğrulmamış, gönül süzgecinden geçmemiş ilim bireyleri, toplumları ancak sefaletle terk eder. Bilimsel araştırmaya ve bunların somut çıktılarına yaptığınız katkının yanında toplumların yaşam haritasında yol açacak büyük değişim ve dönüşüm ancak yetiştirdiğimiz öğretmenlerin eseri olacaktır. Bu nedenle, bilimin ışığında yerel kültürüne tutkulu, ulusal değerlerine sevdalı, evrensel değerlere meraklı, bilimsel değerlere duyarlı alimler ve arifler yetiştirmek bizim yegane görevimizdir.

Başöğretmenimiz Gazi Mustafa Kemal Atatürk'ün de ifade ettiği gibi “Eğitimidir ki, bir milleti ya özgür, bağımsız, şanlı, yüksek bir topluluk halinde yaşatır; ya da esaret ve sefaletle terk eder”

Değerli Konuklar,

Tüm bu duygularla VIII. Uluslararası Eğitim Programları ve Öğretim Kongresinin yeni açılımlara vesile olmasını temenni ediyor, emeği geçen herkese teşekkür ediyorum. Umarım teşvik edici tartışmalarla dolu verimli iki gün geçirirsiniz. Bu Kongrenin sadece Yükseköğretimde bilgi ve tecrübeyi paylaşma şansı yaratmaya vesile olmasını değil, aynı zamanda kendisini mesleğine adanmış eğitimciler arasında uzun ve verimli bir işbirliği, proje birliği ve yeni dostlukların başlangıcına da vesile olmasını içtenlikle diliyorum.

Bu vesileyle, Başöğretmenimiz Gazi Mustafa Kemal Atatürk ve görevi başında şehit olan öğretmenlerimiz başta olmak üzere ahirete irtihal etmiş bütün eğitim neferlerini rahmetle ve minnetle yâd ediyorum.

Dear Rector,

Dear representatives of Educational Programs and Teaching Association,

Dear Guests of Honor,

Dear Participants, Dear Students,

And Dear Representatives of Our Press,

I would like to welcome you all to the 8th International Congress of Curriculum and Instruction, which will be held online, with the main theme "Program studies in lifelong learning" hosted by Burdur Mehmet Akif Ersoy University Faculty of Education in cooperation with the Turkish Association of Educational Programs and Teaching Association. I am delighted to greet you all with respect and love.

Dear Guests,

With your kind permission, I would like to brief you on the Burdur Mehmet Akif Ersoy University Faculty of Education before proceeding with my speech.

In the shadow of a 56-year-old school, our faculty opened in 1965 as a girls ' teacher's school, and over time it reached its present position after serving under the names of Educational Institute and high school. Our Faculty of Education currently comprises 8 Departments, 17 Divisions, and provides services with all its academic units in 7 Ph.D, 13 MA, and 4 Non-thesis MA programs in association with the Institute of Educational Sciences. It has 2901 undergraduate students and is the longest established unit of Burdur Mehmet Akif Ersoy University. This Faculty can proudly state that it has formed many qualified teachers who have taught in many branches amongst the Turkish National Education teaching staff.

Our faculty has trained teachers who are passionate about their local culture, in love with their national values and interested in universal values as servants of our homeland. We also share an indescribable feeling about our graduates' numerous accomplishments and has continued to feel honored over half a century. We have also shared the indescribable feelings of our graduates through their numerous achievements and we have felt truly honored for over half a century.

In the light of sincerity, compassion, perseverance and science, we continue to live proud moments with the passion of the teaching profession while raising the architects of our future.

Dear Participants,

In the environment of rapid change and transformation that the digital age offers us, it is inconceivable for the studies related to the teaching profession, ideas and perspectives on how teachers should be trained to remain fixed. Since in almost every innovation related to education, from theory to practice and to all movements of thought, the main source comes from the universities where teachers are trained; it is imperative for us to correctly interpret the orientations of the world for the future. If not, we will fail to develop efficient programs and policies to train future teachers.

Therefore, I am very happy and thankful for your participation in this congress, where, with a total of 216 papers on different themes, you will exhibit the work you have carried out with an understanding that anticipates the changes and the expectations in the world of education. In light of the developing trend, your work reveals how to design local and national projects accordingly, open new ways and draw routes for students. During this congress, many distinguished national and international academics and teachers will share their knowledge and experiences on discovering ways to better educate our future leaders. I would like to express my gratitude and respect to each of you for your devoted work.

Taking lessons from our glorious history, we will continue to build our future together, taking inspiration, courage and strength from the legacy that our ancestors left us. In this process, it is no one else, but our teachers, who will act as the pillars of the bridge we aim to build upon our independence towards a prospective future. We may be proud of what we have accomplished as we have gradually settled into the digital reality of the new age where we plan our future based on our new normal. Nevertheless, we are aware that we cannot fulfill our vision simply by trying to train cognitively “the best teachers” or by offering “the best educational programs”.

We know the importance of active learning environments for our vision to be realized. For this reason, I sincerely hope that we will produce programs in line with the requirements of the age that enable our students to become global leaders who are active, curious, who can ask and develop their own questions, and determine their own research themes with creative minds to transcend the national and international boundaries of their discipline.

Dear participants,

Is it possible to fly with a single wing?.. We must not forget that knowledge that is not infused with wisdom and has not gone through the filter of the heart leaves individuals and societies only in misery. In addition to your contribution to scientific research and their concrete outputs, the great change and transformation that will lead to a better society will only be possible through the work of the teachers we have trained. Therefore, in the light of science, it is our sole responsibility to educate scholars and scientists who are passionate about their local culture, in love with the national values, interested in universal values, and sensitive to scientific values.

As stated by our head teacher Gazi Mustafa Kemal Atatürk, "It is education that makes a nation live in a free, independent, glorious, high society; or leave to bondage and misery."

Dear Guests,

With all these feelings, I hope that the 8th International Congress of Curriculum and Instruction will lead to new initiatives, and I thank everyone who contributed. I hope you will have two fruitful days full of encouraging discussions. I sincerely wish that this congress will not only create a chance to share knowledge and experience in higher education, but also lead to the beginning of a long and fruitful cooperation, project partnerships and new friendships among the educators who are devoted to their profession.

Hereby, I commemorate our head teacher Gazi Mustafa Kemal Atatürk, teachers who were martyred in line of duty, and all the deceased educators with mercy, respect and gratitude.

The Eighth International Congress on Curriculum and Instruction

March 25 –27, 2021, Burdur - Turkey

Prof. Dr. Özcan DEMİREL

Distinguished Guests, Dear Colleagues, Ladies and Gentlemen,

On behalf of the administrative board members of the Turkish Association of Curriculum and Instruction, I have the honour and the pleasure of giving a warm ‘welcome’ to Prof. Dr. Adem Korkmaz, the Rector of Burdur Mehmet Akif Ersoy University, Prof. Dr. Sibel Karakelle, the Dean of Faculty of Education and to all of you for participating in the eight International Congress on Curriculum and Instruction organised in collaboration with Burdur Mehmet Akif Ersoy University, Faculty of Education, and the Turkish Association of Curriculum and Instruction. We, as the host partners, are very glad to join the online congress.

The Association of Curriculum and Instruction was established in 2009. The purpose of the Association is to support curriculum studies both in Turkey and worldwide, to cooperate with related institutions in this area, and to provide organizational support, scholarly conversation within national and across international borders regarding the context, content and educational process of curriculum and instruction.

At present, there are 347 registered members of the Association from various universities in Turkey. We would like to encourage all colleagues in the field of curriculum and instruction to become a member of the Association. In addition, we have been publishing an international journal, namely, the ‘International Journal of Curriculum and Instructional Studies (IJCIS)’. The purpose of the journal is to make the audience reach both theoretical and empirical research in the field of curriculum and instruction and help the journal become one of the respectable journals in the area. IJCIS is indexed in Ulakbim TR Dizin, EBSCO, Turkish Education Index, Arastirmax, and ASOS Index databases. IJCIS is also reviewed by ERIC currently. The decision on this database (ERIC) will be made in the spring term. IJCIS is indexing by ULAKBİM, Academia, ASOS (SOSYAL Bilimler Indexi), ACAR Index, Akademik dizin and Scientific indexing Services. We are also expecting the journal be indexed in Eric and then Social Sciences Citation Index very soon.

We, as the association, are also planning national and international workshops and congresses on curriculum issues with a volunteer host university every year. It is my pleasure and privileged that the 9th international Curriculum and Instruction Congress will be held in İzmir with the cooperation of Ege University, Faculty of Education. I look forward to meeting you all at our next congress,

The theme of the congress is Curriculum Studies in lifelong learning. In this line, I may say that curriculum studies is always ungoing and continuous process and never ends in lifelong learning. Are we all ready to design the new curricula for the early young and also adult learners? How can we help especially the old learners in future? I hope this congress will try to answer to that question and give some prompts for this challenging issue. Most of the regeneration universities in Turkey started to offer new programmes for the adult people to train them in the university campus. I hope we are going to share our practices and implementations the new curricula for the lifelong learning.

We hope that the curriculum studies in lifelong learning in Turkey and the World will change the society and help people be good citizens and develop lifelong learning skills. In this line, I may say that education reforms can be realized by means of ongoing curriculum development efforts. I also hope that this congress will contribute to solving problems in developing well-qualified curricula in each country.

We believe that international curriculum and instruction meetings initiate many intercultural

experiences among the scholars and provide an interdisciplinary forum for colleagues, researchers, academicians, graduate students, teachers, and project leaders all over the world to discuss the key issues in curriculum and instruction more broadly by means of paper presentations, project work and workshops. This is a historical moment for us to discuss these very important issues on an international platform. It is my belief that this event will have an impact on the dissemination and implementation of the new curriculum image both nationwide and worldwide. One of the best things about international congresses, in addition to the many excellent presentations, is the opportunity even in the pandemic time.

Dear Colleagues, It has taken us quite a long time to organise this congress. Once, we had to postpone the congress due to the 19 Corona Virus all over the world. Finally we realized the online congress. I particularly would like to express my heart-felt thanks to Prof. Ramazan Sağ and Assoc. Prof. Kenan Demir and also all organizing committee members, Burdur M.Akif Ersoy University, the administrative board members of the Turkish Association of Curriculum and Instruction for making the symposium a reality. They all, have shouldered many difficulties along the way and also worked very hard.

I would like to express my deepest appreciation for their efforts. Last but not least, I extend my sincere thanks to all those who make the Curriculum and Instruction congress possible. I also would like to thank keynote speakers, Prof. Michael Apple from USA, University of Wisconsin-Madison Department of Curriculum and Instruction and Educational Policy Studies, Prof. Michael Osborne from Scotland, University of Glasgow, Department of Lifelong Learning Glasgow and Director of Research, School of Education, Prof. Melek Demirel from Turkey, Hacettepe University Faculty of Education Department of Lifelong Learning and also Prof. İsmail Tufan from Turkey, Antalya Regeneration University for adult people, Akdeniz University will deliver a keynote speech at ICCI-EPOK 2021. And of course I also would like to thank all panelists, Prof. Ali Yıldırım and Assoc. Prof. Dawn Sanders, Göteborg Universitet, from Sweden, Assoc. Prof. Paul Asunda, Purdue University, and Assoc. Prof. Evrim Baran, Iowa State University, from USA and also Prof. Arif Altun, Hacettepe University, from Turkey. I also would like to thank all panelists who dedicated themselves to train adult people in Regeneration Universities in Turkey, Prof. Esmahan Ağaoğlu, Anadolu University, Prof. Dr. Muammer Tuna, Muğla Sıtkı Koçman University, Assoc. Prof. Dr. Sevnaz Şahin, İzmir Ege University, Assist. Prof. Ayşe Dericioğulları, Burdur, Mehmet Akif Ersoy University, Dr. Emre Birinci, Eskişehir Anadolu University and Lecturer, Cemil Yavuz, Muğla Sıtkı Koçman University and many thanks to the congress supporters, The Ministry of National Education, General Directorate of Teacher Education and General Directorate of Life Long Learning, Governance of Burdur, Municipality of Burdur, Anı Publishing House and my special thanks go to Servet Sarıkaya, the owner of the Pegem Academy, International Publishing Company for his special support to the congress all the time.

Honourable guests and participants, as a final remark, it is my sincere wish that this event should stimulate both thoughts and deeds, the results of which will ultimately be beneficial to us all. Thank you all for joining us and honouring the eighth international congress on Curriculum and Instruction with your presence.

I wish you all a successful, beneficial, and memorable congress.

Thank you all.

ODA MÜZİĞİ DİNLETİSİ
(Müzik Kültürü Uygulama ve Araştırma Merkezi)

PROGRAM

G. F. HEANDEL.....Sarabande

J.S. BACH.....Air

SERKİS SUCUYAN.....Kimseye Etmem Şikâyet

(Kuartet için düzenleyen Başar ZEREN)

ASTOR PIAZZOLLA.....Tango from “Scent Of A Woman”

1. **Keman:** Başar ZEREN

2. **Keman:** Esra DALKIRAN

Viyola : Gökhan ÖZDEMİR

Viyolonsel: M. Can ÇİFTÇİBAŞI

Solist: Tuğba DAĞLI

Ses Görüntü Montaj: Avşar YENGİN

Tonmayster: Kadri Yılmaz ERDAL

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DETERMINING PRE-SERVICE TEACHERS' LIFELONG LEARNING TENDENCIES

Serap Nur DUMAN¹ (Assistant Professor, Turkey)

Problem statement

Life-long learning; It is an approach that includes formal education and non-formal education processes and aims to continuously improve oneself in order to keep up with the changing and transforming world (Tunca, Alkın Şahin, & Aydın, 2015). In addition, lifelong learning has been a subject that has been frequently researched since it can take place without time and place restrictions (Güleç, Çelik, & Demirhan, 2012). When the literature on lifelong learning was searched, important studies were found (Bulaç & Kurt, 2019; Diker Coşkun & Demirel, 2012; Evin Gencel, 2013; Tunca, Alkın Şahin, & Aydın, 2015). When the relationship of lifelong learning with education is examined, it is understood that lifelong learning is a learning style that supports teachers, teacher candidates and educators to continuously develop themselves professionally and academically. For this reason, it is important for prospective teachers to adopt lifelong learning while preparing for the profession and to see themselves as a continuous learning individual. The aim of this study is to determine the lifelong learning tendencies of prospective teachers. For this purpose, the sub-problems of the research are as follows:

1. Do pre-service teachers' lifelong learning tendencies differ significantly according to departments?
2. Do pre-service teachers' lifelong learning tendencies differ significantly according to their grade levels?
3. Do pre-service teachers' lifelong learning tendencies differ significantly by gender?

Method

The research is planned as a survey research. Survey studies are studies that aim to collect information through questionnaires or interviews to understand the opinions, attitudes or characteristics of the participants (Creswell, 2017, p.481). In this respect, the Lifelong Learning Tendencies Scale developed by Gür Erdoğan and Aşal (2016) was used to determine the lifelong learning tendencies of teacher candidates in the study. This scale is a five-point Likert scale consisting of 17 items. The Cronbach Alpha internal consistency coefficient of the scale is .86. In this study, the Cronbach Alpha reliability coefficient of the scale was found to be 0.865. Simple random sampling from probabilistic sampling models was used to determine the sample group in order to obtain the data of the research. With this sampling model, a random sample group that will represent pre-service teachers and have equal characteristics of pre-service teachers was determined (Creswell, 2017, p.189-190). The sample group to be included in the study was determined by including 185 male and female teacher candidates from different departments, studying at different grade levels. The data of the research were analyzed with the SPSS program.

Findings

The findings of the research are presented in line with the sub-problems of the research.

Lifelong learning tendencies scores of teacher candidates according to their departments

As a result of variance analysis, a significant difference was found between the lifelong learning tendencies scores of the pre-service teachers in different departments ($F_{(4,180)}=2,472$ $p<.05$). According to the results of

1 Correspond Author: serapnurcanoglu@gmail.com

Dunnett's test conducted to find out which departments there is a significant difference, it was determined that the lifelong learning tendencies of the pre-service teachers ($\bar{X}=74.01$) in the Social Studies Education section were more positive than the pre-service teachers ($\bar{X}=70.54$) in the Preschool Education section.

Lifelong learning tendencies scores of teacher candidates according to their grade levels

As a result of variance analysis, a significant difference was found between the lifelong learning tendencies scores of teacher candidates in different grade levels ($F_{(3,181)}=3,899$ $p<.05$). According to the results of Dunnett's test conducted to find out which grades there is a significant difference, it was determined that the lifelong learning tendencies of pre-service teachers in the first grade ($\bar{X}=73.47$) were more positive than those in the 4th grade ($\bar{X}=70.00$).

Pre-service teachers' scores of lifelong learning tendencies according to gender

In order to determine whether there is a significant difference between pre-service teachers' lifelong learning tendencies scores and gender, independent samples t test analysis was conducted. As a result of the analysis, there is no significant difference in lifelong learning tendencies of teacher candidates according to gender ($t_{(183)}=,105$, $p>.05$).

Keywords: Lifelong learning, Teacher candidate, Teacher training

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EXAMINATION VIEWS OF ACADEMICIANS ON LIFELONG LEARNING SKILLS IN PANDEMIC SITUATION

Burak AYÇİÇEK¹ (Tokat Gaziosmanpaşa University, Turkey)

Problem Statement

Lifelong learning means the ability to expand one's own mind and experience as a continuous process (Chaisongkram, 2020). The purpose of lifelong learning is to help individuals in a way that enables them to acquire the knowledge, skills, understanding and values that they will need in life (Ambrósio, e Sá, & Simões, 2014).

Today, in the context of lifelong learning, individuals are supposed to be equipped with skills such as critical thinking, problem solving, communication, collaborative working, creativity, digital literacy, information literacy, media literacy, information and communication technologies literacy (Trilling, & Fadel, 2009). Based on this, people need to improve their knowledge and skills continuously to realize their personal development (Sharples, 2000).

Lifelong learning requires all occupational members to get continuous learning skills and develop themselves in their professions (Barnard, Nash, & O'Brien, 2005; Gopee, 2005). In the education, lifelong learning must be the objective of every teacher and student, and curricula should help realize this objective during educational experiments (Bonds, 2003; Hosseini, 2006). According to Duță and Rafailă (2014), lifelong learning is one of the factors that can support the development of instructor professionalism in future educational purposes.

Existing practices and rules in education have been changed radically after the outbreak of the COVID-19 pandemic across the world in unpredictable ways (Bryson et al., 2020). The current study aims to determine how Covid-19 pandemic influenced lifelong learning skills from the perspectives of academicians. To this end, the current study addresses the following questions:

1. What are the metaphors that academicians express about the concept of "*lifelong learning*"?
2. What are the positive or negative experiences academicians have had in terms of developing lifelong learning skills during pandemic?
3. What are academicians' suggestions on how to develop lifelong learning skills during pandemic?

Method

In the research, a qualitative research model was used to determine academicians' views related to lifelong learning skills in pandemic situation. Within the scope of the qualitative research model, the phenomenology design was used.

The sample of this study consists of 15 participants working in the faculty of education, economics and administrative science, and engineering in a state university. 8 female and 7 male participants were included in the research process. 6 of the participants work in the faculty of education; 5 in the faculty of economics and administrative science and 4 in the faculty of engineering. The seniority of the participants ranges from 1 year to 26 years.

Data were collected through an open-ended question form prepared by the researchers. The question form consists of demographic information about the participants and open-ended questions regarding the views of the participants about lifelong learning skills during pandemic.

¹ aycicekburak@gmail.com

Data collection process was conducted in the fall semester of 2020-2021. The question form was sent to the academicians electronically using “Google Forms”.

Content analysis was applied for analysis of the data gathered. For the reliability of this study, the reliability formula of Miles and Huberman was used. In order to calculate the consistency rates of the codes produced in the current study, the obtained data were coded separately by the researchers and two experts in the field of educational sciences. According to Miles and Huberman, (2015), the percentage of fit must be 70% or more. In this study, the percentage of agreement was calculated as .92, which shows that the coding made in the research has a high reliability.

Findings

As a result of the study, it was concluded that the academicians produced 14 different metaphors related to the concept of “lifelong learning”. These metaphors are *lesson, growing of a tree, travel in time, swimming in ocean, hunger, book, water, medicine, outer space, renewal, puzzle, library, candy and memory*. The participants expressed about their positive and negative experiences during pandemic. It was seen that academicians’ positive opinions were grouped under the theme of “*progress in professional career and effective use of technology*”. On the other hand, negative experiences were grouped under the theme of “*problems in acquiring skills*”. Lastly, it is seen that the participants have some suggestions related to how to develop lifelong learning skills during pandemic. The most frequently expressed suggestion include “*online courses should be provided to acquire new skills*”(f=6). In the light of these findings, this study can reveal the necessity of lifelong learning skills for academicians by creating awareness during pandemic.

Keywords: Lifelong learning, skills, pandemic, academicians.

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DESIGNING, IMPLEMENTING and EVALUATING ONLINE DESIGN THINKING EDUCATION for ADULT'S LIFELONG LEARNING

*Yunus Emre AVCU*¹ (Ministry of National Education, Turkey)

Tuğba ÇANŞALI (Learning Designs, Turkey)

Semiha Miraç ÖZTÜRK (Learning Designs, Turkey)

Nurşah YILMAZ (Learning Designs, Turkey)

Problem statement

Thanks to lifelong learning, limits on the level of education, location, time, age, socio-economic level, level of education have been eliminated and equal opportunities have been granted to individuals and people with lifelong learning skills and self-improvement needed by societies can be raised (Dinevski & Dinevski, 2004). International Society for Technology in Education [ISTE], (2016), has published certain standards and guidelines for learners of all ages to be ready for development in a continually changing technological setting. Standards set a fundamental and ideal learning love for learning practice and lifelong learning and have a greater purpose that improves the world by transforming learning and teaching. These standards address the learner who builds information and interest as a digital citizen, innovative designer, global collaborator, and person who creates creative communication (ISTE, 2016).

Design Thinking (DT), which closely correlates with the innovative designer aspect of ISTE standards and is also related to other standards, is a human-centered methodology that contributes to the personal, professional, and social advancement of individuals in many areas, from the business to the field of education, and seeks to create creative and innovative solutions for the personal, social and commercial problems by using design tools and ways of thinking required for design (Kelley & Kelley, 2013; Lor, 2016). DT is a skill set that encompasses thinking skills, research skills, social skills, and thinking attitudes and tendencies, as well as an approach that can often be deemed as a teaching technique (Chesson, 2017; Henriksen, Richardson & Metha, 2017; Koh, Chai, Wong & Hong, 2015). One can assume that DT education, which can address the learning requirements of communities in various professions following different learning tools and effective learning experiences, can contribute to individuals positively. Thus, the lifelong learning of adults can be supported by creating an awareness regarding the establishment of a knowledge-based society (UNESCO, 2016).

This study aimed to design, implement and assess online DT education, in which adults can effectively share opinions within the context of lifelong learning flexibility, create solutions to unstructured problems by benefiting from interdisciplinary collaboration, and experience effective personal, social and professional improvement in their lives.

Method

The Grid Curriculum and The Curriculum of Identity differentiation models were utilized in the design of DT education. In educational content, the stages proposed by Stanford d.school which are “empathize, define, ideate, prototype, test”, and DT attitudes and trends were included. After the objectives are defined, learning activities ideal for these objectives have been created by choosing one or more learning tools from the stage columns, namely the content, process (thinking, research, and life skills), and the product. The theme of the education is determined as change. The content and objectives related to the identity dimension have been formed by considering the DT mindsets.

DT education was administered to 105 individuals from diverse occupational groups (teachers, psychologists, engineers, NGO staff, doctors, academics, etc.) between May 2020 and January 2021, using the Zoom video-conference software within 5 different sessions lasting for 6 hours each. Participants were split into study groups and timing tools were used in the learning process, and learners were invited to build content, and engage in dynamic collaboration using Web 2.0 technologies. The task of “redesigning the experience of staying home during the pandemic era” was given to participants. The opportunities of interviews, empathy map, POV development, and user feedback worksheets were presented to the participants during the DT process, and at the end of each step, the participants were asked to upload the learning products to the digital board tool called the Padlet. The participants used different design materials or digital prototyping methods according to their preferences in the prototyping stage.

When it is time to assess DT education, a case study was applied. Work sheets in Padlet, sticky notes in Linoit, as well as the prototypes they developed, were collected as documents. Besides, each DT education session was recorded as a video. Using the Mentimeter, the views of the participants about the education in each session were collected. The participants described the DT education in three words and wrote their thoughts on it. Work sheets, ideate papers, prototypes, and videos were analyzed using the DT rubric for each group in five different sessions and the viewpoints of the participants were examined using content analysis.

Findings

The data analysis showed that the mean scores of the criteria related to the DT rubric were high (19.1 out of 20). Participants perceived DT education mostly as creative, fun, and useful. Participant views are often compiled in the categories of personal development, professional development, socialization, and motivation. It can be suggested that DT education should be examined with mixed design studies including DT mindsets.

Key words: lifelong learning, adult education, design thinking, online education design.

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OPINIONS OF TEACHERS AND ACADEMICIANS ON LIFELONG LEARNING*Serkan ÇİFTÇİ* - (MEB)*Doç. Dr. Ahmet YAYLA* - (Van Yüzüncü Yıl Üniversitesi)*Abdulkadir SAĞLAM* - (MEB)**Problem Statement**

Lifelong learning, sometimes referred to as career-long learning, extends individual learning beyond formal education and training (Burman, Boscardin, & Van Schaik, 2014). In addition to formal education, personal development is also important. For the development of any society, education must continue throughout life, and individuals must constantly improve themselves throughout their lives (Can, 2011).

The concept of lifelong learning (LLL) has gained importance in terms of the level of education and employment conditions in developing countries in order to keep up with the rapid changes in political, social and cultural life in line with the needs of the era. At the UNESCO Commission on the Development of Education, convened in 1972, it was decided that education was a lifelong activity (Poyraz and Titrek, 2013). Lifelong learning is defined as a supportive process that ensures that all the knowledge, skills, values, competencies and qualities that individuals acquire throughout their lives are acquired and renewed in the period from birth to death, as well as the experiencing of all this knowledge (Candy, 2003). However, lifelong learning eliminates the boundaries of concepts such as place, time, age, socio-economic level, level of education and offers equal opportunities for each individual (Dinevski and Dinevski, 2004). Learning to learn in its simplest form is an intellectual activity to generate the necessary information for new situations using existing information (Özden, 2002). Educational psychologists define learning and development as a lifelong process that occurs in situations within and outside school such as family, work, and other social content (Smith and Pourchot, 1998). Lifelong learning keeps the individual's curiosity and interest alive and encourages the individual to be willing to seek new information. Thus, it allows the individual to adapt to the innovations that occur both in society and in the business life and to be effective in all aspects of life. Lee (2008), stated that individuals participating in lifelong learning activities often live a self-controlled life with higher confidence, open-mindedness, more volunteering awareness for others, and more positivity and activity. Therefore, teachers can prepare their students for lifelong learning by promoting various teaching-learning methodologies and increasing their lifelong learning practices and capacities. Nowadays, when educational content, technology and many gains in current life are changing rapidly, it is important for educator to develop themselves and continue their lifelong learning in order to keep up with this change. The aim of this research is aimed to reveal the opinions of teachers with postgraduate studies and academicians about lifelong learning.

Method

In the research, case study pattern, which is one of the qualitative research patterns, has been used. Case study is a research method that works with a current phenomenon within its own real-life framework, used in situations where the boundaries between the phenomenon and the content in which it is located are not clearly defined, and there are multiple sources of evidence or data available (Yıldırım and Şimşek, 2019). The study group of the research is composed of teachers with postgraduate education working in Van province and faculty members of Van Yüzüncü Yıl University. The data have been collected using a semi-structured interview form prepared by taking expert opinions and pre-applied. The interview form consists of 7 open-ended questions, as well as questions about the demographic information of the participants. In this context,

opinions of a total of 12 educators, including 1 professor, 2 associate professors, 1 research assistant, 4 faculty members and 8 teachers who have postgraduate education, have been taken. The data obtained have been analyzed through descriptive analysis and based on the findings, the results and evaluations will be shared at the congress.

Findings

At the end of the study opinions educators with graduate education degrees about lifelong learning will be assessed; the meaning of the concept of lifelong learning, life-long learning requires what are the factors that a teacher can do within a lifelong learning context for personal development, lifelong learning, what could be the social implications of technological developments can impact how lifelong learning for dissemination in the name of sustainable and what can be done. Based on the findings, it can be said that the educators participating in the study generally take a positive attitude towards the sustainability of lifelong learning and show that the social and individual effects of lifelong learning can be further enhanced by education and support.

Keywords: Lifelong learning, educators, academicians, personal improvement

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RELATIONSHIPS BETWEEN PERCEPTION OF LIVING PLACE AND PEACE AND LIFELONG LEARNING TENDENCIES

Ferdi BAHADIR (Erzincan Binali Yıldırım University, Turkey)

Problem statement

Lifelong learning can be expressed as the knowledge, skills, values and qualities acquired by individuals throughout their lives and their use in life (Candy, 2003). There are many studies examining the relationship of this concept with different variables (Ayra & Kösterelioğlu, 2015; Çavuşoğlu & Acar, 2020 Erdoğan & Eker, 2020; Günüş, Odabaşı & Kuzu, 2012; Özoğlu & Kaya, 2021; Sivacı ve Çöplü, 2019). It is known that life-long learning is affected by variables such as culture and society (Akkuş, 2008; Cedefop, 2003; Günüş vd., 2012). In this context, it is thought that students' lifelong learning tendencies are related to their perception of place and tranquility. If the effects of the perception of living place and the perception of tranquility on lifelong learning are known, it is thought that students' lifelong learning tendencies can be guided. At this point, the aim of the study was determined as the examination of the relationships between the perception of living place and tranquility and lifelong learning tendencies. In this context; whether lifelong learning significantly differentiates in terms of living place perception, sense of tranquility, gender, place of residence and class variables constitute the sub-objectives of the study.

Method

This research was conducted according to the relational screening model. Relational screening models are research models that aim to determine the presence or degree of change between two or more variables (Karasar, 2009). The study group of the research consists of 172 students enrolled in a Vocational School affiliated to a state university in the east. To determine the students' perception of living place and their perception of tranquility, a single-dimensional living place perception scale (Demirci & Ekşi, 2017) and the perception of tranquility scale (Demirci & Ekşi, 2017) were used. For the evaluation of both scales, the expressions "Not for me at all" "Not suitable for me" "Somewhat suitable for me" "Quite suitable for me" and "Completely suitable for me" are used. Cronbach alpha reliability coefficient values of the scales were determined as 0.79 and 0.81, respectively. The Lifelong Learning Tendencies Scale developed by Coşkun & Demirel (2010) was used to determine students' lifelong learning tendencies. The scale consists of 4 dimensions (Motivation, Perseverance, Lack of regulation of learning, and Lack of Curiosity). In order to evaluate the items of the scale, the expressions "Not Fitting at all," "Partially Not Fitting," "Not Fitting Very Little", "Fitting Very Little", "Partially Fitting" and "Very Fitting" are used. Cronbach's alpha reliability coefficient of the scale was determined as 0.87. While evaluating the research data, mean, standard deviation, t-test, Mann Whitney U test were used in cases where the groups were not homogeneously distributed. To determine the lifelong learning disposition levels of students according to sub-dimensions, Coşkun & Demirel (2010) ranked them as low-medium-high (motivation (X = 6, 21, 36), persistence (X = 6, 21, 36)), lack of regulation of learning (X = 6, 21, 36), lack of curiosity (X = 9, 31.5, 81), the whole scale (X = 27, 94.5, 162) were taken into account in organizing teaching.

Findings

Considering the average scores obtained from the lifelong learning tendencies scale; It was observed that the sub-dimensions of Motivation (X = 16.74), Persistence (X = 19.20), Lack of regulation of learning (X = 18.54), Lack of Curiosity (X = 28.71) and all of the Scale (X = 83.16) were all below the mean score of the scale. When

the correlation analysis was examined, a positive relationship was found between all of the lifelong learning tendencies scale and the Motivation ($r = .676$, $p < .000$) and Persistence ($r = .536$, $p < .000$) sub-dimensions. Negatively significant relationships were found between all of the lifelong learning tendencies scale and Lack of regulation of learning ($r = -.655$, $p < .000$) and Lack of Curiosity ($r = -.719$, $p < .000$) sub-dimensions. A significant positive correlation was found between Motivation and Persistence subscales ($r = .519$, $p < .000$). A significant positive correlation was found between Lack of regulation of learning and lack of curiosity subscales ($r = .519$, $p < .000$). A significant negative correlation was found between Motivation and Lack of regulation of learning subscales ($r = .519$, $p < .000$). There was no significant relationship between the lifelong learning tendencies scale sub-dimensions and the Perception of Living place and the tranquility Scale. No significant difference was observed for the sub-dimensions of the lifelong learning tendencies scale according to gender and residence. Considering the class level; in all lifelong learning tendencies scale ($t(170) = -2,988$, $p < .05$), motivation ($U = 25721.00$, $p < .05$) and persistence ($t(170) = -4,317$, $p < .05$) sub-dimensions was observed a significant difference in favor of the 2nd grade.

Keywords: Perception of living place, tranquility, lifelong learning, lifelong learning.

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EXAMINING THE CULTURAL INTELLIGENCE LEVELS AND LIFELONG LEARNING TENDENCIES OF THE FACULTY OF HEALTH SCIENCES STUDENTS

Sultan Güçlü¹ (Kütahya Health Sciences University)

Ayşegül Savcı (Kütahya Health Sciences University)

Kevser Karacabay (Kütahya Health Sciences University)

Feyza Kocakurt (Gazi University)

Ali Acer (Bakırköy Sadi Konuk Education Research Hospital)

Problem statement

The learning process of people continues throughout life and it is known that learning curiosity exists naturally from birth (Gökyer & Türkoğlu, 2018). Ensuring the continuity of access to learning, continuously increasing the level of knowledge and competence acquired, and constantly updating as well as acquiring new skills are the keys to economic success, social cohesion and individual performance. In this context, the concept of “lifelong learning” that enables individuals to learn the knowledge and skills they need at any age has gained importance (Akkuş, 2008). There are many reasons that also affect lifelong learning. One of them is intelligence. The concept of intelligence, which has been changing and developing for years, has been active in time with its various aspects. Howard Gardner has always emphasized the importance of intelligence as a whole that is inseparable from culture while explaining the concept and types of intelligence. Cultural intelligence, while defining the ability to interact with different cultures both within and between societies, is a field of intelligence put forward to explain interpersonal differences in this sense. At the same time, cultural intelligence is any learned behavior in the culture with which an individual interacts (Gardner, 1993). It is desirable for the young population of a country with a multi-cultural structure to have high cultural intelligence. In particular, improving the cultural intelligence of future health professionals will also serve the philosophy of lifelong learning, which is an indispensable requirement of their profession. Because it is one of our most important educational goals that our graduates can provide care at universal standards based on up-to-date information. In this context, this study aims to examine how the cultural intelligence of students changes on the basis of sociocultural variables and whether this has an effect on lifelong learning.

Method

The sample of the cross-sectional study, conducted between March 2020 and May 2020, consists of Kütahya Health Sciences University, Faculty of Health Sciences 4th grade students (n=218). In the study, socio-demographic information form consisting of 17 questions questioning socio-demographic characteristics, Cultural Intelligence Scale and Lifelong Learning Tendencies Scale were used. The Cronbach Alpha internal consistency coefficient was calculated as .85 (sufficient) by adapting the Cultural Intelligence Scale developed by Ang et al. (2007) into Turkish by İlhan and Çetin in 2014, and by conducting a validity and reliability study. The scale is a five-point Likert type scale consisting of 20 items and four sub-dimensions. The lowest total score that can be obtained from the scale is 20, and the highest total score is 100 (Ang et al., 2007; İlhan & Çetin, 2014). Higher scores indicate high cultural intelligence. In the research, “Lifelong Learning Tendency Determination Scale” prepared in Likert grading type developed by Coşkun (2009) was used. The Cronbach alpha internal consistency coefficient of the 27-item scale was found to be .89. This result shows that the final scale has a high

1 sultan.guclu@ksbu.edu.tr.

reliability. The minimum score that can be obtained from the scale is 27 and the maximum score is 162. In order to decide which tests to use in the analysis of the data, according to the results of Skewness (-,760) and Kurtosis (1,080) values, it was concluded that the data showed a normal distribution, and Independent Samples t-Test, Variance Analysis, Pearson Correlation were used in our study.

Findings

In our study, while the mean score of students' cultural intelligence level was 70.28 ± 13.03 , their lifelong learning tendency mean score was calculated as 90.46 ± 17.86 . It is seen that there is a low level, positive and significant relationship between university students' cultural intelligence levels and lifelong learning tendencies ($r=0.265$, $p < .01$). While there was no statistically significant difference between students' cultural intelligence levels and their gender, it was concluded that women's lifelong learning tendencies were higher ($p=0.022$). The results of the analysis show that there is a significant difference between the cultural intelligence levels of the students and their place of residence [$F_{(3-214)}=27,8$, $p < .01$]. According to the results of the Tukey test conducted to find out which groups the differences between units exist, it was observed that the cultural intelligence levels of the students living in the dormitory / hostel ($=94,29$) and the students staying at home with their friends ($=91,25$) were higher than the students living with their families ($=83,03$) or alone ($=80,25$). It was observed that students who regularly read books and participated in studies such as courses, seminars, and symposiums related to personal development had high levels of cultural intelligence and lifelong learning ($p < .05$). It is thought that regular reading of books and improving personal development is a concept shaped by culture as a lifestyle. The high level of cultural intelligence of students who live with people from different cultures is also expected because of they have the opportunity to get to know each other better. Including group work and mentoring practices in universities where students can work together will give students the opportunity to get to know each other more closely. With the support of academicians, it is recommended that students interact with people from different cultures and increase seminars that emphasize the importance of cultural awareness and lifelong learning. In addition, it is thought that students' cultural intelligence and lifelong learning levels can be increased with domestic and international student mobility programs.

Key words: cultural intelligence, lifelong learning, university students

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EVALUATION OF PUBLIC EDUCATION CENTER STUDIES AND COURSES IN THE CONTEXT OF LIFELONG LEARNING

Murtaza AYKAÇ¹ (Dr. Öğr. Üyesi, Niğde Ömer Halisdemir Üniversitesi, Temel Eğitim Bölümü)

Necdet AYKAÇ (Doç. Dr., Muğla Sıtkı Koçman Üniversitesi, Eğitim Bilimler Bölümü)

Problem statement

The concept of lifelong learning has emerged with the aim of adapting individuals to rapidly developing and changing social and cultural values, and it has been accepted as an important factor in terms of the development level of the principles. Although it is a new learning concept in Turkey, since 2000s detailed research and effort have been carried out to conduct and improve lifelong learning in a systematic way. In this respect, the education process has moved away from being limited to the formal education process and education has come to the fore in all places and all ages.

Non-formal education is defined as a type of education that includes educational activities given to those who cannot continue formal education or have left a level of education. Thanks to non-formal education, it has become important to reach the masses who cannot continue formal education, to increase the professional skills of individuals, to increase the level of literacy and to develop the society (Türkoğlu, 2005). From this perspective both for the provision of cultural development of society and for Turkey to be among the developed countries it is highly important to give emphasis on public education. Public education can be seen as a regular and organized education effort for adults and those out of school with names such as “adult education”, “non-formal education”, “community education” as a general concept (Geray, 2002). In this respect, it can be seen that public education is a wide area that includes adult education. Parallel to the changing and developing conditions, it is very important for adults to be educated as well as to realize themselves by participating in artistic and social activities. The effectiveness of adult education also seems to depend on the regulation of adults to ensure their social, economic and cultural development. It can be said that effective public education and adult education have an important role in the economic development of developed countries (Ural, 2007). One of the institutions that play an important role in adult education and public education is the public education institutions and thousands of courses that they open for adults. However, studies in the functional sense of the absence of formal education courses opened in Turkey were found to be more than a hobby for public education within the scope of the course (and by Turkoglu, 2011). According to the results of this research, it can be said that it would be beneficial to organize the studies in a way that will attract the attention of the public and ensure their cultural, social and economic development. This study aims to evaluate Public Education Centers and their courses in terms of lifelong learning process.

Method

In this study a descriptive method is used and the data were collected through document analysis. The data in the study were subjected to content analysis, the themes and codes related to the work of the public education center were formed and presented in the tables, and the findings were discussed by giving examples from public education studies in different countries in terms of lifelong principles.

1 Correspond author's email adress: murtazaaykac@gmail.com

Findings

As a result of the research, it was seen that many courses organized in public education generally for personal development, professional development and handicrafts. However, it can be said that artistic and social courses are given less and the desired level cannot be reached at the rate of participation in courses. In the light of these results, transforming public education centers into community centers provided by the state by getting rid of the bureaucratic structure may be very effective in the functionality of these institutions. In addition, it is necessary to include people from the social strata in the region where the community centers are managed, and the courses to be opened should be determined based on needs analysis. In addition, transforming these centers into an art and cultural center where children, young people and adults can express themselves, and transforming these centers into art and cultural centers with games, drama, music and painting workshops within the community centers can be very effective in terms of meeting the public education institutions with the society.

Key Words: Lifelong Learning, Public Education Center, Adult Education

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LIFELONG LEARNING IN LANGUAGE CLASSROOM: THE PRACTICES OF EFL TEACHERS AS LIFELONG LANGUAGE LEARNERS

Eylem ORUÇ¹ (Bilecik Şeyh Edebali University, TURKEY)

Problem Statement

Lifelong learning is a broad term widely used for educational, social and organizational purposes which leads some inconsistencies in outlining conceptual framework. The term “lifelong learning” evolved from lifelong education was originated from adult education (Vidergor & Sela, 2017). Faure’s seminal work written for UNESCO led the concept of lifelong learning to gain a worldwide recognition. Lifelong learning was adopted as a policy to promote educational reform through research and practice (Knapper, 1988). The rationale behind this educational principle is that learning is an indispensable human activity and this opportunity is essential for showing human potential and spreading human rights and democracy (Kirby, et. al., 2010). In this regard, lifelong learning can be defined as a self-directed, purposeful and continuous activity which assumes that learning can take place in a variety of settings throughout the lifespan (Knapper & Cropley, 2000).

Promoting lifelong learning in the context of higher education can seem a challenging task to accomplish since instructional design of the courses are teacher-centered and there is much emphasis on transmitting knowledge and skills without focusing tasks to guide their learning in the field. However, it is essential to reconsider the curriculum design and instruction in higher education to develop lifelong learners. To achieve this goal, there is a need to focus on effective teaching methods and approaches to foster lifelong learning skills. A substantial body of research suggests methods and strategies such as highlighting task performance and student activity, meaningful interaction, collaborative team learning, using authentic assessment, using peer and self-evaluation, interdisciplinary learning, recognizing and modelling learning strategies, negotiation on the decisions about curriculum (Knapper, 2006, Knapper & Cropley, 2000; Knapper, 1988, Candy, 1991, Candy et. al, 1994).

Foreign Language classrooms are conducive learning environments to promote lifelong learners since language learning is a lifelong task. Also, EFL (English as a Foreign Language) teachers especially who are non-natives are role models as lifelong language learners because they had a similar language learning experience and they continue their learning path. Therefore, this study aims to explore the practices of EFL teachers that foster lifelong learning skills in language classroom.

Method

The research was designed as case study, one of the qualitative designs to gain insight into how EFL teachers foster lifelong learning skills. Case study is a type of qualitative research which aims to get “an indepth contextual understanding of the case” (Yin, 2009). This study was single instrumental study in which a case was investigated. The participants were 10 language teachers teaching at English language prep class program in the School of Foreign Languages in a public university in Turkey. (mean age= 35 years, mean years of experience=12 years). The data were collected through two focus group interviews with teachers in different times. The interview questions were based on lifelong learning theory and practice. The Video-recorded interviews transcribed verbatim. The data were analysed through inductive content analysis. The analysis was used to code and categorize emerging themes (Clark & Creswell, 2015). The themes were generated from the theory and practice on lifelong learning theory and practice.

1 eylem.unal@bilecik.edu.tr

Findings

The results of the study were presented under the themes: collaborative learning, meaningful interaction, real-life activities and assessment. *Collaborative learning* enables students to learn from peers. Also, they need to work with other people to learn in real life. In collaborative learning activities, the teachers used peer work, group work. *Meaningful interaction* between students and teachers is important in developing lifelong learning in classroom because EFL teachers especially who non-native are role models of lifelong language learning. They play an essential role in guiding and motivating students. The teachers reported that they guided their students to find learning opportunities outside the classroom. Using real life tasks in classroom is another tool to boost lifelong learning skills for students. They expressed that doing meaningful and real-life activities helped students to develop life-long learning skills as well as language skills. Lastly, real-life situations require from learners to assess their effectiveness or progress. Assessment was another theme emerged from the interviews. The teachers stated that they used authentic methods of assessment which include peer and self-assessment to give constructive feedback to learners.

Keywords: Life-long learning practices, Language teachers, EFL Classroom

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UNDERGRADUATE EDUCATION: ANDRAGOGICAL OR PEDAGOGICAL?

Abdul Samet DEMİRKAYA¹ (Burdur Mehmet Akif Ersoy Üniversitesi, Turkey)

İlkay AŞKIN TEKKOL (Kastamonu University, Turkey)

Problem Statement

Adult education is defined as “education and training program for adults” by TDK (2021), while Demirel (2005) defined it as “planned educational activities organized and carried out by public or private organizations to provide adults with information in various fields and to improve their understanding”. In these definitions, the concept of “adult” is emphasized. Although an explicit age range has not been determined as to which periods adulthood covers, generally, individuals after the age of 18 are started to be considered as young adults in many countries. Havighurst and Albrecht (1953) stated that the age between 18-35 is young adulthood. Based on this definition it can be said that participation in university education generally coincides with the early stages of young adulthood. Also, universities can be defined as institutions that provide services for the personal and professional development of students who have completed secondary education. In the light of this information and young adulthood definitions it should be carefully considered whether universities should offer education according to pedagogical principles or according to andragogical principles, and the education undergraduate students receive meet the learners’ needs and expectations. According to Miser (2002), adult education should focus on meeting the individual’s needs and productivity, helping the individual to reveal their potential at the highest level and to be productive. Knowles et al. (1998) states that there are differences between pedagogy and andragogy and those differences show themselves in the need of knowledge, the learner’s self-concept, readiness, learning orientation and motivation of the learner. In their research, Noor, Harun, and Aris (2012) aim to determine the andragogical and pedagogical learning preferences of undergraduate students, and determined that the majority of undergraduate students use a combination of pedagogical and andragogical learning principles in their learning processes. Adult learners generally have higher expectations than children in terms of planning and participation in teaching processes, and they expect educators to be aware of their adulthood and to behave with this awareness in the educational environment (Akin, 2014).

The purpose of this study is to determine whether undergraduate students receive andragogical or pedagogical principle based education. For this purpose students’ opinions were taken regarding their participation in planning processes, their role as learners, the state of learning environments meeting their needs, classroom interaction processes, teaching-learning and assessment processes, and instructional behaviors of their educators.

Method

The research is structured as a qualitative study and the research data were gathered through semi-structured interview form developed by the researchers. In order to ensure the content validity of the semi-structured interview form, three faculty in Curriculum and Instruction and one faculty in Turkish Language departments were asked their expert opinions, and the necessary arrangements were implemented aligned with their opinions on interview form.

The study group was composed of 20 undergraduate students attending teacher training programs. To determine the study group of the research, maximum variety sampling method, which is among purposeful sampling methods, was used. For this reason, two third year students were chosen from each Elementary

1 asdemirkaya@gmail.com

School, Early Childhood, Social Sciences, Turkish Language and Psychological Counseling and Guidance Education of two public universities in Turkey. Content analysis method was used to analyze the data of the study.

Findings

In the research, the undergraduate students' opinions were revealed on whether they receive andragogical or pedagogical principle based education. The data of the research are still in the analysis process. It is expected to reveal undergraduate students' opinions on their participation in planning processes, their role as learners, their expectations from their educators, learning environments and instruction they receive. Based on the findings of the research, suggestions will be developed regarding learning environments, educators and teaching and learning processes that will meet the opinions and expectations of undergraduate students.

Key words: Undergraduate education, andragogy, pedagogy, undergraduate students

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POTENTIALITY OF GROWTH MINDSET IN FOSTERING LIFELONG LEARNING SKILLS: A REVIEW STUDY

Asst. Prof. Dr. Z. Zühal GÜVEN¹ (Necmettin Erbakan University)

Problem Statement

Through the rapid changes brought about by the advanced technology in the last century, the need to learn, unlearn, relearn, apply and transform knowledge has gained new insights. It is getting more and more important to gain lifelong learning skills in our age as the number and nature of challenges go beyond predictions. The latest global crisis caused by Covid-19 pandemic has taught the humanity how important it is for people of all ages to adapt themselves to unexpected circumstances. In the glossary published by the statistical office of European Union, lifelong learning is defined as a process that encompasses all learning activities conducted intentionally from infancy to the end of life to improve knowledge, skills and competences in various spheres (Eurostat, n.d.). In broader terms, lifelong learning could be defined as a dynamic process that depends on various skills such as self-motivation, goal-setting, self-regulation, adaptability, self-assessment, self-efficacy, creativity, critical thinking, communication and collaboration. Accordingly, education programmes based on sound theories are needed to foster lifelong learning skills. The Growth Mindset, a theory devised by Carol Dweck (2006), asserts that people with growth mindset can learn at any age and any condition as they know the ways to set goals, motivate themselves, make plans, and learn from their own and others' experiences and mistakes. The belief that brain is like a muscle that can be improved through systematic exercising programme forms the basics of the Growth Mindset Theory. The theory is based on the idea that intelligence of people is malleable and can be enhanced if people are adamant and motivated in managing their learning process. The increasing number of intervention studies into the effect of growth mindset on different variables have revealed positive significant results (Blackwell, et al. 2007; Burnette, et al. 2018; Paunesku, et al. 2015; Schroder, et al. 2017), which suggests that growth mindset could be investigated in educational sciences through various studies from different aspects. It should be noted here that the less interest in the Growth Mindset in Turkey, compared with the amount of the research in literature abroad, has played a driving role in discussing the topic in the context of lifelong learning; and within the perspective presented above, this study aimed to investigate the role of growth mindset in fostering lifelong learning skills in the light of related literature.

Method

The systematic review research method was used in the study. The reason for the method choice is that a systematic review is promoted for being useful in identifying and critically evaluating the relevant research through collecting and analysing data from various sources (Davis et al., 2014). In accordance with the aims of the current study, the related studies were reviewed to identify the data that could be used in discussing the research topic. As the research question is related with a specific learning theory that has been studied comprehensively in recent years, the pre-specified criterion was used to select the studies to be reviewed. The pre-specified criterion was determined according to the intersections where growth mindset and lifelong learning skills meet. Out of the studies related with growth mindset and lifelong learning, those which dealt with the issues like andragogy or autonomous learning were primarily selected. The data extracted by the researcher were reviewed by a professor of counselling psychology to provide the inter-rated reliability of the data and avoid data entry errors. Following this step, the extracted data were organized in a table and analysed in line with the research topic.

1 zzuhalguven@gmail.com

Findings

The data were analysed mainly in two categories: (1) the components of the Growth Mindset Theory, which are related with lifelong learning skills, and (2) various intervention studies, which have investigated the effect of the growth mindset in different academic contexts. The results of the data analyses in the first category revealed that the Growth Mindset Theory, developed by Dweck (2006), offers insight into how people respond to challenges of life, which might be used to foster lifelong learning skills. The success stories of people with growth mindset suggested that people could be lifelong learners if they develop a positive attitude towards their capacity to learn. As lifelong learning encompasses various social classes, the significantly positive effect of growth mindset intervention programmes, particularly on the socio-economically disadvantaged people (Zhao et al., 2021), was considered promising in terms of further studies into lifelong learning. The findings obtained from the analyses of the data in the study led to the implications that comprehensive and sustainable studies are needed to investigate the theory from various aspects.

Key words: lifelong learning skills; growth mindset; mindset theory

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LOOKING AT LIFELONG LEARNING PROGRAMS FOR ADULTS WITHOUT COLLEGE DEGREE

*Dürdane LAFCI TOR*¹ (Erciyes University, Faculty of Education, Turkey)

Naime ELCAN KAYNAK (Erciyes University, Faculty of Education, Turkey)

Problem Statement

In recent years the concept of lifelong learning has gained growing attention in terms its role on people's personal and professional development. Lifelong learning can take the form of formal, informal and non-formal education, and can be sustained not only schools but also at home, work or anywhere (Preece, 2013). This demonstrates that lifelong learning accessible to everyone including children, adults, and elders regardless of age, education level and economic status. Considering its critical role in creating an educated society, many universities all around the world has initiated Lifelong Learning Programs offering a variety of courses including technological and occupational training, language courses, seminars that aims to help individuals achieving fulfillment. By the global expansion of the COVID-19 pandemic disease, the nations across the world have taken precautionary measures to prevent spread of disease as well as keep their public safe. Schools have been substantially closed, teaching has been shifted from in person to online, social distance and staying at home have been emerged as life saver actions (UNESCO, 2020). In the context of Covid-19, the importance of Lifelong Learning Programs has become eminent in terms of getting society engaged in education while they stay at home and not access to campus life.

Method

The purpose of this study is to explore Lifelong Programs offered by public universities in Turkey applying documentary analysis (Bowen, 2009). Documentary analysis is one type of qualitative research approach includes a procedure for reviewing and examining both written and online documents in detail to acquire in-depth information (Bowen, 2009). We used purposeful sampling enables the researcher to select a specific number of information-rich settings that fit the purpose of the research (Patton, 2002). For this study we specifically focus on universities in thirty big provinces such as Istanbul, Ankara, Izmir, Trabzon, Van, and Eskisehir. We collected data from the website of lifelong learning programs of selected universities, compiling existing records and documents. We systematically examined lifelong programs in each university and specifically looked at seminars, trainings and educations for adults who did not have college degree.

Findings

We listed all the courses for adults in each university and categorized into subsets like art courses, parental education, language courses and occupational trainings. Based on this analysis, we were able to see an outline of the data, a very important process in document analysis. We have found that the number of courses for adults with no college degree is highly limited in comparison to college-educated adults. Although one of the purposes of lifelong learning is to provide education for adults who are not able to access campus education, given courses seem not enough. In particular offered courses related to family life such as childcare, and communication in family are scant.

The exploration of lifelong programs at 30 universities in big provinces express that new initiatives needed to be taken to involve more adults with no college degree in education. Educators, academicians, curriculum

1 Correspond author's email address: durdaneltor@gmail.com

designers and policy makers and all others who are sensitive to adult education might be enlightened by and benefit from the findings of this study. In particular, the implications of this study may stimulate state-level policy makers and curriculum designers to develop strategies to increase the number of adults participating in lifelong programs. The results of this study show the need for restructuring lifelong programs, which aim at providing education, training and technological skills for adults who did not get college education.

Although this study touched important issues in relation to lifelong learning for adults who do not have college degree, it is worth noting limitations and directions for future research. First of all, as it is general in most qualitative research we looked at universities in big cities. Future research may address and explore all of the lifelong learning programs at public universities. Another future direction would be to examine the content of lifelong learning programs provided by municipalities. Also, we used digital records and documents as instruments, future research may be conducted using multiple instruments including interviews with lifelong programs makers.

Key words: Lifelong learning, adult education, public universities

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THE IMPACT OF ACHIEVEMENTS IN TURKISH LANGUAGE CURRICULUM PROGRAMS ON LIFELONG LEARNING

Deniz BENLİ¹ (Master Student, Dokuz Eylül University, Institute of Educational Sciences, Turkey)

Mehmet Can ATMAZ² (Master Student, Dokuz Eylül University, Institute of Educational Sciences, Turkey)

Gül Seher KARAKURT³ (Master Student, Dokuz Eylül University, Institute of Educational Sciences, Turkey)

Meltem GÖKDAĞ BALTAOĞLU⁴ (Assistant Professor, Dokuz Eylül University, Institute of Educational Sciences, Turkey)

Problem statement

Since the twentieth century, the world has experienced very important changes socially, economically, and culturally. These changes require that individuals receive education in all their lives and keep up with the society they are in. An individual's continuous renewal can only be achieved through lifelong learning. "Lifelong learning" has become a priority among the studies that have been conducted in the education field as it is a concept that eliminates all kinds of limitations, and that can exist anywhere the individual is (Güleç, Çelik and Demirhan, 2012).

The continuity and determination of individuals who make up the society depend on their having certain learning skills. Lifelong learning skills can be shown as an example (Budak, 2009). Every stage of formal education institutions from pre-school education is also part of the lifelong learning process. The skills acquired in all this educational process ensure the development of society together with the individual. Gaining basic competencies during primary education will also provide a person with the key to achieving knowledge throughout life. Therefore, lifelong learning skills have an important place in the skills that should not be neglected in primary education programs. Some of these skills are: "Finding information, referring to sources, using different sources, reasoning, and self-evaluation, ability to reach information from many sources" (Budak, 2009). These skills are also among the achievements of the Turkish language course program, which is largely the subject of our study. Terms such as "creativity in expressing oneself by sensitivity and artistic ways with four skill competencies in the mother tongue for communication" (Budak, 2009) are also among criteria in the process of lifelong learning.

"Reading achievements in its many dimensions are tried to be developed in the Turkish Language Curriculum in secondary school. It continues throughout life, developing with literature courses in secondary education. Academic knowledge and problem-solving skills combined with world knowledge are strengthened through reading. In this aspect, reading has an importance that affects an individual's thinking skills." (Ari, 2017).

Reaching information that has gained importance in today's societies is not possible only by applying certain teaching methods and techniques in schools. People have to stay up-to-date to be able to use the information they have acquired from an early age throughout their lives. The impact of the achievements of different courses that the students in the basic education process on the development of lifelong learning skills is an undeniable fact.

1 denizb73@gmail.com

2 mcan.atmaz@gmail.com

3 karakurtgulseher@gmail.com

4 meltem.gokdag@deu.edu.tr

When the studies that are believed to be related to the subject of this study are examined, the small number of the studies stand out. Particularly, a study about the subject of the 2019 Turkish Language Curriculum, which covers lifelong learning and achievements in the program, could not be found. From this point of view, it is believed that this study can eliminate the deficiency in the field and contribute to future studies. For the reasons stated, this study aims to examine the effect of achievements in the Turkish Language Curriculum on lifelong learning skills.

Method

This study aims to examine the impact of 8th-grade achievements in the 2019 Turkish Language Curriculum on lifelong learning skills. The results obtained will be described and interpreted without quantification. The reason for choosing 8th-grade achievements is because of the large number of achievements in the program and that it is the last class of primary education.

In the study, descriptive analysis model from qualitative research methods and document analysis technique were used accordingly.

In qualitative research, data is collected through interviews, observations and documents (Merriam, 2009).

Document analysis is a systematic method used for examining and evaluating all documents, such as electronic and printed documents (Corbin & Strauss, 2008). Like other methods used in qualitative research, document analysis requires the examination and interpretation of data to make sense and to create an understanding of the relevant topic. This analytical method includes finding, selecting, sense-making, evaluating, and synthesizing data in documents. Document analysis is then organized into main themes, categories, and case examples, and help to classify the data (Labuschagne, 2003).

Findings

This study analyzed documents to identify the impact of the Turkish Language Curriculum's achievements on lifelong learning skills, examined the 2019 Turkish Language Curriculum Program, and tried to draw a framework.

Additionally, it can be said that the achievements obtained in the Turkish Language Curriculum should be reorganized according to the results that will be achieved in the light of the findings. There is also a need for environments where lifelong learning achievements can be applied. Appropriate environments (such as libraries, classrooms, distance learning environments) should be prepared for the activities to which these achievements will be given. Students should take practical lessons in these prepared environments (Coşkun and Demirel, 2012).

Finally, the lifelong learning skills of Turkish teachers who will process these achievements in the course should be developed starting from the university. Courses in which they can learn to transfer the mentioned achievements should be added to the educational program, and the teachers should be trained to be models for their students (Budak, 2009). Similar studies can also be carried out with the curriculum of different courses. Doing so, it can be concluded whether the gains in our education system are sufficient in terms of lifelong learning skills.

Keywords: Lifelong Learning, Lifelong Learning Skills, Turkish Language Curriculum, Achievements.

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THE RELATIONSHIP BETWEEN THE TENDENCY OF TEACHERS FOR LIFELONG LEARNING AND THE LEARNING STRATEGIES THEY USE

Dr. Öğr. Üyesi Ahmet Murat ELLEZ¹ (İzmir Dokuz Eylül University, Turkey)

Nurullah ORUÇ (İzmir Dokuz Eylül University, Turkey)

Şehriban ŞAFAK (İzmir Dokuz Eylül University, Turkey)

Dilek TEKER (İzmir Dokuz Eylül University, Turkey)

Problem Statement

Our world is in a rapid change and transformation under the effects of globalization and technological developments. It can be said that the developments in the 21st century are more than the sum of the developments of the prior periods. In the earlier times, human beings were expected just to have knowledge about things, today they are expected to create new information from what they have, to re-structure the information and to be researchers and questioning individuals. Moreover, the human beings of our century are supposed to update themselves regularly in the environment where information changes and transforms so rapidly.

In today's education life, the validity of the acquired knowledge is less than an individual's progress in one job with the same skills became impossible (Arya and Kösterelioğlu, 2014). Due to this, individuals should update their knowledge and acquire new skills during their lives.

Although the concept of 'life-long learning' involves the education taken through school life, it involves educational activities that come out in every stage of life and it doesn't involve the place, time and the age factors which exist in the school structure (Bağcı, 2011).

In 2006, the European Union Education and Culture Commission described 8 qualifications which are all considered to have same importance (European Commission, 2007);

- Literacy in the mother tongue,
- Communication in foreign languages
- Competency in maths and the main competency in science and technology
- Digital competency
- Learning to learn
- Competency in social and civil life
- The sense of initiative and entrepreneurship
- Cultural awareness and expression

The concept of learning to learn is taken as one of the crucial competencies of life long learning. In this content, the learners' state of using strategies and which strategies they use became very important. Today, the use of learning strategies is in crucial position. When the body of literature is analysed, it is seen that there were positive effects of learning strategies on academic success. (Özkal and Çetingöz, 2006; Şahin and Uyar, 2013). Besides, it is known that using strategies ensured the learning to be more effective and durable. The

use of strategy is a factor that increase success by providing effective learning. This factor can be seen as an impelling factor because it provides positive effects on motivation.

This research aims to analyse the relationship between the teachers' tendency of life long learning and the learning strategies they use, and it is seen as important because it focuses on the lifelong learning and the use of strategy.

Method

In this study, in which the relationship between the primary and the secondary school branch teachers' tendency of life long learning and learning strategies were analysed using the quantitative method of research. Correlational survey model was used. Correlational models are models that aims to describe the existing situations as they are. Correlational models describes the characteristics of communities like ability, attitude and belief.

Correlational models divides into two as general correlational models and case study surveys. One of the general correlational models is the relational correlation model which is used to identify the relationships between the variables. Relational correlation model is a research model which aims to find out the degree of change of the variables and if any, what the degree of change is (Karasar, 2005). In the research, in order to collect data, 'Life long learning tendency identification scale' which was developed by Diker Coşkun and 'Learning strategy identification scale' developed by Güven were used. The population of the research is the branch teachers who work in the primary and secondary schools. When choosing the sample of the research, simple and random sample method is used. Simple random sample is the method where every member is given the choice of equal eligibility possibility and the members are chosen randomly and taken into sample.

Findings

When the tendency of teachers' and prospective teachers' is analysed in the body of literatue , the rate of tendency of teachers and prospective teachers is in a good level. (Ayra ve Kösterelioğlu, 2014). In this research, it is also expectedthat the teachers' tendency of life long learning will be in a good level.

In the body of literature, when the research on the prospective teachers' use of learning strategy is analysed, it was seen that they use the learning strategies consciously and it was seen that they give importance for affective learning strategies as much as cognitive strategies. (Bekleyen 2005). As the teachers are in the teaching position, they are expected to master the effective teaching strategies and to use these strategies productively. In this study, teachers are expected to use the affective and cognitive strategies effectively.

In this study, where the relationship between the lifelong learning tendency and the learning strategies are analysed, it is expected that positive relationship between two variables will come out. On the other hand, ther can be some differences among the lifelong learning tendency of branch, gender, years of seniority subdimensions.

Keywords: Life-long Learning, Learning Strategies

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SLOVAKIA, HUNGARY AND TURKEY COMPARISON OF THE LIFELONG LEARNING SYSTEM

*Elif YILMAZ*¹ (Master student)

*Murtaza Aykaç*² (Dr. Öğr. Üyesi, Niğde Ömer Halisdemir Üniversitesi, Temel Eğitim Bölümü)

*Necdet Aykaç*³ (Doç. Dr. Muğla Sıtkı Koçman Üniversitesi, Eğitim Bilimler Bölümü)

Problem Statement

With lifelong learning, which they adopt as the basic policies of Europe, taking into account the needs of the society, it aims to bring together the necessary knowledge and skills to its citizens by providing qualified and equal education opportunities to all individuals. In Turkey, established under the umbrella of the Ministry of Education, we can see the importance of the establishment of the General Directorate of Lifelong Learning units (Meb,2014). Conducting various studies in cooperation with all stakeholders in order to create lifelong learning awareness in our society will contribute greatly to this field. In this research, lifelong learning systems of Slovakia, Hungary, which are members of the European Union, and Turkey will be examined. And it is aimed at developing proposals for the Turkey lifelong learning system.

Method

This research will be a descriptive study in scanning model to compare the lifelong learning systems of the sword country due to the nature of the research. Scanning model is a research approach that aims to describe a past or present situation without changing it (Karasar, 2019). The horizontal approach, one of the approaches used in comparative education research, will be used in the research. In the horizontal approach, all dimensions in education systems are considered one by one and all variables of that period are brought side by side and differences are tried to be determined (Demirel, 2000). In this study, the lifelong learning systems of the countries selected using the horizontal approach will be analysed in the light of research questions by determining a purpose. Data will be obtained by searching the literature. Literature review is a process consisting of data collection and discussion of the importance of the collected data, establishing the relationship with the problem and classifying the information. Data will be collected using scientific sources such as official websites, articles. The data in the research will be obtained and analysed using the descriptive analysis approach according to the criteria and questions determined in line with the aims of the research. Data will be selected and organized, similarities and differences will be gathered, compared and interpreted.

Findings

In this information age, where many social, technological and scientific developments take place, change is inevitable. These changes are reflected in learning processes as in every field. At this point, the knowledge and skills of individuals have started to become old and inadequate, and it has become a necessity for them

1 elifyilmaz4@posta.mu.edu.tr

2 murtazaaykac@gmail.com

3 necdetaykac@hotmail.com

to adopt these changes and keep up with them. Therefore, individuals need lifelong learning to ensure the continuity of life and society. On the basis of this requirement, the concept of lifelong learning, which is also described as a 21st century skill, emerges. When we consider the fact that education is a process, it is possible to express that lifelong learning is a process that continues from the moment individuals start their lives until their death. Lifelong learning covers the knowledge, skills and behaviours that can be gained at any time and everywhere in the society by removing the limitations such as age and space in formal education. Lifelong learning has focused on the continuous change of society, which can be explained by functions such as self-management in the ongoing life of the individual, education being an action adopted by individuals throughout life, individuals seeing their experiences and experiences as an educational function, and education gaining a meaning by identifying with life.

Key Words: Lifelong learning, European Union, learning

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EVALUATION OF A FACULTY OF MEDICINE CURRICULUM ACCORDING TO STUFFLEBEAM (CIPP) MODEL

Assistant Professor Çetin TORAMAN¹ (Çanakkale Onsekiz Mart University, Turkey)

Problem Statement

Education comprises of planned and scheduled activities. The curriculum is a process that takes time, effort, and in which many people work as a team. The curriculum developed at the end of such work should undergo constant evaluation through its development process using curriculum evaluation. This is how the process works in Çanakkale Onsekiz Mart University Faculty of Medicine (COMUFM). On the one hand, curriculum development studies are carried out by curriculum development teams; on the other hand, the curriculum implemented is evaluated by the curriculum evaluation team. The feedback provided by the curriculum evaluation committee is reported every year, curriculum workshop is held at the faculty, and the information provided at the end of curriculum evaluation is discussed in this workshop. The curriculum development process is constantly kept up-to-date with this system.

Ornstein and Hunkins (2016) stated that curriculum evaluation models can be examined under two categories. These are scientific/positivist evaluation models and humanist/ naturalist evaluation models. There are many curriculum evaluation models under this paradigm. The decision making model (context, input, process, product-CIPP) proposed by Stufflebeam is among the scientific/positivist evaluation models. The decision making model is one of the comprehensive evaluation models (Demirel, 2010; Erden, 1998; Gözütok, 2001; Ornstein & Hunkins, 2016) Therefore, large team or teams should work in the decision-making model. COMUFM curriculum evaluation committee works as a large team and tries to apply the requirements of the model. The purpose of this study is to introduce the curriculum evaluation process implemented in COMUTF to the reader and to give information about its results.

Method

Due to the fact that the decision-making model is among the scientific/positivist evaluation models, this model focuses on obtaining quantitative data. Therefore, this study was designed through quantitative research methodology. The Faculty whose curriculum was evaluated is Çanakkale Onsekiz Mart University, Faculty of Medicine. The data of the study are based on the curriculum evaluation data obtained through the decision making model in the 2018-2019 and 2019-2020 academic years. Teams are created under context, input, process and product dimensions. Each team created questions for data collection under these dimensions using the following questions:

Context:

1. Do the objectives of our curriculum meet the needs of the society and the requirements of the medical field?

Input:

1. What are the characteristics of the students (who will start medical education) that will affect education?

1 Correspond Author: toramanacademic@gmail.com

2. What are the characteristics of the medical students' characteristics that will affect their education?
3. What are the qualifications of the educators?
4. What are the features of the curriculum?
5. Is the physical infrastructure of the educational environment appropriate and sufficient?
6. Are the educational tools and materials used in the educational institution appropriate and sufficient?
7. What is the educational institution's policy of creating and using educational resources?
8. What are the characteristics of the educational management structuring?
9. What are the roles and contributions of administrative staff in managing education?

Process:

1. Is the curriculum implemented as planned?

Output:

1. What is the level of students in achieving their learning goals in the medical education process? (Achievement during and after the term, development exam etc.)
2. What are the general success level and career preferences of the students after medical education?
3. How have the entrance characteristics of students changed after medical education?
4. What are the personal development processes of graduates?

In order to answer the questions, matrices were prepared under the headings of "evaluated parameter, data source, indicator/criterion, data collection frequency, where and to whom the results will be reported, and responsible committee members", and studies were carried out in this direction.

Findings

The curriculum evaluation reports of the last two years (2018-2019 and 2019-2020 academic years) showed that more effective data collection and reporting process took place, especially in context and input dimensions. Process and output dimensions were found not to be reported as effective as in context and input dimensions. In process dimension, student feedback was received at the end of the course terms 1, 2 and 3, and at the end of the internship in terms 4, 5 and 6. Students' participation rate in feedback surveys may sometimes be low. This may be one of the conditions that prevents effective reporting on the process dimension. In term 1, 2 and 3, "homework", "open-ended question" and "multiple choice questions in the form of central examination" are applied in order to evaluate success. For this reason, achievement level of each student is determined more easily for each learning goal. However, the internship begins in Semesters 4 and 5, and the decentralized exam is applied by each internship, which makes it difficult to track the achievement level of learning goals. An additional challenge is that graduate tracking systems may not function properly, as in other universities and faculties.

Six faculty members, two student members and two reporter members are officially in charge of the COMUFM curriculum evaluation committee. These members are divided into groups. These groups work in coordination with the heads of programs and departments to collect the data. Within this context, 10 individuals formally and at least 50 individuals indirectly work in curriculum evaluation process. The COMUFM is a good sample of the fact that the decision-making model is one of the comprehensive curriculum evaluation models, and even when 50 individuals contribute to the evaluation process, there may be problems in data flow.

Key Words: Medical education, curriculum evaluation, Stufflebeam, decision making model

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EVALUATION OF THE 9TH GRADE ENGLISH CURRICULUM DEVELOPED IN 2018

Semih KAYGISIZ¹ (Ph.D. Candidate in Educational Sciences in METU, Turkey)

Ahmet OK (Professor in Educational Sciences in METU, Turkey)

Problem statement

It is argued that Turkish education has been failing in teaching English and Turkish students lack the skills to use English effectively, which is at the center of criticism against teaching English in Turkey. Ministry of National Education of Turkey (MoNE) regulated the course hours (MoNE, 2018a, 2018b) and course packages; offered in-service training; and lastly, changed the English curricula to overcome the problem. The latest change took place in 2018. MoNE changed the English curricula of all grades to improve the quality of English education and meet the changing needs of society (MoNE, 2018c, 2018d). Since teaching English has been a controversial issue in Turkey, evaluating the new curriculum in the light of curriculum evaluation literature becomes even more critical as the evaluation findings can provide reliable data regarding the curriculum's implementation. The 9th grade English curriculum is the concern of the present study since 9th grade is the first step in secondary education and lays the foundation for the following grades. Furthermore, the secondary school English curriculum is considered the continuum of the 2nd-8th grades English curriculum (MoNE, 2018d). Therefore, investigating the 9th grade English curriculum can be illuminative for the success of the 9th-grade curriculum and that of the 2nd to 8th grade English curriculum in terms of students' attainment of pre-requisite knowledge for the 9th grade English curriculum.

The present study evaluated the 9th grade English curriculum, which was put into practice in 2018, by utilizing Stake's Countenance Approach, which allows a researcher to identify the extent of match between the intended and the implemented antecedents, transactions, and outcomes of a program (Gredler, 1996). To this end, the present study aimed to explore the congruence and contingencies among the intended and observed antecedents, transactions, and outcomes of the 9th grade English curriculum. The following research questions were formulated to guide the evaluation:

1. What are the intended antecedents, transactions, and outcomes in the 9th grade English language curriculum?
2. What are the observed antecedents, transactions, and outcomes?
3. To what extent are the intended antecedents, transactions, and outcomes congruent with the observed antecedents, transactions, and outcomes?
4. What is the impact of observed antecedents and transactions on the observed outcomes?

Method

A partially mixed sequential dominant status design (Leech & Onwuegbuzie, 2009) was adopted in the present study. The study's target population was a science high school in Kocaeli, which admits students based on their scores on the high school entrance exam. There were 115 ninth graders at the school, whose percentile ranged from 1% to 6% on the high school entrance exam of 2018, and a tenured English language teacher, who was appointed there due to her eligibility to work in project schools. The data for the observed antecedents were collected through an attitude scale, which was developed by Kaya (2018) and validated in Turkish K-12 settings. The observed antecedents of the students were gathered from the census ($N= 115$); in other words,

1 semih.kaygisiz@metu.edu.tr

the attitude scale was administered to all ninth graders in four classes at the school. Eight-class hour classroom observations and achievement tests for four language skills were conducted for observed transactions and observed outcomes, respectively. The data for observed transactions and observed outcomes were gathered from one class that was selected through cluster random sampling. The data from the teacher was collected through two semi-structured interviews, one for determining the observed antecedents and the other for determining the logical contingencies. The observation form and the interview questions were finalized based on expert opinion to assure validity. The attitude scale was analyzed through descriptive statistics by calculating the means, standard deviations, percentages, and frequencies. The data from the observation forms were analyzed by calculating the frequencies of the items in the observation forms in minutes and numbers. The data from achievement tests were analyzed through descriptive statistics by calculating the means and standard deviations. The data from the interviews with the teacher was analyzed through content analysis.

Findings

The findings concerning the congruence among the curriculum components indicated that the intended antecedents and observed antecedents were mostly congruent. The students attained pre-requisite knowledge for the 9th grade English curriculum, were aware of the importance of English and motivated to learn English. The teacher characteristics were also congruent with the curriculum standards. She was informed of the curriculum, had training before implementing the curriculum, and had positive attitudes towards what the new curriculum suggested. The intended transactions and the observed transactions were mostly congruent. The teacher and the students mostly fulfilled what was expected of them in the curriculum's intended transactions. To illustrate, the teacher and the students communicated through English, the teacher focused on four language skills and allowed for peer-interaction. As for the findings regarding the observed outcomes, the students had satisfactory grades in all achievement tests, which indicated that the intended outcomes were congruent. The findings concerning the logical contingencies also indicated that the observed antecedents of the students and the teacher affected the observed transactions, which in turn affected the observed outcomes. Teacher-related factors, student-related factors, and curriculum-related factors influenced the observed transactions. The interaction of the observed antecedents and transactions influenced the observed outcomes.

Keywords: program evaluation, mixed methods design, English curriculum, Stake's Countenance Approach

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A LITERATURE REVIEW on CURRICULUM EVALUATION STUDIES USING BELLON and HANDLER'S EVALUATION MODEL

Inst. Seda AYDAN¹

Research Assist. Hürriyet SARİDEMİR²

Problem Statement

Curriculum is a field which is usually considered not to have clear-cut boundaries (Oliva, 1997). For this reason, different scholars have defined it in a great variety of ways depending on their philosophies and how they define education. However, it has been commonly acknowledged in the literature that there is always the need to continuously reappraise and revise existing curricula (Ornstein & Hunkins, 2004). Although it is considered a new discipline or a trans-discipline, curriculum evaluation is now accepted as sine qua non of curriculum development process (Fitzpatrick, Sanders and Worthen, 2004). It is even acknowledged as a part of making the curriculum (White, 1971). In a very popular definition of curriculum evaluation, Scriven (1967) underscores that evaluation is simply judging the worth or merit of something while Fitzpatrick et al. (2004) underscore that evaluation is the process judging the value of something. There are various curriculum evaluation models suggested by different scholars depending on their educational philosophy and expectations from the evaluation. The curriculum evaluation model proposed by Bellon and Handler is one of the several curriculum evaluation models. When the data bases namely ERIC, Science Direct, Web of Science, ULAKBİM, EBSCOhost, JSTOR and Google Scholar were examined from 1982, the year when the model was created, until 2020, no review of literature studies conducted to synthesize the studies with this model has been found. Thus, there is a gap in the literature on this matter to be filled with this study. Also, when the curriculum evaluation studies conducted with curriculum evaluation models have been examined, it appears that the number of the studies conducted with this model is a lot lower than the studies conducted with other evaluation models. For this reason, there is a need to review the research and identify the possible reasons for why the other models of curriculum evaluation were preferred over this model. This study sheds light into this issue and provides insights on this matter as well. This study aims to answer the following research questions:

1. What are the research methods (design, data sources, and data collection tools) of evaluation studies that have been conducted using the curriculum evaluation model by Bellon and Handler (1982)?
2. What are the purposes and results of evaluation studies that have been conducted using the curriculum evaluation model by Bellon and Handler (1982)?
3. What might be some possible reasons for why Bellon and Handler model (1982) has been utilized less than the other models?

Method

This is a scoping review of literature study (Fetters, 2020), so it provides a systematic way of collecting and synthesizing previous research and integrates findings and perspectives from many different contexts and researchers. For this study, the data bases namely ERIC, Web of Science, EBSCOhost, and Google Scholar have been examined from 1982 until 2020 with the key words of "Bellon and Handler Model" and "Curriculum Evaluation". With this structure in mind, all the results which have been obtained from this research have been scanned and it has been seen that the number of the studies which were conducted with this model is quite

¹ seda.aydan@tedu.edu.tr

² hurriyet@metu.edu.tr

low. The two researchers of this study carried out the search separately and compared the findings to ensure the reliability of the results. As a result, by conducting a research in these databases, only 10 studies were obtained and found valid to include in the review of literature excluding the conference proceedings. These studies take Bellon and Handler model as their framework to conduct a curriculum evaluation study. These studies included 3 Master's Theses, 4 PhD Theses, and 3 research articles. All of these sources were carefully analyzed, synthesized and reported by the researchers as a part of the review of literature study.

Findings

10 studies have been found within the time range from 1989 to 2020 in the databases mentioned above. Four of these publications are PhD dissertation studies, three of these publications are masters' theses, and the remaining three of these publications are published as research articles. All these studies appear to have utilized Bellon and Handler Evaluation Model to evaluate English Language Teaching Programs or courses offered in English Language Teaching departments. When the design of the studies is examined it is observed that most of the studies (eight) have been carried out as a case study. In terms of data sources, teachers and instructors, being the implementers of the curriculum, constitute the main data sources of all studies. Most studies (seven) have utilized questionnaires and interviews as data collection tools. Considering the nature and design of the model and the studies conducted with this model, some possible explanations for this issue have been determined by the researchers.

The most essential limitation of this study was the low number of the studies conducted with this method. As the number of the studies were not many, the researchers put special effort to reach each and every study conducted with this model and had to complete the study with then studies only. However, this limitation has led to another research topic in the study and inspired the researchers to reflect on the scarce number of studies utilizing this model. Thus, the model has been analyzed in depth and inferences have been made on this issue.

Keywords: Bellon and Handler's evaluation model, curriculum evaluation, review of literature

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INTEGRATING INTANGIBLE CULTURAL HERITAGE IN CURRICULA

Merve Görkem ZEREN AKBULUT¹ (Ondokuz Mayıs University, Faculty of Education, Department of Geography Education, Samsun/TURKEY)

Problem statement

Curriculum development and evaluation, In Turkey, conducted by the Ministry of Education at national and international level projects and capacity development and worldwide written in academic texts, were increasingly being taken more focus and become a process in which the display of proactive efforts that are being discussed (TEDMEM, 2015:121). In Turkey and in the world, instructional programs which are revised every five years and reorganization of the changing educational-instructional approaches. The nature of the 21st century education ecosystem, which considers the achievement of context-based thinking-implementation skills as valuable and necessary (Demirel, 2020: 37; Drake ve Reid, 2020: 7), is becoming more and more important as a powerful transformer in the studies of updating curriculum. In this structural transformation; the emphasis on respect for cultural diversity, intercultural dialogue and protection of universal values as well as the necessity of protecting national consciousness and values are in line with the educational vision undertaken by UNESCO for learning to live together (UNESCO, 2019: 2). The empowerment of holistic and meta-curriculum approaches, in which the realization level of the behavioral contents defined as achievements are controlled within the framework of cognitive, affective and psychomotor process dimensions, and the achievements are presented with complex problem situations associated with real life, have become the main parameters that draw attention in the thought of constructing curriculum objectives (Whalley et.al. 2020: 383). Based on the stated arguments, as emphasized in the contract texts prepared by UNESCO, within the scope of the study area of strengthening the creative process of the transfer of intangible cultural heritage through teaching practices, an approach based on a meta-program model and an interdisciplinary perspective is adopted in this research, it is aimed to develop instructional content design for learning processes enriched with context-based questions for the geography and history lessons and the procedures that can be performed in this process are explained. Specifically, the following parameters guided this research:

1. What are the behavioral definitions categorized according to the knowledge dimension of the achievement selected as the unit of analysis in the study according to the revised Bloom taxonomy?
2. Which context-based questions can be written that describe behavioral definitions categorized according to the knowledge dimension of the achievement selected as the unit of analysis in the study according to the revised Bloom taxonomy?
3. Which under sub-headings can be organized the instructional content design based on the answers to the questions explaining the behavioral definitions categorized according to the knowledge dimension of the achievement selected as the unit of analysis in the study according to the revised Bloom taxonomy?

Method

This research is a document analysis research constructed in qualitative design. In research based on the analysis of document content, it is very important to clearly specify the focus of the research. In this sense, the issue of which of the thousands of documents and materials to choose has a critical value (Özkan, 2019: 28).

1 Correspond Author: mbilgi@omu.edu.tr  <https://orcid.org/0000-0002-7704-4031>

The reliability of the academic works that make up the literature document is associated with the preparation of these works in accordance with scientific principles. In addition, the presentation of correct information in the works, the high representation of the mentioned time and place and the support of this information with evidence are parameters that increase the reliability. Based on this argument, within the framework of the internal reliability study of the research, in the second phase of the literature review, primary source works written by expert researchers who have important contributions in the definition and development of the research subject in theoretical and methodological terms and national/international research works prepared by using Chinese annals were determined and examined critical reading method, categorized and evaluated for use in the registration phase. The information about the source of legitimacy of power in the context of the K k-Tengri belief and Kut in Turkish culture, including a long period of 2200 years, contributes to the external validity of this study in terms of providing data for researchers who want to prepare similar content designs in the periodical/longitudinal category. Focusing on a comparative perspective appropriate to the context-sensitive nature and theoretical background of the research, the achievement of “to be able to explain the intangible elements representing Turkish culture within the framework of the legitimacy source of power (K k-Tengri faith and Kut) theme”, which is determined to be organized as an interdisciplinary behavior content in geography and history instructional programs, was chosen as the research unit.

Findings

The result of this first phase of the literature review showed that the close relationship that exists between these disciplines is reflected in both curriculum designs, as the researches in the fields of geography and history give equal importance to the concepts of space and time. Then, the achievement chosen as the research unit; it was analyzed within the framework of knowledge, value and ability dimensions and transformed into goal-behavior expressions and context-based questions were prepared to gain these goal-behaviors. The context-based questions developed within the scope of this research and the instructional content constructed through the answers of these questions obtained from the literature document are examples that can give an idea to new similar instructional content designs studies aiming to transform the achievements into goal-behavior expressions by categorizing them according to cognitive, affective and psychomotor process dimensions. On the basis of the processes determined based on the meta-program model, studies can be conducted in which intangible cultural heritage elements will be integrated with international competence frameworks and integrated into instructional content designs. It is thought that these studies will strengthen the transmission of the intangible cultural heritage to the younger generations through the curriculum and the textbooks resulting from these programs.

Keywords UNESCO, Integrating ICH in curricula, K k-Tengri faith and Kut, Meta program model, Achievement analysis

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EVALUATION OF THE ELEMENTARY T.R. HISTORY REVOLUTION AND KEMALISM CURRICULUM IN TERMS OF CURRICULUM STRUCTURE

*Sezgin ELBAY*¹ (T.R. Ministry of National Education (MoNE), Turkey)

Problem statement

The curriculum generally reflects society's view of value, faith and history (Ornstein and Hunkins, 2014). In this context, it can be said that the curriculum is influenced by social expectations (Sönmez, 2004). In reality, this shows that the dominant perspectives on curriculum in society are reflected (Demirel, 2009). This can be a common phenomenon, especially in curriculums developed or updated in the area of elementary education.

In particular, it can be said that the development of the curriculum in the area of elementary was carried out to improve their citizenship qualifications (Elkatmış, 2014). This case was reflected Elementary T.R. Revolution History and Atatürkism Course Curriculums. However, in the studies carried out; it was determined that the 2005 and 2018 curriculums were compared in terms of the draft of the curriculum (Özalp and Kaymakçı, 2019; Sönmez, Önlü and Tatan, 2020; Tangülü and Süvari, 2019). This may cause some problems in the understanding of Elementary T.R. Revolution History and Atatürkism Course Curriculums by associating them with curriculum structure. In this context, the aim of the research is to evaluate the Elementary T.R. Revolution History and Atatürkism Course Curriculum, which was developed in 2005 and updated in 2018, in terms of curriculum structure. The sub-questions of the research are formulated as follows: 2005 and 2018 curriculums of T.R. Revolution History and Kemalism;

- i. What are the philosophical foundations?
- ii. What are the approaches to curriculum design?
- iii. What is the structure of the curriculum in terms of its main features?
- iv. What are the levels of acquisitions according to the dimensioned progressive classification approach of the cognitive field?
- v. What are the content organizing approaches?

Method

The research was conducted with a document analysis approach from qualitative research methods. Document analysis scope the analysis of written, visual and audio materials containing information about the fact or facts intended to be investigated. In this context, there are certain stages of document analysis. The stages used for this research are as follows:

- obtaining documents (curriculums) within the scope of research,
- checking the authenticity of documents,
- deciphering documents,
- analyzing documents and
- using documents (Yıldırım and Şimşek, 2004).

Data Collection Process: The data sources of the research are Elementary T.R. Revolution History and Atatürkism Course Curriculums, which were accessed from the official web address of the MoNE and developed or updated in 2005 and 2018. By established a relationship between all components of curriculums and curriculum structure, curriculum structure were determined as the basic categories of research.

¹ Correspond Author: sezgin_elbay@hotmail.com

Data Analysis: The data obtained in this research were analyzed by descriptive analysis method. The data obtained in the descriptive analysis are grouped according to the previously determined categories and analyzed in a typological way (Hatch, 2002). In this context, data were analyzed according to curriculum structure determined in the research.

Findings

- In the Elementary T.R. Revolution History and Atatürkism Curriculum, which was updated in 2018, for the first time to root values and guidance; at the same time, it was determined that emphasis was made on the Turkish qualifications framework and quality standards. On the other hand, in this curriculum, it can be said that there is no emphasis on a basic philosophy or educational philosophy. However, through this curriculum, it is aimed to educate modern citizens according to Atatürk principles and revolutions for local purpose. Contrary to this in the curriculum developed in 2005, it was determined that progressive philosophy was based; in addition, it is seen that there is no emphasis on the Turkish qualifications framework and quality standards.
- The curriculum developed in 2005 is suitable for the design of the subject-centered curriculum; in contrast, it was found that the curriculum updated in 2018 was in accordance with the subject and learner-centered curriculum designs.
- Elementary T.R. Revolutionary History and Atatürkism Course Curriculum updated in 2018; written in a concise and simple way. This shows that the curriculum is a framework curriculum. The curriculum developed in 2005 explains what practitioners should do every step of the way; it can be said that it places long and detailed provisions (excessive regulatory) rather than being regulatory.
- The cognitive process dimension of the acquisitions in the curriculum developed in 2005 is more from the steps of remembering, understanding and analysis; the size of the knowledge was determined to consist of factual, conceptual and procedural knowledge. In contrast, the cognitive process dimension of the acquisitions in the curriculum updated in 2018 is more from the steps of understanding, analysis and evaluation; the size of the knowledge was determined to consist of conceptual and procedural knowledge.
- In both the 2018 and 2005 curriculums, it was determined that a linear approach was adopted rather than a spiraling content approach.

Key words: Curriculum, Curriculum Structure, Elementary T.R. Revolutionary History and Atatürkism Course Curriculum

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EXPLORING THE PREDICTORS OF TEACHERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF CONSTRUCTIVIST CURRICULUM CHANGE

*Sibel AKIN*¹ (TED University, Turkey)

Başak ÇALIK (İstanbul Medeniyet University, Turkey)

Problem Statement

Since 2005, there has been a progressive paradigm shift from the behavioral to constructivist approach introduced across K-12 schooling and undergirding the current pedagogical reform in Turkey. Yet, the success of the changed curriculum depends primarily on how it is enacted by teachers as they have a central role in curriculum implementation and therefore, might facilitate or hinder the intended curriculum changes. Accordingly, while a critical factor for change effectiveness is the human side of change, including *teachers' attitudes towards change or readiness for it*, this element has largely been overlooked in educational reforms. Thus, scholars have raised serious concerns about change effectiveness given the mismatch between system-wide change and individual change (Kondakci, Beycioglu, Sincar, & Ugurlu, 2017).

As another construct, *teacher beliefs*, including *beliefs about teaching* and *self-efficacy beliefs for teaching*, are also considered to influence teachers' attitudes towards the implementation of the changed curriculum, coupled with the argument that teachers' mental constructs underlie and shape their behaviors (Fang, 1996; Kagan, 1992) and thereby, play a critical role in curriculum implementation. Thus, curriculum changes are unlikely to accomplish their goals unless they are first translated into teachers' existing belief systems.

Building on these arguments, calls for a larger analysis of what predicts teachers' attitudes towards the implementation of constructivist approach have increased as teachers' attitudes play an important role in the success of curriculum implementation, especially given that many studies on the constructivist curriculum change in Turkey have demonstrated incongruence between intended curriculum and enacted (implemented) curriculum, particularly within the context of a top-down and mandated curriculum reform (Kasapoğlu & Yıldırım, 2015). Accordingly, to shed light on what may lead to such gap, this study aims to investigate if teachers' attitudes towards the implementation of constructivist approach is associated with their beliefs about teaching, self-efficacy beliefs for teaching, and readiness for change. Moreover, the study also seeks to uncover the factors underlying those three constructs concerning the implementation of constructivist curriculum reform in Turkey. Specifically, the study addresses the following research questions:

1. How well do teachers' beliefs about teaching, self-efficacy beliefs for teaching, and readiness for change predict their attitudes towards the implementation of constructivist approach, after controlling for the relevant teacher-related and school-related factors?
2. What are the underlying factors behind teachers' beliefs about teaching, self-efficacy beliefs for teaching, and readiness for change with respect to the implementation of the constructivist curriculum reform?

Method

The study was designed as an embedded mixed methods design, in which one data set has a secondary or supportive role in a study that is based primarily on the other data type (Creswell & Plano Clark, 2018). Correspondingly, in this study, a qualitative phenomenological design was embedded within a correlational research design in the quantitative tradition. While correlational design (Fraenkel & Wallen, 2009) was utilized to address the first research question, phenomenological design (Creswell, 2013; Marshall & Rossman, 2011) was employed to supplement the study by further investigating the second research question.

¹ Corresponding author: sibel.akin@tedu.edu.tr

Using cluster random sampling in the quantitative part (Fraenkel & Wallen, 2009), the sample included 300 teachers selected from elementary, middle, and high schools in Ankara and İstanbul. The data were collected through the "Teacher Beliefs Scale", "Teachers' Sense of Efficacy Scale", "Readiness for Change Scale", and "Attitude towards Constructivist Approach Scale for Teachers", and analyzed by hierarchical multiple regression by SPSS22. Moreover, the qualitative part included 20 teachers selected by maximum variation sampling (Patton, 1990). Once the data were collected through in-depth individual interviews using a semi-structured interview schedule, the data analysis was performed by content analysis method (Bogdan & Biklen, 2007) using NVivo 10.

Findings

According to the preliminary findings, the hierarchical multiple regression analyses showed that the linear combination of teacher-related and school-related factors, teachers' beliefs about teaching, self-efficacy beliefs for teaching, and readiness for change accounted for 41% and 50% of the variance in teachers' attitudes towards the implementation of constructivist approach concerning getting information and implementation dimensions, respectively. After controlling for teacher-related and school-related variables, the models explained 27% and 34% of the variance in teachers' attitudes towards implementing the constructivist approach with respect to getting information and implementation dimensions. Among the predictors, the intentional readiness and emotional readiness for change made the most salient contributions.

For the qualitative part, the teacher interviews revealed the main themes as the factors affecting teachers' beliefs about teaching, efficacy beliefs for teaching, and readiness for change. Accordingly, the teachers' beliefs about teaching were clustered around student-related, school-related, curriculum and instruction-related, and teacher-related factors. On the other hand, self-efficacy beliefs for teaching were based on parent-related, school-related, curriculum and instruction-related, and teacher-related factors. Last, readiness for change was characterized by student-related, school-related, and teacher-related factors. The findings of the current study might provide essential insights for teachers toward more successful curriculum implementation.

Keywords: attitudes towards the implementation of constructivist curriculum, beliefs about teaching, self-efficacy beliefs for teaching, readiness for change, mixed methods design

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AN ANALYSIS OF SOME VARIABLES IN TURKISH LANGUAGE CURRICULUM: THE CASE OF TURKEY AND TRNC

*Mehmet MiçOOĞULLARI*¹ (Siirt University, Siirt-Turkey)

Problem statement

There are necessary elements for the education process to be carried out in a planned manner. The most important of these elements is the education and training programs prepared on the basis of the educational philosophy adopted by the country. The training program includes all educational activities that focus on the qualifications desired to be found in the student who will enter / enter the training process and try to transform the goals determined in line with the desired qualifications into practice. The curriculum, which is at a lower level of the curriculum and which Hilda Taba describes as “planning for learning” in summary, includes all kinds of classroom and lecture-based teaching activities at any education level. Curriculums consist of four main components. The main purpose of the program is a content that will realize the purpose, learning experiences in which the content is employed and product and / or process-based measurement-evaluation activities that ensure the control of all elements.

The preparation of a curriculum requires a preparatory phase spanning the process. In the preparatory phase, the educational philosophy adopted by the country is taken as basis. In line with the understanding adopted, the purpose for the course (s) is determined. In the next process, gains to achieve the goal are determined; It is organized in stages to complement each other. The purpose of the program, the content and acquisitions reflecting the purpose, the material-method-technique that helps to manage the process, and the assessment-evaluation activities aimed at testing ongoing lives should be consistent and inclusive with each other. For example, Turkish teaching programs should consist of material-strategy-method-technique and measurement-evaluation processes that help to realize Turkish teaching, as well as the purpose and content of teaching for Turkish lessons. All items; In line with the determined purpose, the guide should be planned, accessible, up-to-date, economic, providing equal opportunity, changeable / improvable and organized.

Curricula should always be improvable besides the qualifications they should have. In this way, the updated programs are kept up-to-date both in their core structure and on the student (s) they aim to train. Moreover, Turkish curriculum (s), which is one of the primary sources in mother tongue teaching, is a dominant element in countries whose official language is Turkish, and should always be up-to-date in terms of the qualifications it should carry. These studies have to work with Turkey and the Turkish curriculum requirement in the Turkish Republic of Northern Cyprus, where some of the variables are intended to be compared based on their similarities and differences.

Method

The study in question is a study in which scanning model is applied. The scanning model is based on evaluating an existing situation, event, and object in its entirety. In the comparative research, the data were determined by document analysis. Document analysis is a method used to evaluate documents positioned at the center of the study. The documents of the study prepared by the Ministry of the Republic of Turkey National Education “Turkish Language Curriculum (1-8. Classes)” prepared by the Northern Cyprus Turkish Republic Ministry of Education and Culture “Basic Education Turkish Curriculum” is.

1 Correspond author's email address: m2mehmetmico@gmail.com

Findings

The similarities and differences between Turkish language curricula were emphasized with this study. Implementation of the curriculum is more comprehensive in Turkey, which vary in terms of content patterns; It has been determined that the program implemented in Cyprus can be improved. It is thought that the study in question can mediate the revision activities for the related programs and / or different scientific studies and contribute to the literature in this sense.

Key words: Turkey, TRNC, Turkish language curriculum, assessment.

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EDUCATIONAL ADMINISTRATORS' VIEWS ON OUT-OF-SCHOOL LEARNING ENVIRONMENTS IN TERMS OF CURRICULUM OUTCOMES

Assist. Prof. Veda YAR YILDIRIM¹ (Kahramanmaraş Sütçü İmam University-Turkey)

Problem Statement

All parts of life teach people something. It is necessary to awaken the student to the fact that life is school, in order for the time periods of life and the places to become a part of learning. Today, with education, it is aimed to raise literate people who can see versatile. In order to raise literate people; for people who can think, question and synthesize, not only school environment but also out-of-school learning environments are needed. While the school offers more passive environments to the student, out-of-school environments make the student more active and help them learn by experiencing. Every place where the student is located (home, street, relatives, virtual environments, surroundings, class, school, type of place (village, town, city), country) is a learning environment (Yar Yıldırım, 2020). Multi-stimulating educational environments also positively affect learning (Demirel, 1999) and concept development in students (Hayran, 2010). In this respect, it can be said that out of school learning environments also affect learning positively. Museum and field trip are some of the out-of-school learning environments. Studies (Akkuş & Meydan, 2013; Güleç & Alkış, 2003; Meydan & Akkuş, 2014; Gül & Yorulmaz, 2016) prove that the use of out-of-school learning environments has a positive impact on the education process. Drawing attention to the relationship between learning environments and curriculum, Mcrobbie and Thomas (2001) suggest that learning environments should be redesigned, barriers in learning environments should be removed and research should be increased. This research has arisen from such a need. The subject of the research is out of school learning environments. In the research, opinions of educational administrators regarding out-of-school learning environments were consulted. The reason for this is that education staff (teachers, administrators, inspectors) and parents should act jointly during the implementation of the curriculum and especially school administrators should lead education. These expectations are assigned by the Ministry of Education. Among these tasks, there are tasks such as supporting the teacher for the preparation of learning environments, preparing all kinds of environments, and finding solutions to problems that may occur, facilitating the realization of out-of-school activities (MEB, 2004), and these duties are the responsibilities of school administrators depending on the curriculum literacy (Yar Yıldırım, 2018). In this context, the general purpose of the study is to reveal the views of education administrators about out-of-school learning environments in terms of curriculum outcomes.

Method

The research is a qualitative study to examine the views of educational administrators about out-of-school learning environments in terms of curriculum outcomes. The phenomenology design, one of the qualitative research designs, was used in the study. In order to form the sample of the research, maximum diversity sampling was chosen from purposeful sampling methods in accordance with the phenomenology pattern. The sample of the study consists of 50 educational administrators in terms of theoretical saturation. The educational administrators in the sample of the study are education administrators who have various positions from school principals to provincial national education deputy director. The opinions of the education administrators were taken with the semi-structured interview form prepared. Education administrators shared their opinions in writing due to their busy schedule and pandemic conditions. In this study, both descriptive analysis and content

1 Correspond Author: vedayaryildirim@gmail.com

analysis were used together in the analysis of the data. MAXQDA 2020 analysis program was used to analyse the data. In terms of validity and reliability in the study, the research process was explained in detail, the opinions of a sufficient number of education administrators were consulted, the results of the research were shared with the education administrators who participated in the study, the consensus among the coders was examined, and finally, the results of the study were compared with the results of other studies in the same field.

Findings

The most frequently stated opinion by education administrators about the adequacy of out-of-school learning environments in terms of curriculum outcomes is that the adequacy of out-of-school learning environments “varies according to the location”. The majority of education administrators stated that teachers do not benefit from out-of-school learning environments adequately. Educational administrators stated that teachers did not/could not benefit from out-of-school learning environments due to reasons such as “impossibilities”, “teacher attitude”, “intensive curriculum”, “upbringing” and “parents”. Education administrators have more “negative” opinions about the legislation issue. It is stated that the legislation is “deterrent” and “insufficient” in case teachers benefit from out of school learning environments. The suggestions of educational administrators regarding the use of out-of-school learning environments are mostly aimed at making use of out-of-school learning environments. Depending on the results of the study, teachers can be encouraged to use out of school learning environments in terms of curriculum outcomes; the processes regarding the legislation can be facilitated.

Key words: Learning environments, Out of school learning environments, Educational administrators

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CURRICULUM LITERACY LEVEL OF TEACHERS

Doç. Dr. İsmail ŞAN¹ (İnönü Üniversitesi, Malatya)

Gizem GÜNDOĞAN² (Fevzipaşa İlkokulu Birecik, Şanlıurfa)

Problem Statement

Education has an important role in shaping the future of each individual and societies. It is greatly essential for contributing to social development and comply with the current era of the societies. Education can be defined as “The change in an individual’s behavior through his own life.” (Ertürk, 2013: 13). For the development of societies, first of all, every individual in the society must go through a certain education and training process. The three basic elements of education are curriculums, the individual who is desired to be raised, that is, learners and the teachers as implementers of the curriculums. In this context, curriculum, which serve as a guide in the implementation of formal education, help the teacher about what, when, how and how much the student learns is defined by Demirel (2008) as “a mechanism of learning experiences provided to learners through planned activities at school or outside of school.” In this case, it can be argued that curriculums provide the link between teacher and student. Thus teachers, operator of curricula have to be curriculum literate. Having knowledge about curricula, being able to interpret them, examine them with a critical eye and adapt them according to their conditions are indicators of curriculum literacy (Keskin & Korkmaz, 2017). When looking at the general competencies of the teaching profession; there are qualification indicators that teachers can associate the curriculum of their field with other related curricula, the knowledge of students’ development and learning characteristics with teaching processes, comparing different strategies, methods and techniques that can be used in teaching the field, and compare measurement and evaluation methods that can be used in the teaching processes of the field (MEB, 2017: 13-16). Therefore, the teacher should be able to understand the elements of the curriculum and apply them. In addition, a mission is assumed for pre-service teachers through the courses related to curriculum development in pre-service teacher education and to prepare curricula with in-service education. It is understood that teachers who have the task of both understanding, applying and preparing the components of the curricula are aimed to gain curriculum literacy.

It is predicted that this research can raise awareness of the teachers who are the implementers of the program about the importance of curriculum literacy. In addition, the results of this study can be a source of information for curriculum development experts. The research subject and findings are important in the process of training of teachers who implement the curriculum and in terms of their professional development. Another reason of this study is limited number of quantitative studies in the field of curriculum literacy. In this study, the curriculum literacy level of the teachers was determined with the Curriculum Literacy Scale, and recommendations were made based on the data collected from the teachers.

Method

Quantitative research method will be used in this study, which aims to determine the level of curriculum literacy of teachers. For this purpose, survey pattern will be used in the study. A survey “is a model that aims to determine a past or present situation as it is” (Karasar, 2019). In this context, general survey model will be used in the research. Looking at the general survey pattern, it is seen that there are studies on a group of samples that are thought to represent the universe best (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2017; Karasar, 2019). The sample is described in accordance with the scope of this model.

1 ismail.san@inonu.edu.tr

2 gizemgundogan46@gmail.com

The sample of the study consists of 447 teachers working in Birecik district of Şanlıurfa province. The data of the research are collected with the “curriculum literacy scale” (Bolat, 2017, 121-138). Curriculum Literacy Scale (CLS), it was stated that the scale, which was developed by Bolat (2017), can be used safely in order to evaluate the literacy levels of teachers about curriculum. The 29-item five point -likert type scale has 2 sub-dimensions: Reading and writing. Internal consistency coefficient was found as $\alpha = .94$ for the total of the scale, $\alpha = .89$ for the reading sub-dimension, and $\alpha = .91$ for the writing sub-dimension. As a result of the factor analysis and correlation calculations, it was understood that the items of the scale were of sufficient validity and that each item was adequately related to the scale.

There are three scales of curriculum literacy in the literature. One is for school administrators and the other two are for teachers. The reason why the curriculum literacy scale (CLS) by Bolat (2017) was preferred in this study to calculate teachers reading and writing skills separately via the sub-dimensions of the scale, that was not found in others.

The research data will be limited to calculating the average, mode, median and standard deviation values of teachers’ curriculum literacy levels by gender, branch and post graduate education status.

Results

In this study, it was concluded that teachers’ curriculum literacy level is at a high level (87.79). It has been observed that the levels of the curriculum literacy of teachers varies significantly according to the gender variable. In this context, it was concluded that the curriculum literacy level of women is higher than the curriculum literacy level of men. It has been determined that there is no statistically significant correlation between the age of the teachers and the literacy level of the curriculum. It was concluded that the literacy level of teachers in the curriculum varies significantly according to the variable of whether or not they have a postgraduate education. In this context, it was observed that the curriculum literacy level of those who received postgraduate education was higher than those who did not receive a graduate education.

Keywords: Literacy, education curriculum literacy, Teaching, profession general qualification.

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A DESCRIPTIVE ANALYSIS OF DISSERTATIONS ON CURRICULUM STUDIES IN PRESCHOOL EDUCATION

Fatma ALTIN (Aydın Provincial Directorate of National Education, Turkey)

Mehmet ALTIN¹ (Aydın Adnan Menderes University, Turkey)

Problem statement

Raising mentally and physically healthy generations who are able to freely express their feelings and thoughts required by a modern and democratic society, who are entrepreneurs and researchers, who can maintain self-control and who have cultural values can be achieved by giving the necessary importance to pre-school education (Demirel, 1989). Pre-school education, called early childhood, covers the period from birth to the day when the child starts primary school (Çelik & Gündoğdu, 2007). This period is important for the mental, physical, emotional, social development and maturation process of the child (Aral, Kandır & Can Yaşar, 2000; Yılmaz, 2003).

The preschool education has the lowest enrollment rate in Turkey. Taner Derman and Başal (2010) stated that enrollment rate in preschool education could not reach a sufficient level neither quantitatively nor qualitatively. The increase in schooling rates requires studies on quality in education such as the curriculum development and learning theories (Deretarla Gül, 2008). As curriculums that support the development, growth and learning of children at pre-school age are very crucial (Albrecht & Miller, 2004). Studies on curriculums are of great importance in order to create effective curriculums. The aim of this study is to descriptively examine the dissertations on curriculum studies in pre-school education. Analyzing scientific dissertations made on a field can give information about the depth and prevalence of that topic, and reveal the general view of the area studied (Karadağ, 2009).

Method

The study was conducted through document analysis, one of qualitative research methods. At document analysis method, researchers focus on documents related to the topics on which they study (Yıldırım & Şimşek, 2004). Dissertations published in YÖKTEZ database were analyzed in the research. Curriculum studies in the field of pre-school education are limited to the keywords “pre-school education” and “curriculum” in the YÖKTEZ database. A total of 105 dissertations were reached; however, three of the dissertations reached were excluded from the research because they did not fit the scope of the research.

“Article Classification Form” developed by Sözbilir and Kutu (2008) was revised by two experts in Curriculum and Education to be used for the dissertation review to collect the data in dissertations. There are five sections in the form; dissertation identification, research design/method, data collection tools, sampling and data analysis methods. Collected data were analyzed by both researchers independently using descriptive analysis technique, and a third expert’s opinion was sought for inconsistencies between findings. Descriptive analysis is a type of qualitative data analysis that includes summarizing and interpreting data obtained by various data collection techniques according to predetermined themes (Yıldırım & Şimşek, 2004). The analyzed data were also described by giving their frequency distributions (f) and percentage (%) values (Balci, 2015).

Findings

It was concluded from the research;

- Most of dissertations on curriculum studies in preschool education were designed with experimental design. The use of experimental researches in most dissertations causes the sample sizes not to be very high. So It can be stated that the sample sizes not being high due to experimental studies is one of the reasons why normality cannot be achieved in the data. Hence, most of the dissertations use non-parametric tests.
- While curriculum evaluation models are rarely included in the dissertations, curriculum development models were not used, at all, on curriculum studies in preschool education. As it is important to design and implement curriculums well, it is also important to evaluate the curriculum with appropriate methods and reflect the evaluation results to the curriculum. Questioning and evaluating the effectiveness of the curriculum is the starting point for curriculum development (Özdaş, Tanışlı, Köse & Kılıç, 2005), and curriculum evaluation models show what quality of evaluation educational institutions will conduct and what processes they should follow (Oliva & Gordon, 2018).

Keywords: Curriculum Studies, Dissertation, Preschool Education.

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EVALUATING OF PRIMARY SCHOOL 1ST GRADE TURKISH TEACHING PROGRAM ACCORDING TO STUFFLEBEAM'S CIPP MODEL

Muhammet Muhsin UMURBEK¹ (Ministry of Education-TURKEY)

Doç. Dr. Adnan TAŞGIN (Ataturk University-TURKEY)

Problem Statement

In order to adapt to the world, which is constantly changing due to the change in information communication technologies, the profile of the human being wanted to be raised through education has also changed (Epçaçan & Okçu, 2010). Training programs have been updated over time, influenced by the changes and developments experienced. The Turkish Teaching Program published in 2019 is the latest example of this update.

Turkish Lesson Curriculum (2019) has been prepared to enable students to acquire language and mental skills to use in life, to develop both individually and socially by establishing healthy communication, and to gain knowledge, skills and values by exhibiting a positive attitude towards Turkish. The goals of education can only be achieved by updating and evaluating a valid, reliable training program in line with the needs (Hussain, Dogar, Azeem & Shakoor, 2011).

The evaluation of training programs is important for at least six reasons. First, curriculum evaluation helps to demonstrate the quality of educational experiences. Second, evaluation shows the educational goals of a program and whether it meets those goals. Third, the assessment reveals feedback and satisfaction data from learners. Fourth, the data from the evaluation can identify the need to improve the program for future students. Fifth, comprehensive, multi-method evaluation strategies document the results that inform the financing institutions that made the promises in the grant proposals. Sixth, educators can use assessment data to disseminate evidence-based educational innovations through presentations and publications (Dobbie, Rhodes, Tysinger & Freeman, 2004).

The CIPP Evaluation Model was originally developed to systematically provide timely information for decision making, a proactive application for evaluation (Stufflebeam, 1972). The basic concepts of the model corresponding to the letters in the CIPP acronym are context, input, process and product evaluation. Context assessments basically assess needs, problems, and opportunities to define goals and priorities and assess the significance of results. Input evaluations consider alternative approaches to meeting needs as a means of planning programs and allocating resources. Process reviews evaluate the implementation of plans to guide activities and then help explain results. Product evaluations identify intended and undesirable outcomes to help continuous monitoring of the process and determine effectiveness (Stufflebeam, 2000).

The purpose of this study is to evaluate the Primary School 1st Grade Turkish Education Program with Stufflebeam's Context, Input, Process and Product Model. The knowledge and skills acquired within the scope of the Turkish course appear as the basic condition of being proficient in all fields throughout life. For this reason, this model has been used in order to provide convenience for practitioners since the first grade Turkish Education Program, which was prepared in 2019, provides versatile evaluation opportunities and offers a systematic way.

Method

Research Method: The research will be carried out in the phenomenological pattern, one of the qualitative research methods aiming to examine the opinions of the classroom teachers on the evaluation of Stufflebeam's Turkish teaching program with the CIPP model.

1 m.muhsin.umurbek@gmail.com

Participants: The participants of this research consists of 23 classroom teachers working in Kars. Class teachers to be interviewed in the study were determined by the maximum diversity sampling method, one of the purposeful sampling methods. According to Yıldırım and Şimşek (2013), maximum diversity sampling enables the research results to be enriched by providing diversity in individuals related to the research problem.

Data Collection Tool and Data Collection: Research data will be obtained using the interview technique, which is one of the qualitative data collection techniques. The data of the research will be obtained from the semi-structured interview form titled "Evaluation of the Primary School 1st Grade Turkish Curriculum with the Stufflebeam CIPP Assessment Model" developed by the researchers to determine the opinions of classroom teachers on the 1st grade Turkish Curriculum.

Expert opinions were taken for the validity and reliability of the measurement tool and it was tried to be provided with the feedback obtained according to the results of the preliminary interviews. Accordingly, before the interview form was applied, expert opinion was taken and revised. The interview form consists of a total of 14 questions, 5 of which are personal information forms and 9 of which are aimed at identifying barriers to internationalization. To ensure the validity and reliability of research data:

1. To ensure the validity of the research, the data collection process will be presented clearly and in detail,
2. The process of creating research themes will be clearly stated,
3. By presenting direct quotations in support of the research findings, the validity will be tried to be increased,
4. For the questions in the interview form, "consensus" and "disagreement" will be determined separately and the coder reliability will be calculated.

Data Analysis: The collected data will be analyzed with content analysis to determine the views of the participants about the 1st grade Turkish Teaching Program.

Findings

Teachers think that the program should be student-centered. According to teachers, mass media prevent the correct use of Turkish. Teachers think that the sound-based method is appropriate because it facilitates learning, improves creative thinking and activates the student.

Keywords: Program Evaluation, Turkish Education Program, CIPP Model.

Ethical Responsibility: This study has been prepared in accordance with ethical rules.

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FACULTY MEMBERS' VIEWS ON THE SCOPE OF CURRICULUM LITERACY AND TEACHERS' CURRICULUM LITERACY COMPETENCIES

Serdar ERDEM¹ (Yıldız Technical University, Turkey)

Banu YÜCEL TOY² (Yıldız Technical University, Turkey)

Problem Statement

Teacher training efforts to increase the competencies of teachers have always been on the agenda (MEB, 2017), since quality of teachers is known to be directly linked to the quality of education (Darling-Hammond, 2017). Competencies related to curriculum are among the competencies that qualified teachers should have (Karacaoğlu, 2008). As curriculum and teacher are two of the three factors that affect the quality of education the most, the extent of the relationship built between these factors is as important as the importance of themselves in terms of educational quality (Aslan, 2018). The concept of curriculum literacy comes to the fore when it comes to curriculum related competencies (Aslan, 2018).

Various definitions of curriculum literacy have been found in the literature. In its most comprehensive form, curriculum literacy can be defined as understanding the structure and characteristics of the curriculum, revealing the relationship among objectives, content, learning-teaching process and evaluation dimensions, understanding the consistency among these dimensions and determining whether these dimensions have been prepared in line with the requirements of the age (Aslan, 2019). Curriculum literacy ensures that the difference between the official program and the program in practice is reduced as much as possible by improving teachers' reading, understanding and application skills; thus, it makes it possible to achieve curriculum objectives and increase the quality of education (Aslan, 2018). When it is considered that there has recently been a shift towards framework curriculum understanding in Turkey, curriculum literacy competencies of teachers have gained more importance (Erdem & Eğinir, 2018). Although there have been different definitions regarding curriculum literacy so far, obtaining the views of faculty members working in the field of Curriculum and Instruction on the meaning of the concept, its components and indicators will be very useful in determining the scope of the concept of curriculum literacy. With this in mind, in this study, it is aimed to reveal how the faculty members in the field of Curriculum and Instruction define and interpret the concept of curriculum literacy. Thus, answers to the following sub-problems were sought in this study.

What are the views of the faculty members on;

1. the definition of curriculum literacy?
2. the components of curriculum literacy?
3. the indicators of curriculum literacy?
4. the reasons of teachers' curriculum literacy incompetency?

What are the recommendations of the faculty members for;

5. the in-service training program to be prepared?

Method

Phenomenology, one of the qualitative research methods, was used in this study. The purpose of phenomenology, which is an inductive research method, is to describe the whole phenomenon as it is

1 This study was extracted from the PhD dissertation that the first author was preparing under the supervision of the second author at Yıldız Technical University, Graduate School of Social Sciences.

2 serdarderdem90@gmail.com

3 byucelttoy@gmail.com

(Simpson, 2007). The data in the study were collected with a semi-structured interview form consisting of 5 questions prepared according to literature review. In the study, 13 faculty members were interviewed using the criterion sampling method. In the criterion sampling method, individuals who meet the criteria that can be considered important for research are selected into the sample group (Patton, 2002). In accordance with this sampling method, the selection of faculty members working in the field of Curriculum and Instruction was determined as a criterion. Content analysis method was used to analyze the data in the study. In content analysis, firstly the data obtained from the research is divided into sections and coded conceptually, then the appropriate categories and themes for the codes are determined and organized (Yıldırım & Şimşek, 2013). The data obtained were subjected to content analysis by two different researchers. The common codes of both researchers were presented in the finding section with the code names (FM1, FM2, ...) given to the participants.

Findings

Five themes were determined according to the content analysis of the data obtained from the interviews with the faculty members working in the field of Curriculum and Instruction. The themes determined are (1) definition of curriculum literacy, (2) components of curriculum literacy, (3) indicators of curriculum literacy, (4) reasons of teachers' curriculum literacy incompetency, (5) recommendations for in-service training program. Under the theme of "definition of curriculum literacy", the sub-themes of (1a) curriculum knowledge, (1b) understanding curriculum, (1c) applying curriculum, (1d) analyzing curriculum were determined. Under the theme of "components of curriculum literacy", the sub-themes of (2a) components of curriculum, (2b) field competence and (2c) reading/writing were created. Under the theme of "indicators of curriculum literacy", the sub-themes of (3a) curriculum knowledge, (3b) understanding curriculum, (3c) applying curriculum, (3d) analyzing curriculum and (3e) professional development were determined. Under the theme of "reasons of teachers' curriculum literacy incompetency", the subthemes of (4a) teacher originated reasons, (4b) teacher training originated reasons and (4c) management originated reasons were created. Under the theme of "recommendations for in-service training program", the subthemes of (5a) learning-teaching process, (5b) curriculum content, (5c) curriculum development process and (5d) curriculum structure were defined.

Key Words: Curriculum Literacy, Faculty Members, Curriculum and Instruction, Qualitative Research

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ESTABLISHING COMPUTATIONAL THINKING PRACTICES IN TURKISH SCIENCE CURRICULUM

Res. Asst. İlayda KILIÇ¹ (Kocaeli University, Department of Mathematics and Science Education, Turkey)

Prof. Dr. Mustafa Sami TOPÇU (Yıldız Technical University, Department of Mathematics and Science Education, Turkey)

Problem Statement

Computational Thinking (CT) became an outstanding call with a paper of Jeannette Wing (Wing, 2006). Identification of CT has been questioned in various ways and emphasis on its different dimensions has caused diversity in disciplinary understanding. Wing (2011) explains that CT is an expression of the approaches in which a problem is evaluated and solved by a computational agent. CT is acknowledged among one of the 21st century skills (Yadav, Hong and Stephenson, 2016). Although CT is a concept of computer science, scholars explain that it does not only belong to computer science (Denning, 2009; Wing, 2008). Practioners and scholars should jointly work together for the acquisition of CT skills by young learners since CT comprehends significant affordances in science, technology, engineering, and mathematics (STEM) education. Recent qualifications in STEM fields entail to attain proficiency in technological literacy. It is indicated that there is an orientation towards adapting a scientist perspective in classrooms instead of the standalone use of educational technology tools (Vallance and Towndrow, 2016). In line with scholarly literature, educating students who are scientifically literate is one of the considerable steps through gaining success in STEM fields. Instruction of CT skills is an initiative in science and engineering education in these days. CT instruction is commonly applied in computer science education and it is recently integrated in science and engineering education. Developing student competencies requires sophisticated efforts and implementing CT skills which are considered fundamental in the last decade is a way to accomplish in developing student profiles. Teaching CT practices in K-12 science classrooms plays a substantial role for the development of young generation profiles. This study aims to state the affordances of CT in K-12 science classrooms so as to implement CT in Turkish science classrooms, then it presents an approach about how possibly CT practices could be integrated with Turkish Science Curriculum (Ministry of National Education [MoNE], 2018).

Method

In this study, content analysis was used as research method. Content analysis is a method of analyzing documents with the interpretation of research phenomenon considering essential aspects of study content (Prasad, 2008). Data collection was done through searching computational thinking and science curriculum in keywords section of databases and the following papers were utilized for reviewing: Turkish science curriculum (MoNE, 2018), other international science curriculums and frameworks that guide CT practices in the scholarly literature. By doing so, it was aimed to identify key points addressed in the aforementioned papers with a careful examination including learning standards, competencies that students should develop and disciplinary practices that students should experience in the learning environments. After had clarified common patterns and suggested competencies for student learning in the reviewed papers, researchers proposed an approach to design and identify CT practices in science and engineering learning environments in line with science learning standards in the Turkish classrooms. Then, researchers created examples of CT practices in teaching materials align with learning standards of Turkish Science Curriculum (MoNE, 2018) for the use in Turkish science classrooms.

1 Corresponding: ilayda.kilic@kocaeli.edu.tr or ilayda_kilic@hotmail.com

This study is a part of master thesis of Res. Asst. İlayda Kılıç conducted under the supervision of Prof. Dr. Mustafa Sami Topçu.

Findings

It is identified that learning standards of national and other countries' curriculums consist of competencies that impel students to hold several cognitive, social and technology skills in trend. Practioners implement CT as a problem solving method to inquiry scientific phenomena in science, engineering and STEM classrooms in order to create opportunities for students to enhance these skills. Thus, practioners could design learning and teaching activities which entail a substantial engagement in science and CT skills. Students could solve problems related to science by performing CT practices. The teaching subjects could vary based on science learning standards in Turkish Science Curriculum (MoNE, 2018) or CT practices; however, the common points of classroom implementations may share similar orientations. These are outlined as follows:

1. Determination of science learning standards and CT practices
2. Articulation of a framework that presents implementation standards
3. Selecting an instructional technique to teach science subject
4. Forming a teaching environment for CT practices
5. Designing integrated learning and teaching activities
6. Twofold evaluation of science and CT learning.

Key words: computational thinking, science education, Turkish science curriculum, 21st century skills

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ANALYSIS OF THE GRADUATE THESES RELATED TO THE PRESCHOOL CURRICULUM: A CONTENT ANALYSIS STUDY

Aylin SOP¹ (Dr. Öğr. Üyesi, Burdur Mehmet Akif Ersoy Üniversitesi)

Özge İrem İNCE² (Yüksek lisans öğrencisi, Burdur Mehmet Akif Ersoy Üniversitesi)

Problem statement

In the first 6 years of life, which is defined as the preschool period, the growth and development of children are very fast. During this period, interests and desires vary and children are easily affected by the environment (Albrecht & Miller, 2004). Individuals' developing their knowledge, skills and abilities and forming a healthy character and personality is possible through the positive environmental experiences lived in these first years of their lives. Preschool education includes the years from the moment the child is born to the time he/she starts primary education and plays an important role in shaping the future life of the child. It prepares an appropriate environment for children to develop their social, cognitive, motor and language skills and provides the necessary support (Aral, Kandır & Can-Yaşar, 2000).

Curriculums designed for preschool education offer contents that are aimed to respond to children's interests and curiosity in a consistent manner in line with the developmental needs of children by providing guidance for practitioners to engage children in learning through games and experiences (Wood & Hedges, 2016). It is known that the preparation process of preschool curriculums in our country dates back to 1952. In 1994, the Preschool Curriculum, the first official curriculum, was put into practice. These curriculums were updated according to the needs of the changing and developing education system and the 2013 Ministry of National Education Preschool Curriculum, which is applied in all the preschool education institutions today, was prepared (Aydemir, 2018). The 2013 curriculum aims to ensure that children studying at preschool education institutions grow up healthily in enriched learning environments, to develop children's social-emotional, motor, language and cognitive skills to the highest levels, to increase their readiness for primary education and to impart self-care skills to children (MoNE, 2013). In addition, it is strongly emphasized that it is a child-centred, eclectic, spiral, balanced and play-based curriculum. The curriculum also attaches a great importance to fostering children's creativity and exposing them to daily life experiences. The scope of the curriculum, the versatility of its content and its orientation that focuses on the development processes of the child have led to an increase in studies on the curriculum and its effectiveness in recent years. With the current study, it is aimed to examine the graduate theses about the Preschool Curriculum developed by the Ministry of National Education in 2013, which is believed to be important in terms of providing insights into future research on curriculum development.

In line with the purpose of the research, answers to the following research questions (RQs) were sought:

RQ₁. What is the distribution of theses related to Preschool Curriculum by years?

RQ₂. Which research topics have been studied so far?

RQ₃. Which research methods have been applied in those studies?

RQ₄. What is the profile of the respondents who has participated to relevant studies?

RQ₅. What can be inferred from the results of those studies?

- 1 Dr. Öğr. Üyesi, Burdur Mehmet Akif Ersoy Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, adursun@mehmetakif.edu.tr
- 2 Corresponding Author: ozgeirem.ince@gmail.com Yüksek lisans öğrencisi, Burdur Mehmet Akif Ersoy Üniversitesi, Eğitim Bilimleri Enstitüsü,

Method

Research Model

The current study employed the document analysis method, one of the qualitative research methods and content analysis was used for the analysis of the selected documents. Content analysis is defined as the systematic process used to define the content and formed by the researcher by coding and cataloguing to evaluate the documents (Merriam, 2018). In the current study, the graduate theses related to the preschool curriculum were analyzed by means of content analysis.

Data collection process

Theses related to preschool education program (MoNE, 2013) and registered to YÖK National Thesis Centre and open to access were included in the current study. Theses published between 2013 and 2021 and having the words “preschool education”, “preschool curriculum”, “preschool period” in their keywords were scanned to be included in the current study. In this way, a total of 20 theses were reached.

Data analysis

In order to categorize the graduate theses included in the current study and create codes, the theses were examined and a “thesis review form” was developed by the researchers. In line with this developed form, author, year, type, purpose, research model, population-sample and results of the theses were examined. The studies categorized with content analysis were grouped into themes and frequency (f) values were calculated and presented in tables.

Findings

When the research findings were examined, it was seen that 50% of the thesis studies were prepared using quantitative, 30% qualitative and 20% mixed model. Study groups in most of the thesis studies are comprised of teachers (%60) yet there are study groups including parents (5%), children (25%) and academicians. The purposes of the thesis studies are generally defined as investigating children’s skills (25%) and teachers’ opinions, evaluations and suggestions related to the preschool curriculum (60%). In addition, there are studies conducted to adapt or develop scales related the curriculum (10%). When the results of the studies were examined, the participating teachers’ opinions about the 2013 Preschool Curriculum were found to be positive in general. It was concluded that the majority of the teachers participating in the studies found the curriculum clear and understandable yet that they found themselves inadequate in terms of delivery of the content, activities to foster family participation, adaptation and integration activities, planning, implementation and evaluation of the instructional process. This is thought to be because of the insufficiency of preservice and in-service trainings. As a result of the analysis, it is thought that researching the tendencies of the studies conducted on the 2013 Preschool Curriculum can contribute to the expansion of the framework of the research direction and scientific research.

Key words: Preschool Curriculum, graduate theses, content analysis, MoNE

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ANALYSIS OF LIFE SCIENCES, SCIENCE AND BIOLOGY COURSES HEALTH OUTCOMES ACCORDING TO BLOOM'S REVISED TAXONOMY

Dr. Burcu Güngör CABBAR¹ (Balıkesir Üniversitesi Necatibey Eğitim Fakültesi MFBE Bölümü Biyoloji
Eğitimi Ana Bilim Dalı, Balıkesir, Turkey)

Dr. Selcen GÜLTEKİN (Balıkesir Üniversitesi Necatibey Eğitim Fakültesi Eğitim Bilimleri Bölümü Eğitim
Programları ve Öğretim Ana Bilim Dalı, Balıkesir, Turkey)

Problem statement

The first condition of being healthy is to start a healthy life. Good nutrition, physical, emotional, and mental health development and maturation, protection from external factors that may be harmful to health, establishing healthy relationships, and benefiting from health services are the basic health elements that every individual is responsible for (Bulut, 2003).

In this context, considering that most of the childhood and youth years are spent in primary and high school, schools come to the fore as important institutions for the protection and development of the health of children and young people due to the education sector (Bulut, Nalbant & Çokar, 2002).

Öztürk and Bıkmaz (2007) analyzed health issues in primary education programs and they stated that health-related issues were encountered in the programs before 2004 and that health issues were included in the curriculum even though they had deficiencies in 2004.

The outcomes in the curriculum should be classified from simple to complex and gradually. According to this graduality, the information designed to be taught can be reached more easily and learning can take place in a more permanent way (Anderson & Krathwohl, 2001; Bloom, 1956). The cognitive domain is classified by Benjamin Bloom et al. The Bloom Taxonomy, which was introduced in 1956, is one-dimensional, has a cumulative hierarchy, lower levels are knowledge, comprehension, and application, and higher levels are analysis, synthesis, and evaluation (Bloom, 1956). When it became the subject of discussion that its current state was insufficient to meet the needs, Bloom's friends revised the taxonomy in 2001. Bümen (2006) stated the reasons for the renewal of Bloom's first taxonomy in two ways: The first is to direct the attention of educators to taxonomy, and the second is to reflect the developments in the world between 1956 and 2001 in many fields from psychology to education and training and with the renewed taxonomy of modern knowledge.

The revised taxonomy includes two dimensions, horizontal and vertical:

In the information dimension which is the vertical dimension; There are factual, conceptual, procedural, and metacognitive types of knowledge (Anderson, 2001). The metacognitive knowledge category was added to the knowledge dimension as the fourth category. The importance of this information is increasing day by day, as researchers emphasize the importance of students' awareness of their metacognitive activities and then using this information by adapting it to their learning methods (Krathwohl, 2002).

The horizontal dimension is the cognitive process dimension. In this dimension, the knowledge, comprehension, and synthesis steps were renamed and all of the steps were included with verb forms. Also, the place of evaluation and synthesis steps in the old taxonomy has changed (Anderson, 2001). Thus, the horizontal dimension of the new taxonomy was arranged as remember, understand, apply, analyze, evaluate, and create.

1 burcu.cabbar@balikesir.edu.tr

The pandemic process we went through in 2019 once again revealed the importance of health literacy. This study aims to analyze the health outcomes in life studies, science, and biology courses in 12-year formal education according to the Revised Bloom Taxonomy (RBT).

Method

In this research, document analysis was made. In qualitative studies, document analysis can be used as a method for program analysis, book reviews, and in-depth research in literature reviews on a particular subject (Zorluoğlu, Kızılaslan, & Sözbilir, 2016). In this study, 55 outcomes related to health issues in Life studies, Science and Biology Lessons Curriculum published by the MEB Board of Education in 2018 were examined according to the RBT.

It is seen that there are 55 health outcomes in the cognitive dimension from 3rd grade to 12th grade. The table and the acquisition list prepared according to the renewed bloom taxonomy were presented to the expert opinions of 2 program development and 2 biology education.

Findings

As a result of the analysis, it was determined that most of the outcomes were included in the conceptual knowledge dimension, 1 at the creation step and 1 at the evaluation step. When we look at the outcomes related to health and previous studies, it is seen that generally, outcomes are at the level of conceptual knowledge. They are about protecting the health of systems. (Aktaş, 2011). This research is important in terms of providing a holistic perspective on health outcomes and informal education. It has shown us the importance of health literacy in the pandemic process. It is suggested that the issue of health emerges as an important issue: reviewing the programs, updating the textbooks, and taking into account the distribution of achievements to raise health literate individuals.

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CURRICULUM DEVELOPMENT and TEACHER TRAINING PROGRAMS

Serap YILMAZ ÖZELÇİ¹ (Necmettin Erbakan Universities, Turkey)

Problem statement

Curriculum and curriculum development can be considered as an important process for all stakeholders of education, especially those who determine education policies. The UNESCO International Education Bureau (IBE) emphasizes that the primary goal of curriculum development activities in the 21st century should be to raise young people as individuals equipped to support social, cultural and economic development (IBE, 2016). The role of teachers and teacher candidates in the development of curriculum, which is seen as the main key to reaching the targeted human and society model (Tan-Şişman & Karsantık, 2017), is another important topic of discussion. The successful implementation of curriculum that emerged as the product of curriculum development activities depends on teachers' having sufficient knowledge about the program in question, accepting the program as practitioners, and developing positive perceptions and attitudes about the program (Duman, 2006; Oliva & Gordon 2013; Ornstein and Hunkins, 2004; Sağır & Karamustafaoğlu, 2011; Tekbiyık & Akdeniz 2008; Varış, 1996). The curriculum, which is only a written document becomes operational in the hands of the teacher the knowledge, skills, attitudes and values in its content are transferred to the students by the teacher. Considering this aspect, it is extremely important that teachers who make an active effort during the implementation and have the chance to directly observe the positive or negative aspects, reflect this experience to the curriculum development process and provide information flow from practice to theory. Because the teacher is both the implementer of the developed program in the classroom and is a basic element that contributes to the studies for curriculum development (Demirel, 2012). It is also mentioned that as a person who sees and understands the dynamic relations of this basic element of the curriculum, they need to be aware of making different arrangements at any time in the classroom (Tan-Şişman, 2007). This situation brings to mind the question of how teachers can access all these awareness, knowledge and skills.

Method

The main purpose of this study is to examine teacher training programs in the process of teacher candidates gaining basic knowledge, skills and awareness in the field of Curriculum Development in Education. The content of the regulations made in the programs is handled in the context of the curriculum development course. For this purpose, a review has been made about the role of the teacher in the curriculum development process and the contribution of teacher training programs to this role.

Findings

Teacher competencies and qualified teacher training are among the issues that are discussed again in every period. Changing education paradigms also change the system's expectations from the teacher. Emphasizing that the teacher education program of the 21st century requires an approach beyond adding an additional lesson or lesson hour, candidate teachers of the 21st century have competence in how to develop and use a curriculum for in-depth understanding, specialization in academic subject matter and 21st century skills. It was stated that they should be (Greenhill, 2010). The first level where he can gain knowledge and skills related

1 syozelci@erbakan.edu.tr

to this is the curriculum development course given during pre-service training. The regulation made in 2018, Curriculum Development in Education course was added to teacher training undergraduate programs again. In order for the teacher to fulfill the requirements of the program, it is necessary to know the objectives, content, teaching methods and techniques, and assessment and evaluation approaches very well and to apply them in the teaching-learning process (Duman, 2006). So, teachers should have opportunities to take part in program communities where they can develop their identity as program innovators (Ornstein & Hunkins, 2004). For all these reasons, it is suggested that starting from teacher candidates, the development of belonging to the program development process and positive attitude towards the programs should be supported.

Key words: Curriculum, curriculum development, teacher training, teacher candidate

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INVESTIGATION OF CURRICULUM ALIGNMENT OF LIFE SCIENCE COURSE: THE SAMPLE OF 'GÜVENLİ HAYAT' UNIT

Bariş KALENDER¹ (Çukurova University, Institute of Social Sciences, Primary School Teacher Docttorate Student)

Prof. Dr. Zeliha Nurdan BAYSAL (Marmara University, Atatürk Faculty of Education, Primary School Teacher)

Problem Statement

Raising individuals who can adapt to changing and developing living conditions is one of the basic needs of societies. This need seems possible with a qualified education system. A qualified system; it can be carried out with properly planned and curricula in line with the needs analysis made by examining individuals, society and environments. Elements of a curriculum; objectives (acquisition), content (subject matter), teaching-learning process (learning activities), and assessment-evaluation (Demirel, 2012). The alignment between these elements in curricula is stated as a factor that will bring success in education (English & Steffy, 2001). The fact that revised Bloom's taxonomy offers a matrix table that enables the placement of these curriculum elements provides the opportunity to see the alignment between curriculum elements. While Anderson and Krathwohl (2014) named this alignment between them as "curriculum alignment", Bümen (2006) brought this expression to Turkish as "yetişek zincirleme". The table presented by Anderson and Krathwohl (2014) consists of the knowledge dimension and cognitive process dimension, and it provides to see the alignment in these elements by placing the objectives, learning activities and evaluation activities in the table. In this way, it is possible to understand how much the learning activities and evaluation activities serve the objective (McDonald & Van Der Horst, 2007). Wheeler (2007) also suggested using the knowledge dimension and cognitive process dimension to prioritize teaching approaches that can maximize students' learning.

At this point, it is beneficial to explain some concepts that express the alignment of curriculum elements. The concept of curriculum alignment is related to the harmony or incompatibility of the objective-learning activity-evaluation elements in Bloom's taxonomy. It can be said that the higher this fit, the more effective learning occurs (Anderson & Krathwohl, 2014). If these three elements overlap "high chain"; if the two overlap "partial chaining"; It is stated that if it does not overlap at all, "misalignment" may occur (Bümen, 2006).

In this context, the aim of the study is to examine the life science curriculum applied in primary school and a textbook prepared in line with this curriculum, and to reveal the curriculum alignment of Life Science. For this purpose, an answer to the following question was sought:

- How is the curriculum alignment of 'Güvenli Hayat' Unit learning outcomes (objectives) in the 2018 Life Science Curriculum and 'Güvenli Hayat' Unit learning activities and evaluation elements in the Life Science textbook?

Method

In this study, the Life Science Curriculum put into practice in 2018 and a 3rd Grade Life Studies Textbook prepared according to this curriculum and used in public schools were examined and the curriculum alignment elements was evaluated. The study was carried out in document review. The method of document review is described as the techniques used to set, categorize, investigate and interpret boundaries of physical sources (Payne & Payne, 2004). This method is a systematic procedure for reviewing or evaluating materials both printed

1 Correspond author's email adress: bariskalender27@gmail.com

or electronic. The analytical procedural process in document review includes finding, selecting, evaluating and synthesizing data on documents (Bowen, 2009).

The data were collected and analyzed within the scope of document analysis. Document analysis is a method that enables to obtain interpretations by analyzing written documents in detail and systematically (Wach, Ward, & Jacimovic, 2013), making sense and developing a perspective on the subject (Corbin & Strauss, 2008). The status of the learning outcomes (objectives) related to 'Güvenli Hayat Unit' in the curriculum according to the matrix was determined. Then, the subject, activity and evaluation questions prepared from the textbook for the related objectives were examined. In this adaptation matrix prepared, the necessary arrangements were made by consulting two experts from the field of Classroom Teacher and an expert from the field of Curriculum and Instruction and the matrix was finalized.

Findings

When all objectives (seven objectives) are analyzed; one of the objectives is in "remembering", five of the objectives are in "understanding" and one of objectives is in "applying" category. While most of the objectives are in the "understanding" level, most of the learning activities are at the level of "remembering" and "understanding", and most of the evaluation elements are in the "remembering" level. In terms of curriculum alignment; one objective was found in the "very strong" and "weak" category and five in "the weakest" category. A qualified education can be realized with curricula in alignment with the elements. However, the alignment between the curriculum elements examined within the scope of this study is at "the weakest" level. This shows that curriculum alignment should be taken into consideration during the preparation of the curriculum and textbooks.

Classroom activities are the main determinant in such curriculum alignment studies. Therefore, classroom observation may be recommended. On the other hand, no matter how important classroom practices are, the alignment between the curricula and the textbooks will contribute to the quality of education. In-class observation studies and teacher interviews could not be conducted due to Covid-19.

Keywords: Primary school, life science, textbook, curriculum alignment, revised Bloom's taxonomy

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EXAMINATION OF MIDDLE SCHOOL 8TH GRADE MATHEMATICS PROGRAM ACCORDING TO THE REVISED BLOOM TAXONOMY

Prof. Dr. Asuman Seda SARACALOĞLU (Adnan Menderes University, Turkey)

İpek GÜNDÜZ ÇETİN¹ (Adnan Menderes University, Turkey)

Alparslan Ayhan ÇELİK (Adnan Menderes University, Turkey)

Problem statement

From past years to today, mathematics has a great importance in the life of humanity. Mathematics is the language of all other sciences, which is used in solving the problems we encounter in daily life as well as in solving abstract problems. Therefore, it is very important to examine mathematics programs. It is suggested that the attainments should be understood in the same way by everyone and prepared with simple sentences. The attainments in the curriculum are subjected to certain classifications in order to ensure the effectiveness of teaching. (Bloom, 1956; Tekin, 2009). Bloom Cognitive Domain Taxonomy is widely used in classification of goals. (Bloom, 1956; Anderson and Krathwohl, 2001). In the light of the knowledge and orientations that have occurred with new developments in the field of education, it was stated that the original Bloom Taxonomy could not measure high-level cognitive skills, and changes were made on the taxonomy (Anderson et al., 2010). In general, when the literature was examined, it was found that evaluation questions in mathematics programs at various levels and mathematics books could not reach metacognitive knowledge in the knowledge dimension, and in the cognitive process dimension, attainments and questions for lower-level cognitive skills were found. (Üredi and Ulum, 2020; Aktan, 2020). In addition, when the studies on mathematics programs were examined, it was seen that they mostly focused on cognitive process dimensions at all grade levels in primary or secondary school, and there was no study in both knowledge and cognitive processes at the secondary school level.

The aim of this study is to examine secondary school 8th grade mathematics curriculum according to the revised Bloom taxonomy. Sub-problems of the study:

1. What is the distribution of the attainments in the secondary school 8th grade mathematics curriculum according to the learning areas?
2. What is the distribution of the attainments in the 8th grade Mathematics curriculum in terms of the knowledge and cognitive process dimension of the revised Bloom's taxonomy?
3. When the attainments in the secondary school 8th grade Mathematics curriculum are analyzed according to learning areas, how does the distribution of the revised Bloom's Taxonomy show in terms of knowledge and cognitive process?
4. What kind of structural defects do the attainments in the mathematics teaching program have?

Method

Document analysis, one of the qualitative research models, was used in this study. Document review is the analysis of written information sources about the phenomenon or facts that are wanted to be investigated (Yıldırım and Şimşek, 2013). The data source of the study consists of the Mathematics Lesson Curriculum published in 2018. Before the coding of all behaviors, the following steps were followed to determine the criteria

1 ipek.gunduz.35@gmail.com

to be considered in the coding process. First of all, the relevant literature was examined and the sub-steps and examples for the information and cognitive process steps of the Revised Bloom Taxonomy were examined. Expert opinion was obtained in order to determine the appropriateness of the criteria for determining in which information and cognitive process category a particular target is included in order to ensure validity. In order to ensure reliability, the codings made by taking the opinions of two program development experts were compared, the findings were finalized and the raw data were stored in detail. In addition, in the study conducted by Aktan, (2020), word coding was prepared for analysis, verbs such as “draws” and “compares” were examined, and it was seen that some of the attainments were evaluated at higher levels than they were. When these actions are considered together with the attainment statement and explanations, it is seen that they are at a lower level. For this reason, only the verb in the sentence was not examined, and the whole statement and explanations were taken into account when classifying the outcomes.

Findings

It was seen that the attainments were mostly in the domains of Numbers and Operations, Algebra and Geometry and Measurement, and few achievements were found in the domains of Data Processing and Probability. When the attainments were examined according to the Knowledge dimension of the revised Bloom’s Taxonomy, it was seen that there were no attainments in the metacognitive knowledge level and the attainments were mostly in the operational and conceptual knowledge dimension. When the attainments were examined according to the process dimension of the renewed Bloom Taxonomy, while an attainment was found in the analysis step, there were no attainments in the evaluation and creation step. Just one attainment was determined in the remembering step and it was decided that all other attainments were at the understanding and application level. Some attainments include more than one action statement. For this reason, difficulties were experienced in determining which cognitive process group the behavioral expressions were included.

Keywords: Math Program, Revised Bloom Taxonomy, Math Lesson

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ANALYZING THE ACQUISITIONS OF 12th GRADE ENGLISH LANGUAGE TEACHING CURRICULUM IN TERMS OF THINKING SKILLS

Prof. Dr. Asuman Seda SARACALOĞLU (Adnan Menderes University, Turkey)

Cemile ALKUR¹ (Adnan Menderes University, Turkey)

İpek GÜNDÜZ ÇETİN (Adnan Menderes University, Turkey)

Problem Statement

Thinking is not only seen as an affective, cognitive, social, and individual attempt (Splitter & Sharp, 1995), but it is also a skill which is learned, practiced, and developed (Bono, 2011). Thinking skills has been a crucial issue in education regarding the demands of 21st century. Reflective thinking, analytical thinking, hypothetical thinking, convergent thinking, divergent thinking, and lateral thinking are some types of thinking skills that are encouraged in the programs. Curricula applied in schools are expected to promote thinking skills, so these skills have been embedded into the education programs in various ways and forms. Many experts have supported that thinking skills and students' academic performance are interrelated. This means that students who improve themselves in thinking skills often perform well in their education (Tam & Linh, 2017). Learners' thinking ability in learning can affect the effectiveness of learning itself (Mursyid and Kurniawati, 2019).

Thinking skills are essential to raise a qualified society (Söylemez, 2018). These skills are emphasized in the English Language Teaching programs as they are in other programs adopted holistic approach. For this reason, students' thinking skills are examined in various exams such as the high school entrance or university entrance exams. When the literature is reviewed, the studies that analysis the English Language curriculum in terms of thinking skills are very limited. Moreover, some experimental studies revealed that some activities performed in English lessons help students improve thinking skills (Baş & Beyhan, 2012). Thinking skills are emphasized since they help students perform well in language skills. Particularly in productive skills, which are speaking and writing, students are expected to use thinking skills to improve themselves. It is in line with Collins' (1991) argumentation stating that the integration of various thinking skills in language learning will develop students' writing and speaking skills (as cited in Setyarini et al., 2018). What is more, speaking and writing skills are closely related to communication which can be is a complicated process for language learners. Therefore, students need to combine their theoretical knowledge in language skills and thinking skills to deliver their ideas, and to get the message successfully either orally or in a written way.

Regarding the emphasis on thinking skills in today's globalized world, the acquisitions for education programs have been revised to meet the 21st century's expectations and needs. The purpose of this study is to investigate the acquisitions of 12th Grade English Language Teaching Curriculum prepared in 2018 in Turkey in terms of thinking skills that they encourage. For this aim, answers to the following sub-research questions are sought:

1. Which thinking skills are encouraged by the acquisitions for listening skill in the 12th Grade English Language Teaching Curriculum?
2. Which thinking skills are encouraged by the acquisitions for pronunciation in the 12th Grade English Language Teaching Curriculum?

3. Which thinking skills are encouraged by the acquisitions for speaking skill in the 12th Grade English Language Teaching Curriculum?
4. Which thinking skills are encouraged by the acquisitions for reading skill in the 12th Grade English Language Teaching Curriculum?
5. Which thinking skills are encouraged by the acquisitions for writing skill in the 12th Grade English Language Teaching Curriculum?

Method

In this study, the qualitative research approach was adopted, and data were collected through document analysis. The research data were derived from the acquisitions of the 12th Grade English Language Teaching Curriculum updated in 2018 by the Ministry of Education in Turkey. Document review includes the analysis of written materials about phenomenon which is aimed to be investigated (Yıldırım and Şimşek, 2016). In the present study, the overall explanations, basic skills, and acquisitions of the 12th Grade English Language Teaching Curriculum (MEB, 2018) were reviewed. The acquisitions for language skills were analyzed separately regarding thinking skills they encourage. Data were analyzed through descriptive analysis. To ensure validity, expert opinion was obtained. For reliability, two experts' coding was compared. The raw data were stored in detail.

Findings

The results of the document analysis showed that 12th grade English Language teaching curriculum promotes various thinking skills. The acquisitions for listening, speaking, and reading skills mainly encourage critical and analytical thinking skills. On the other hand, the acquisitions for pronunciation support only reflective and metacognitive thinking skills. Lastly, the results indicated that the acquisitions for writing skill mostly promote students' critical and creative thinking skills.

Keywords: *English Language Program, thinking skills, language skills*

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**CLASSROOM EDUCATION GRADUATE STUDENTS' PERSPECTIVES OF PRIMARY SCHOOL
TURKISH COURSE CURRICULUM**

*İlkay AŞKIN TEKKOL*¹ (Kastamonu University, Turkey)

Tarık BAŞAR (Kırşehir Ahi Evran University, Turkey)

Problem Statement

Education, which is defined as “the process of creating the desired behavioral change in individuals” (Ertürk, 2013) should be planned and targeted. Curriculums are needed for the education process to function in a planned and systematic manner. Tyler (1949) defines the curriculum as “the integrity obtained as a result of the selecting the items and ensuring the horizontal and vertical organization of these selected items”. Based on these definitions, the curriculum can be defined as the integrity of the elements that inform individuals about “why they are taught something”, “what they will be taught”, “how this will be done” and “how much success will be achieved” as a result. According to Demirel (2009), the dynamic relationship between these elements is the concept of “curriculum development”. The preparation and development of the curriculum is a continuous activity and it is crucial to ensure by taking into account the interaction of the elements in the curriculum that this continuity is not interrupted. Ornstein and Hunkins (2004) emphasize that a solid planning should be made first and curriculum development strategies should be determined in accordance with this planning during the development of a curriculum. The 2017 curricula, the products of curriculum development efforts in Turkey, started to be implemented in the first, fifth and ninth grades in the 2017-2018 academic year and at all grade levels in the 2018-2019 academic year. Primary School Turkish Course Curriculum is among these curricula that have been updated in 2019 and are currently being implemented.

No matter how well-prepared they are; formal curricula can be considered as pre-implementation curriculum drafts. The main nature of the curriculum can only be observed when it becomes fully operational. It can be claimed that curricula are shaped in the hands of teachers, who are their main implementers. In this context, it is considered to be very important for teachers to have accurate information about the curriculum and to be able to grasp the curriculum that they will be implementing. The concept of “curriculum literacy”, which has been frequently used in recent years, means acting in accordance with the needs by correctly understanding and analyzing the elements that constitute the curriculum and the relationships between these elements (Ari, 2010).

According to Bolat (2017) *curriculum literacy* is among the basic skills for teachers and teacher candidates. In the light of all this information, it can be argued that it is very important to ensure that teachers and teacher candidates know the curriculum well. In this context, this study was conducted to enable graduate students to be informed of and evaluate the curriculum. Being among the most basic courses in primary school and being compatible with the scope of the course taken by graduate students, Primary School Turkish Course Curriculum was selected to be studied within the scope of the research.

1 ilkayaskin@hotmail.com

Method

In this research qualitative research methods was used. The study group consisted of 15 graduate students getting their master's degrees in the Department of Primary Education, Division of Classroom Education. Within the scope of the research, graduate students in the study group were given basic information about education, curriculum and curriculum development and approaches, methods and techniques specific to the primary school Turkish courses were included. At the end of the term, the participating graduate students were asked to evaluate the Primary School Turkish Course Curriculum by using the interview form consisting of open-ended questions prepared by the researchers. The interview form consisted of questions under the headings of general information about the curriculum, learning outcome, content, teaching-learning process and evaluation. Expert opinion was sought from three experts in curriculum development and Turkish education and the necessary revisions were made in the interview form in line with these opinions. The revised interview form consisted of five questions for the students to evaluate the Primary School Turkish Course Curriculum. Research data were analyzed by content analysis method.

Findings

According to research results, graduate students emphasized that the Primary School Turkish Course Curriculum did not have a clear educational philosophy but included some hints about this philosophy in the explanations part of the curriculum. Graduate students reported that the Primary School Turkish Course Curriculum did not address a specific learning theory but mentioned the basic approach. The answers given to the questions regarding the learning outcomes showed that the graduate students emphasized the consistency of the learning outcomes, the appropriateness of the learning outcomes for the needs of the individual, the society and the subject area, inclusion of information that students could use in daily life and that suitability of the learning outcomes for students' levels. As for the content, the graduate students stated that the content of the Primary School Turkish Course Curriculum was consistent with the learning outcomes; it was appropriate in regards to the subject area, was up-to-date, in line with students' readiness and included useful information. The graduate students stated that the teaching-learning process was not included in the curriculum in sufficient detail and was only mentioned in a limited way in describing the learning outcomes. Regarding the evaluation, the graduate students remarked that the Primary School Turkish Course Curriculum included a section on assessment and evaluation with detailed information about assessment and evaluation and examples of process-oriented and alternative evaluation practices.

Keywords: Primary School Turkish Course Curriculum, classroom education graduate students, curriculum evaluation, graduate education

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EVALUATION OF INTERDISCIPLINARY CURRICULUM IN HIGHER EDUCATION: A SAMPLE OF MASTER'S DEGREE CURRICULUM

Dr. Elif İLHAN¹ (Ankara Hacı Bayram Veli University, Rectorship, Turkey)

Problem Statement

Interdisciplinary curriculum (IC) is taken for granted as a term describing activities that fall outside traditional disciplinary boundaries and mistakenly thought that it is sufficient to bring some information from different disciplines together in a curriculum. However, IC critically draws upon two or more disciplines and leads to an integration of disciplinary insights (Newell, 1990), which develops critical abilities, increases empathy for ethical/social issues, enables learners to tolerate ambiguity and integrate diverse perspectives (King's Learning Institute, 2020).

The literature identifies individual, socio-cultural and economic drivers and the nature or evolution of new disciplines for the growth of IC (Lyall, Meagher, Bandola, & Kettle, 2015). The international bodies like OECD, United States National Academies, European Commission called for growth of interdisciplinarity as a strand to be woven into higher education. Likewise, on national level, Higher Education Council (YOK) has emphasized importance of interdisciplinary higher education and explained their welcome to develop such curricula in their different projects and official declarations such as YOK 100/2000 Doctorate, YOK-Future, Jobs of Future, TEBIP (Basic Sciences Programme). Furthermore, some academic studies indicate the importance of IC in higher education (e.g. İlhan & Yelkenci, in press).

The prevalence of interdisciplinary trend in higher education has been likened to an “interdisciplinary arms race” (Rhoten & Pfirman, 2007) because the expansion of IC has occurred at a progressively rapid rate (Holley, 2009) especially at the graduate level abroad (Holley 2009) and in Turkey (İlhan & Yelkenci, in press; Şimşek & Adıgüzel, 2012). Despite its increase in graduate curriculum, determining which ones are indeed interdisciplinary presents challenges (Knight et al., 2012) because to reach the rigor in IC can only come from knowing how, why, and what to integrate (Szostak, 2007). Noting that this was not a quick fix in any one part of an academic organization, Klein and Falk-Krzesinski (2017) highlighted the need for policies and practices recognizing interdisciplinary work.

All in all, developing/implementing IC in higher education is needed special interest while little attention is typically given to what is actually meant by and how it is developed properly. Despite this growth of IC, little analytical research has been conducted to characterize it (Knight et al., 2012; Rice, 2003). That study focusing on developing a better understanding about the context of IC in graduate level represents an important contribution to the literature, the universities both in a desire for implementing IC and which have just started to have IC. It is also of importance because it directs future research on the developing/evaluation IC. This study aims to evaluate interdisciplinary curriculum in higher education in terms of key features of interdisciplinarity.

Method

This is a descriptive study and because document analysis technique is applied, it is a qualitative one. To analyse IC comparatively, “women studies” master's degree curricula of five state universities in Turkey were selected as the study group via convenience sampling method. The data was obtained mainly from university websites and Bologna Information systems. The data collection/analysis tool *Framework for Interdisciplinary*

1 elif.ilhan00@hbv.edu.tr

Curriculum, developed based on mainly the study of Tripp and Shortlidge (2019), includes five dimensions of IC, namely disciplinary humility (DH), disciplinary grounding (DG), different research methods (DRM), advancement through integration (ATI), and collaboration across disciplines (CAD). To enable content and structure validity, two experts in curriculum and instruction field were applied to get their views. Via the framework, the program competencies, the courses and their distribution, and the syllabus of the basic interdisciplinary courses were examined. To increase the reliability, an expert in curriculum and instruction field and the researcher were analysed the document belonging to the first master's degree curriculum and based on the findings, the researcher continued to analyse documents of the other curricula. The researcher is ethically responsible for the paper submitted.

Findings

Some of the findings are as follows: There are program competencies about DRM in all of the curricula; about ATI in three of them; about DG in only one of them while there are no competencies about DH. There are courses related to DRM and DG; however, the number of courses related to ATI is rather limited. Examination of the syllabus of the basic interdisciplinary courses indicates the learning outcomes are not associated with DH and CAD; teaching-learning methods/techniques are limited to question answer, discussion, problem and project based learning; and lastly, students' academic achievement are assessed via homework, presentation and exams.

It is concluded the evaluated IC don't meet the criteria related to DH and CAD of the framework. Furthermore, they should be improved in terms of the other criteria. To engage learners in interdisciplinary understanding, research, and collaboration, IC should direct them to make integration of disciplinary insights in relation to the real world issues to discover new insights or ideas.

Key words: Interdisciplinary curriculum, interdisciplinarity in higher education, framework for interdisciplinary curriculum

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AN EDUCATION IN 'EVIL' IN THE CONTEXT OF RISK SOCIETY AND ITS IMPLICATIONS FOR THE CURRICULUM THEORY

*Volkan Duran*¹ (Iğdır University, Turkey)

Problem Statement

The existence of evil has always been the main concern for humanity since humans existed. The evil sometimes was emerged as natural disasters, sometimes personal harms, sometimes massive wars or conflicts. However, although the concept is vague, humans have always been concerned about why evil exists. The concept of evil is related to difficult knowledge including events like war, slavery, genocide, famine, bigotry, and other injustices that reveal suffering to be caused by human indifference or disdain or the range of challenging emotions related to the uncertainty we can feel as we strive for more harmonious relations (Kessel, 2019: 1).

It is a daunting challenge to discuss the idea of evil. While evil in politics and mass media is a common social signifier, it is rarely described (Kessel, 2019: 6). Awareness about evil is sometimes beneficial because it protects us from harm and bad things (Staub, 2003: 3). However, in the historical process, humans also created evil to fight against their concept of evil many times. Teachers might be unable to deconstruct the concept of evil for a multitude of purposes, for example by either resisting generating guilt, or maintaining their students' emotional detachment as a reluctant professional. However, some subjects call teachers to seriously learn of how evil might be encompassed in their classes (Kessel, 2019: 6). There appears to be a shortage of conceptual understanding with relation to evil on the part of teachers handling such situations. This is mainly because the subject of evil is largely absent from the curricula of our training programs (Corbett, 2018: 7). Although the discussion of evil especially in an educational context may be uncomfortable, it is important since it encourages subjectification so that encourage a sense of responsibility and agency in and out of the classroom; create educational contexts and systems that encourage genuine thinking; and live more peacefully and happily with each other (as well as other entities) on this planet (Kessel, 2019: 4). Therefore it is important to understand how to incorporate the concepts related to evil in curricula especially for today's world where we face many evil things ranging from viral pandemics to mass wars. Hence this paper aims to reconceptualize evil in the context of developing curricula.

Method

This study is a qualitative study based on document analysis. The main document of this research is Kessel (2019)'s book entitled "An Education in 'Evil' Implications for Curriculum, Pedagogy, and Beyond", but additional relevant articles and books are also examined in the context of the book. The thematic analytical approach, one of the methods of content analysis, was used in this research. The thematic analysis is based on an analysis of a subject and a descriptive and contextual study of patterns and performance (Çalık & Sözbilir, 2014). A matrix created by the researcher, which enables the themes to be categorized and studied has been used based on its structure, method and general patterns that represent the contents of the book. The matrix was developed on the basis of the book's major titles and the following study questions. The following questions are the main questions of this research in this context:

1. What presuppositions or basic assumptions does the author reveal in the work?
2. What evidence does the author provide to sustain his main theme of causality?

1 volkan.duran8@gmail.com

3. What are his conclusions regarding the concept of causality?
4. What is unique, significant, or interesting about the book in the context of causality and education?
5. What does the book/author teach us?
6. What are the implications of the main theme of the book for educational sciences?

Finally in order for the validity and reliability, alternative analysis / synthesis types and what might be the outputs of the analysis / synthesis to be made in this way were mentioned as well. Furthermore, the review was read by two independent experts and based on their suggestions the final form of the research was documented.

Findings

According to Psychologist Rollo May, life should be treated as a continuum of human experience and not as a symptom of pathology, including suffering as a natural part of life. As people, we prefer to search for experiences that render us happy. It is clear. We love our familiar surroundings and prefer interactions that match and ease mental and physical senses. However, this propensity causes one to assess and mark interactions as "good" or "evil," just in terms of their degree of enjoyment or discomfort. May says we are not supporting ourselves when we battle processes that lead to tremendous development and growth if we are willing to embrace them as a normal part of our existence (Collin, Benson, Ginsburg, Grand, Lazyan, Weeks, 2012:141). Regardless of the critiques against engaging with the idea of evil, it is also worth exploring the concept of evil for the good of the students and people. Many common understandings are going about of what evil might and could be, and that is of tremendous interest for educators to incorporate curriculum in ways that open up the opportunities for students to expand about what we claim to teach them. When learning evil, both of us must switch from an individual perspective to one of culture. It also encourages us with ethical questions that arise from the study of evil at the personal and societal level encourages us to understand the diverse and multiple relationships of selves and the social lives (Kessel, 2019: 148).

Keywords: Curriculum Theory, Evil, Book Evil

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CONTENT ANALYSIS FOR THE EVALUATION OF SCIENCE CURRICULA*Sümeýra Zeynep ET¹* (Kastamonu University /Kastamonu)*Mehmet Nuri GÖMLEKSİZ²* (Fırat University/ Elazığ)**Problem statement**

One of the most important tasks of educational institutions today is to raise individuals who can meet the demands of the developing world, science and technology. One of the ways to train these individuals is to prepare qualified curricula, to implement them as required, and to evaluate them continuously (Yüksel & Sağlam, 2014). Although many different definitions are made regarding curriculum evaluation in education, it essentially refers to the evaluation of curricula to obtain information about the effects of a curriculum and use it for the purpose of improving subsequent education in the light of this information (Eviren, 2017). Evaluation of curricula is an important feedback mechanism for obtaining information about the curricula (Aygören & Er, 2018). Curriculum evaluation studies also contribute to the determination of the strengths and weaknesses of curricula (Yüksel Ayten & Hayırsever, 2019). Considering these contributions, it is possible to say that evaluation is one of the most important components of the curriculum development process (Aslan & Uygun, 2019; Demirtaş, 2017). The feedback obtained as a result of evaluation is used to improve curriculum (Eviren, 2017). As a matter of fact, in order to make curricula more effective and efficient in our country, it was observed that development studies were carried out on primary school curricula in 1924, 1926, 1936, 1948, 1962, 1968, 1983, 1990, 1998, and 2004 (Öksüz, 2015). One of them was the science curriculum. Another reason for the evaluation of science curricula is the need to train individuals who can follow the developments in technology, research, question, think, and produce (Zorluoğlu, Olgun & Kızılaslan, 2020). In this context, curriculum evaluation studies on curricula are a powerful tool for raising individuals who can adapt to the ever-changing and progressing world of today, as well as for translating these changes and advancements into the curricula and thus to science education. For this reason, studies conducted on the extent to which these changes are transferred to science curricula are very important. In this context, the purpose of the present study is to analyze the science curriculum evaluation studies carried out after 2017.

Method

To this end, qualitative research method was adopted. In the study, the data were obtained through document analysis. The sample of the study consisted of 45 open access articles published between 2017 and 2020 in educational journals indexed by the ULAKBİM databases. In the articles included in the present study, attention was paid to the keywords, titles, and abstracts and the articles within this scope were included in the study pool. Since nine articles evaluated the science curricula introduced before 2017, these articles were excluded from the study. Thus, 36 articles were examined within the scope of this study. The articles on science curricula were examined in terms of various features, such as method, curriculum evaluation type, curriculum evaluation dimension, purpose, results obtained, and recommendations, and current research trends in the field were determined.

1 szeynepet@kastamonu.edu.tr

2 ngomleksiz@firat.edu.tr

Findings

It is possible to list some results obtained in the context of analysis as follows: When the studies were examined according to their methods and designs, it was observed that the document analysis method was preferred in the majority of the studies. Still, case study was another preferred method. Tyler's objectives-centered curriculum evaluation model was used in only one study, whereas no curriculum evaluation model was employed in other studies. It was found that curricula were examined in terms of many different concepts such as mathematical competence, model and modeling, STEM, responsibility, digital competence, life skills, core values, the nature of science, water, cleanliness, and hygiene. However, the determination of teachers' views on the curriculum was the purpose of some studies. As for the results obtained in the studies, many researchers found the curriculum insufficient in terms of the concept they examined, whereas few studies found the current curriculum sufficient. As a result of their examination, the researchers came up with different suggestions. The first of these suggestions was to provide in-service training to teachers regarding the implementation of new curricula, to improve existing curricula in terms of the concept that was studied and found insufficient, and to pay attention to these concepts in the next science curriculum development process. Considering the results obtained from all these studies, it was observed that the general trend in curriculum evaluation studies regarding the current science curriculum was to employ the document analysis method, not to prefer any particular curriculum evaluation model, and to aim at determining how much the concept studied was included in the curriculum. In this context, the following suggestions can be made based on the findings and results of the studies: if researchers conduct studies that can provide detailed results instead of evaluating a curriculum in terms of a concept and finding it as insufficient based on a number of attainments, this will provide more appropriate results. In future studies on the evaluation of curricula, researchers may use a curriculum evaluation model as making use of a curriculum evaluation model that is suitable for research purposes may help them to reach more holistic and systematic results.

Keywords: Science curricula, content analysis, curriculum evaluation

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CONTENT ANALYSIS AND TRENDS OF SECONDARY SCHOOL PHYSICS, CHEMISTRY, AND BIOLOGY CURRICULUM EVALUATION RESEARCH

Sümeysra Zeynep ET¹ (Kastamonu University /Kastamonu)

Mehmet Nuri GÖMLEKSİZ² (Fırat University/ Elazığ)

Problem statement

Changes in science and technology have resulted in the updating of existing knowledge, and some changes have occurred in the behaviors expected from individuals (Zorluoğlu, Olgun, & Kızılaslan, 2020). Basic skills such as critical thinking, creativity, problem solving, communication, and collaboration are some of them (Atlı, 2019). Countries aim to train students with these skills by integrating them into their curricula and education systems to keep abreast of such changes that occur in the global context (Candaş, Kırarak, Kılınç, Güven, & Özmen, 2019). In this regard, many dimensions of education have undergone radical changes. Some of these dimensions can be listed as the purpose and scope of education, curriculum, and learner and teacher roles (Kuloğlu & Akpınar, 2020). Due to these changes, curricula should be revised and reformed according to the requirements of the time as well as the demands and needs of society (Takmaz & Yılmaz, 2020). It is important for a country to follow the innovations and to constantly revise its curricula in accordance with innovations in order to develop and reach the desired level of development (Korkmaz, 2018). Another reason for curriculum evaluation is the need for revision and follow-up of the applicability and efficiency of a curriculum with a view to increase the quality of teaching activities (Tüzün, Bilir, & Eyceyurt Türk, 2019). For these reasons, the Ministry of National Education frequently updates its curricula in line with the arising needs of national and international resources (Aksoy & Taşkın, 2019). Based on these reasons, analyzing the curriculum evaluation studies conducted at the secondary education level will be important to have an idea about the current state of curriculum evaluation research. In this context, the purpose of the present study is to examine the studies conducted on the secondary education physics, chemistry, and biology curricula between 2017 and 2020.

Method

The sample of the study consisted of 23 open access articles published between 2017 and 2020 in educational journals indexed by ULAKBİM databases. In the articles included in the study, attention was paid to the keywords, titles, and abstracts and the studies within this scope were included in the study pool. Since five articles did not evaluate the previous curricula, they were excluded from the study. Thus, 18 curriculum evaluation studies were examined within the scope of this study. In the present study, the data were obtained through document analysis. Document analysis consists of the analysis of written materials regarding the subject studied (Yıldırım & Şimşek, 2016, 192). Documents are, in fact, readily available sources of information for skilled and imaginative researchers (Merriam, 2015, 131). In document analysis, the researcher is the main factor in collecting information; therefore, the robustness of the data to be collected depends on the researcher's ability to access information (Merriam, 2015, 142).

Findings

The studies conducted on the secondary education physics, chemistry, and biology curricula were evaluated based on different criteria. These criteria included the purpose and method of the study, the evaluation model

1 szeynepet@kastamonu.edu.tr,

2 ngomleksiz@firat.edu.tr

used in the study, the concept examined within the scope of the study, the dimension of the curriculum evaluated, and the results and suggestions obtained within the scope of the study. Although the purposes of these studies differed, it was observed that most of them were carried out to examine whether the concept determined by the researcher was included in the curriculum. No curriculum evaluation model was used in any of the studies investigated. One of the results obtained within the context of the present study was that the curricula were examined in terms of different concepts such as experimental skills, quantum paradigm, water, virus, and Programme for International Student Assessment (PISA) competencies. It can be said that three studies relied on all elements of curricula, whereas other studies relied on attainments in order to evaluate the curricula. However, the majority of the studies found the curricula insufficient in terms of the concepts they examined. The results of the studies conducted to compare the current curriculum with the old curriculum showed that the current curriculum was more adequate. Based on the results, the researchers came up with different suggestions. The first of these was to update and improve the curriculum, which was found insufficient in terms of the concept studied. Another suggestion was that the results of the curriculum evaluation studies should be taken into account while developing new curricula. It can be said that all these curriculum evaluation studies had been conducted to examine whether a concept was included in the attainments of the existing physics, chemistry, and biology curricula without using any curriculum evaluation model. Another finding common to the evaluation studies was that the curriculum evaluated was found as insufficient in terms of the concept studied.

Keywords: Curriculum evaluation, secondary school physics curriculum, secondary school chemistry curriculum, secondary school biology curriculum

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TEACHERS' PERCEPTIONS OF EDUCATIONAL BELIEFS AND CURRICULUM CHANGES: A RELATIONAL STUDY

Dr. Öğrt. Üyesi Cihad ŞENTÜRK¹ (Karamanoğlu Mehmetbey Üniversitesi, Eğitim Fakültesi, Karaman)

Doç. Dr. Gökhan BAŞ (Niğde Ömer Halisdemir Üniversitesi, Eğitim Fakültesi, Niğde)

Problem statement

Beliefs are phenomena that direct individuals' lives and shape their thoughts and behaviors (Edinger-Schons, 2019). Educational beliefs are also ideas and understandings about education. In this context, there are educational beliefs that educators have formed as a result of their own lives and accepted as true. These beliefs become clearer as a result of the professional training they receive, and also influenced by the personality traits of the educators (Yılmaz, Altinkurt and Çokluk, 2011). Educators' educational beliefs shape their approach to curriculum, their understanding of learning and teaching, and all the activities they carry out in and out of the classroom (Baş, 2015; Doğanay and Sarı, 2003). In Turkey, primary and secondary education curriculums were developed in line with the constructivist approach on the basis of the progressivism education philosophy in 2005 and in the following period. The teaching curriculums were also updated in 2018 and 2019. In this context, it can be stated that teachers' educational beliefs would affect their perceptions of changes in curriculum. In this respect, it is important to reveal teachers' educational beliefs and their perceptions of curriculum changes and examine the relationship between these two concepts. When the relevant literature is examined, although there are studies that examine teachers' educational beliefs and their perceptions of curriculum changes separately, no specific study -investigating the relationship between these two concepts seems to appear. In this respect, it is considered that this study contributes to the literature by demonstrating the relationship between these two concepts concretely. Revealing the relationship between teachers' educational beliefs and their perceptions of curriculum changes would provide a better understanding of teachers' perceptions of the two concepts. In this study conducted in this direction, it is aimed to reveal the relationship between teachers' educational beliefs and their perceptions of curriculum changes.

Method

In this study, "the relational survey model" was used. The main goal of correlational research is to clarify our understanding of important concepts by revealing the relationships between variables (Fraenkel, Wallen and Hyun, 2012). In this study, it was aimed to reveal strength and direction of the relationship between variables with this research model. The study group consisted of voluntary teachers (n= 283) working in state primary, secondary and high schools in the central district of Karaman city. The "educational beliefs scale" developed by Yılmaz, Altinkurt and Çokluk (2011) and the "perceptions about curriculum changes" part (c) of the "change, constructivist education and teacher perceptions for implementing the scale" developed by Kasapoğlu (2010) were used in collecting data in the study. The first of these scales used within the scope of the study consists of five dimensions (perennialism, essentialism, progressivism, reconstructivism and existentialism, $\alpha=.85$) and the second one consists of one dimension ($\alpha=.92$). Pearson product moment correlation analysis and multiple linear regression analysis were used in the analysis of the collected data.

1 cihadsenturk@gmail.com

Findings

According to the findings of the study, it was found that while there were positive significant relationships between teachers' progressive ($r = .317$, $p < .01$) and reconstructive educational beliefs ($r = .178$, $p < .01$) and their perceptions of curriculum changes, there was a significant negative significant relationship between their essentialism educational belief ($r = -.183$, $p < .01$) and perceptions of curriculum changes. In addition, it was found that there was no significant relationship between teachers' perennialism educational belief ($r = -.043$, $p > .01$) and existentialist educational belief ($r = .063$, $p > .01$) and their perceptions of curriculum changes. On the other hand, according to the results of multiple linear regression analysis, it was found that the model was significant as a whole ($F_{[5-277]} = 6.893$, $p < 0.01$) and teachers' "progressive" educational belief ($\beta = .296$) was the most important sub-dimension explaining their perception of curriculum changes. It was concluded that this educational belief was satisfactorily meaningful. It was found that teachers' educational beliefs explain 11% of their perceptions of curriculum changes in total variance ($R = .333$, $R^2 = .111$). Furthermore, it was found that perennialist ($\beta = -.072$), essentialist ($\beta = -.020$), reconstructive ($\beta = .056$) and existentialist ($\beta = .006$) educational beliefs were insignificant in predicting teachers' perceptions of curriculum changes. This finding reveals that teachers' perceptions of curriculum changes are explained more strongly by the progressive educational belief.

In this study, the relationship between teachers' educational beliefs and their perceptions of curriculum changes was examined. According to the findings, it was revealed that there were positive and significant relationship between teachers' progressive and reconstructive educational beliefs and their perceptions of curriculum changes. This finding supports the opinions and tendencies expressed on the subject in the relevant literature, although there is no specific study on this manner. It is considered that the findings emerged in the study provide important clues regarding understanding of teachers' educational beliefs and their perceptions of curriculum changes. In addition, it is considered that the study would make important contributions to the literature and shed light on future studies.

Key words: Educational beliefs, perceptions of curriculum changes, teacher education, relational research.

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A CURRICULUM FOR TEACHERS TO PREVENT PEER-BULLYING

Pervin Oya TANERİ¹ (Orta Doğu Teknik Üniversitesi, Türkiye)

Özlem Yeşim ÖZBEK (Çankırı Karatekin Üniversitesi, Türkiye)

Nalan AKDUMAN (MEB, Türkiye)

Problem statement

Peer-bullying, defined as the deliberate and regular use of force in order to harm an individual weaker than himself/herself in terms of any characteristic, is an important problem among children and adolescents on a global scale. Reports of international studies such as PISA and TIMSS show that peer-bullying has reached disturbing levels in our country in recent years. Peer-bullying has short and long-term negative effects on bullies, victims and witnesses (deLara, 2019). Individuals who are exposed to peer-bullying may have problems in their academic life, self-esteem and interpersonal relationships, health, may be prone to depression and suicide, and exhibit frustration, anger and aggression behaviors (Gini & Pozzoli, 2009). Similarly, individuals who bully are more prone to depression and suicide (Roland, 2002). Individuals who witness bullying are also at risk: their physical and mental health may deteriorate, their academic success may decline, they may experience anxiety, fear, guilt and stress (Polanin, 2012).

The effects of peer-bullying are not limited to the school alone, it can have lifelong effects. Seeing peer-bullying as ‘an insignificant problem that every individual can experience’ and not intervening can have severe irreversible consequences. Peer-bullying is a problem that can be intervened and prevented at an early age (Salmivalli et al., 2014). For this reason, in many countries, especially in the USA, Australia and Europe, curriculum development and implementation studies are carried out to prevent peer-bullying at an early age.

Curriculum development studies in Turkey combating peer-bullying are often based on small samples or experimental studies (Kartal & Bilgin, 2007; Karataş, 2011). The national-scale peer-bullying prevention program planned by Ankara-Çankaya Counseling Research Center in 2013 did not achieve the expected success. Since peer-bullying is not regarded as an important problem in the Turkish Education System, the Ministry of National Education could not prepare large-scale action plans on this issue and sufficient support was not provided to teachers.

Reducing and preventing peer-bullying is only possible with the determination and effort of all stakeholders. Teachers’ awareness and views on peer-bullying are significantly effective in defining and preventing bullying incidents. Teachers struggle with bullying events more when they believe they can contribute to reducing it (Bradshaw et al., 2007). However, research has shown that teachers have difficulty in defining peer-bullying, do not know how to cope with bullying, or experience various problems in practice (Brinson, 2005).

Method

In this study, designed as a part of “Developing a Primary School Curriculum to Prevent Peer-bullying”. Successful implementation of newly developed curricula depends on teachers’ understanding and adoption of the new program. In this respect, the aim of this study is to introduce the *Curriculum for Teachers to Prevent*

1 ptaneri@metu.edu.tr

Peer-bullying (CTPPB), which was developed to increase the awareness of teachers about peer-bullying and to support the ways of combating peer-bullying.

The development process of the CTPPB includes the selection of the program's goals, content, learning and teaching experiences, and assessing how much of the goals have been achieved, reorganizing and evaluating experiences. In the curriculum development process, problem-centered design was used, in which learning is seen as an active, integrated and constructive process influenced by social and contextual factors. The aim of this curriculum is to provide teachers with the skills, knowledge and competencies they need to create a peaceful-environment at school and avoid exclusionary and segregation behaviors. The curriculum was planned as 3-days for 25-acquisitions and 15-hours in total.

The content of curriculum includes: raising awareness about peer-bullying, types of peer-bullying, national and international statistics on peer-bullying, definition of peer-bullying, misinformation about peer-bullying, introduction of bibliotherapy as a method of intervening in peer-bullying, examples of bibliotherapy implementation, introducing the primary school peer-bullying curriculum, integrating the primary school peer-bullying curriculum with the official curricula of the Ministry of Education, examining the educational materials in the primary school peer-bullying curriculum, and designing new educational materials by classroom teachers in order to recognize and prevent peer-bullying.

While preparing learning and teaching activities, creative-drama and bibliotherapy activities that require active participation (i.e. creating and producing ideas/behaviors) and providing feedback were included. In the evaluation phase, emphasis has been placed on alternative assessment and evaluation methods. In addition, after the curriculum was implemented, the classes of the participant teachers were visited and unstructured interviews were made with them. In line with the findings obtained from the interviews and observations made during the classroom visits, the content of the curriculum and the education-activities were rearranged to meet the needs.

Findings

The preliminary results of this study have shown the effectiveness of the curriculum. When teachers have sufficient knowledge and skills to deal with peer-bullying, they become more confident and can develop more effective strategies about peer-bullying and reduce the frequency and severity of bullying. It is thought that the inclusion of all school-components in the process will be effective in reducing teachers' anxiety about implementing a curriculum in their classrooms on combating peer-bullying. It is recommended that the curriculum be implemented on larger groups and spread throughout the country after necessary regulations are made.

Keywords: Peer-bullying, actors of bullying, school-based anti-bullying curricula, teacher training, curriculum development.

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INTRODUCTION OF BIBLIOTHERAPY AND CREATIVE DRAMA-BASED PEER BULLYING PREVENTION PRIMARY SCHOOL CURRICULUM

Özlem Yeşim ÖZBEK¹ (Çankırı Karatekin Üniversitesi, Türkiye)

Pervin Oya TANERİ (Orta Doğu Teknik Üniversitesi, Türkiye)

Nalan AKDUMAN (MEB, Türkiye)

Problem statement

Reports of large-scale examinations such as PISA and TIMSS revealed that in Turkey, especially in recent years, bullying is an undeniable problem among primary school children (Taş et al., 2016; Yıldırım et al., 2016). Deliberate and repetitive aggressive behaviors that can be exemplified by behaviors such as putting pressure on the weaker individual, naming, making fun of, leaving out of the group, annoying, intimidating, harassing, taking or damaging their belongings are called bullying (Olweus, 1993). Bullying behaviors cause many problems such as physical, psychological, social, psychomatic and academic problems for both individuals who are exposed to bullying, as well as those who are bullies and individuals who witness bullying (Nishina & Juvonen, 2005). A successful bullying prevention program on a national scale is only possible if teachers, counselors, students, other school staff and families are aware of this issue and they can fight together. In other words, in order to create a school culture that does not tolerate and does not allow peer bullying, all educational components must be included in the anti-bullying program. Although some initiatives at the local level for the prevention and reduction of bullying in Turkey, in the literature, implementation of any bullying prevention program covering all public schools at national level has not been encountered.

The healing effect of books has been known for centuries and this effect has been used in many disciplines, especially psychology. Developmental/general bibliotherapy is a method that can be used by teachers, school counselors, school psychologists, social workers and librarians to relieve tension from normal developmental anxieties, difficult transitions, and distressing situations (Jack & Ronan, 2008). This method involves using books for therapeutic purposes to help people solve problems. Bibliotherapy does this healing work by facilitating insight about problems, increasing awareness, encouraging a discussion about problem solving strategies, and teaching students appropriate ways to solve problems (Prater et al., 2006).

Although the use of books to help children regulate their feelings in the face of bullying behaviors they experience or witness and to deal with bullying is a very common practice abroad, there is not sufficient number and quality studies that use bibliotherapy as peer bullying prevention method in Turkey. Therefore, the aim of this study is to introduce the peer bullying prevention curriculum and to share the preliminary results of the pre-evaluation of the curriculum.

Method

“Bibliotherapy and Creative Drama-Based Peer Bullying Prevention Primary School Curriculum” is a student-centered and thematic program based on the pragmatist philosophy. Inability to express emotions, communication difficulties and intolerance to differences underlie bullying behaviors. In this regard, the content of the curriculum is shaped around four themes (emotions, differences, bullying, and refugees) associated with the emergence of bullying behavior.

1 ozacik@yahoo.com

In the curriculum, four picture storybooks on each theme were selected in order to empower the three actors of bullying; bully, victim and bystander. The criteria used in the selection of the books were determined by the researchers after a detailed literature review. Lesson plans were prepared at grade 1 to 4 for the 16-pictured-storybooks selected according to the determined criteria. Various activities that require active participation of students such as bibliotherapy, creative drama, discussion, and the use of digital education platforms were included in the lesson plans. Teachers were given three days in-service training before the curriculum was implemented. This curriculum has been integrated into the official curricula, covering two hours each week, and was implemented over four-weeks. Lastly, teachers who applied the curriculum in their classrooms were asked to prepare evaluation reports about the curriculum.

During the implementation process, bibliotherapy and creative drama were used as follows:

While applying bibliotherapy, a bullying-themed book is read to the students by the teacher. First, different tones of voice and pictures in the book are used while reading the book to ensure student *involvement* while reading the book. Thus, students become interested in the story and begin to understand the life and problem of the character in the story. Then, the *identification phase* is started and the students are made to associate their own experiences with the character/s in the story. Students are encouraged to make sense of the character's emotions in order to experience an *emotional release (catharsis)*. In the *insight stage*, students realize that peer bullying is also a problem in their own lives and that this problem requires a solution. In the last stage, *universalism*, students realize that not only are they bullied themselves, they learn new ways to deal with this problem and come up with solutions. In the lessons where creative drama is used, techniques such as still images, creative writing, animation, painting will be used.

Findings

Pre implementation of the program was carried out in two public schools at Çankırı Province, and teachers' opinions showed that the program was very effective in raising awareness among students and creating new solutions about bullying. It is expected that the effective use of the bullying prevention primary school curriculum will create sensitivity to bullying in classrooms and schools and enable the development of an inclusive education environment that prevents exclusion from bullying.

Keywords: Peer bullying, creative drama, bibliotherapy, children's literature, bullying prevention curriculum.

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ANALYSIS OF PRE-SCHOOL SPECIAL EDUCATION CURRICULUM IN THE CONTEXT OF BASIC ELEMENTS OF EDUCATIONAL PROGRAMS

Hale SUCUOĞLU¹

Başak SEVMEZ²

Özlem PEHLİVANOĞLU³

Burak BENLİ⁴

Problem Statement

The period from the child's birth to the beginning of primary school is called the pre-school period; all educational activities applied in this process are also called pre-school education (Oktay, 1990). Children meet with the school for the first time in pre-school educational institutions. According to the United Nations Declaration of the Rights of the Child, the child should be given an education that will allow him to develop his general culture, abilities, judicial power, a sense of spiritual and Social Responsibility, and help him become a useful person within society. In addition, every child, no matter where he was born, has the right to be educated to have the health of the body, soul, and mind and to progress to the highest level in accordance with his interests and abilities (Çiftçi and Ersoy, 2019). Therefore, the pre-school education period is an important step that needs to be organized and directed in a planned and scientific way (Yilmaz, 2003). Each person has their own unique abilities and characteristics, and the education that they must receive to adapt to the ever-evolving world should also be in line with these differences. General education services are inadequate, and special education services are needed for individuals with disabilities in some areas where these differences are dominant (Çuhadar, 2013). The primary purpose of special education is to reduce or eliminate the dependence of people with disabilities on others while continuing their vital activities. Special education also aims to improve the socialization and adaptation skills of these individuals to society (Metin, 2012).

One of the essential principles for children in need of special education is the principle of the least restricted educational environment. According to this principle, the child shares with his / her peers at a reasonable rate while meeting the need for education at an ideal level. Thanks to the least limited educational environment, the most appropriate environment is provided for the student to succeed (Kargin, 2004).

Method

In this study, it is aimed to analyze the "Pre-school Special Education Curriculum" prepared for individuals in need of special education between 37-78 months. As the study was carried out based on original and official documents, the document analysis method is used as the main research method. Descriptive research method has been applied to describe and analyze the goals, content, educational situations and measurement and evaluation elements of the pre-school special education curriculum. In this way, pre-school special education curriculum has been considered and analyzed within the framework of the basic components of program development. Qualitative Document Analysis is a research method for rigorously and systematically analyzing the contents of written documents (Wach, 2013).

1 halesucuoglu@gmail.com

2 bbasaksevmez@gmail.com

3 ozleemphlvngl@gmail.com

4 bburakbbenli@gmail.com

Since the “Pre-School Special Education Curriculum” is a newly prepared curriculum, there is no other curriculum that we may compare itself with. For this reason, no comparison is made at the evaluation stage of the program, the program is evaluated within itself. During the evaluation of the curriculum, we acted with the idea that the data contained in the curriculum accurately reflected the actual situation.

Findings

According to the findings obtained in the research, the Pre-School Special Education curriculum is designed according to the philosophy of progressivism and, process design, which is one of the subject-centered approaches, is adopted when creating the content of the program. The overall structure of the curriculum is based on three developmental models with seven main development areas and sub-development areas of these main development areas. In the Pre-School Special Education Curriculum, seven general objectives are included, while the particular objectives of the program are not included. In the curriculum in which the spiral program approach is used, the objectives have been created and listed by paying attention to the principle of phasing and sequencing. When the program was examined according to their educational status, twenty-four teaching methods and techniques that can be used for individuals who need special education are listed. However, there are no explanations or examples of where and how to use these methods and techniques in the program. The testing and evaluation approach adopted by the studied program is the continuous and multiple evaluations and program-based evaluation approach. In this program, the child is evaluated according to his/her individual/developmental performance and the level of achievement of the goals of the program, as each child is educated according to his / her individualized curriculum. This research, which examines the pre-school special education curriculum in the context of the four components of the curriculum and the philosophy of the program, fills the gap in the literature to some extent, as it is a previously unexamined program and is a good resource alternative for researchers who want to work in this field. The research findings’ interpretation is ongoing, and the recommendations section will be included in the paper presentation.

Key Words:Pre-School, Special Education, Pre-School Special Education Curriculum

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COMPARATIVE ANALYSIS OF CURRICULUM EVALUATION PROCESSES IN UNIVERSITIES IN AUSTRALIA, CANADA, ENGLAND, AND THE UNITED STATES

Prof. Dr. Nurdan KALAYCI¹ (Gazi University, Faculty of Education, Turkey)

Inst. Gökçe GARİP² (National Defense University, Turkish Naval Academy, Turkey)

Problem Statement

Nowadays, rapid developments in information technologies and social transformation generated by new emerging industries have dramatically affected higher education. The focus of universities – the highest institutions where information is produced, developed, and transferred (Günay, 2019) – has shifted from information to capabilities (Bridges, 2000) and it conferred universities with the responsibility to provide students with the abilities to seek and use information (Leathwood and Phillips, 2000). Consequently, there have been reforms in higher education curricula (Donaldson, 2014; Shay, 2015) and curriculum evaluation processes have gained importance. Accordingly, many of the world's leading universities have adopted systematic and cyclical curriculum evaluation processes. Turkish Higher Education Quality Board (YÖKAK) states in its 2019 General Evaluation Report that 84% of the universities in the US have regular and systematic curriculum evaluation processes while 67% of the European universities regularly monitor and revise the curricula. However, the report declares that only 13% of Turkish universities execute continuous assessment processes and expresses the necessity for curriculum evaluation (YÖKAK, 2019).

To provide an insight to Turkish universities aiming to establish and implement curriculum evaluation practices, this research aims to explore and compare the curriculum evaluation processes of four universities in Australia, England, Canada, and the US. For this purpose, the following research questions were investigated:

In the curriculum evaluation processes of universities in in Australia, Canada, England, and the US, what are the characteristics of

1. preparation stages,
2. planning stages,
3. application stages,
4. finalization stages?
5. How are the evaluation processes structured?

Method

This qualitative and descriptive study is also a comparative educational research as it compares the curriculum evaluation processes of universities. The study group consists of the curriculum evaluation processes of James Cook University (Australia), University of Toronto (Canada), City University of London (England), and University of Oregon (US). Criterion sampling method was used to select relevant universities by the following criteria: 1) Being a state university, 2) Having curriculum evaluation processes, 3) Open access to curriculum evaluation documents through official websites. The data was collected through document review and analyzed by document analysis. The documents were strategic plans, guides, measures, and reports on universities' official websites. The researchers created and utilized a document review form which consisted of stages of

1 kalayci@gazi.edu.tr

2 ggarip@dho.edu.tr

curriculum evaluation – named as preparation, planning, implementation, and finalization by İlhan and Kalaycı (2019) – and the information about universities. The data collection tool was checked by a qualitative research expert and according to their feedback, researchers reorganized the form. An inductive, cyclic, and concurrent process was implemented in data collection and analysis. In the research:

1. Data collection and analysis were carried out simultaneously,
2. Analytical note-taking method was used while reading the documents (Corbin & Strauss, 2007),
3. The themes were deduced by using descriptive coding (Saldaña, 2019, p.104) for the first four research questions,
4. For the fifth research question, the process coding (Saldaña, 2019, p.110) was utilized and flow charts were created for each university,
5. For the reliability and validity, analyst triangulation (Patton, 2015, p.962) was used as each researcher independently analyzed the data and then compared their findings for inter-coder reliability.
6. Findings were presented and compared through tables containing the themes discovered for each evaluation stage, as the researchers visualized the curriculum evaluation processes of the universities with flow charts.

Findings

For the first research question, *purpose, scope, and frequency of curriculum evaluation and unit responsible for evaluation* themes were discovered. Curriculum evaluation processes are carried out annually and cover all undergraduate and graduate programs while the purpose of curriculum evaluation is to assess and improve the success and quality of existing curricula and to provide data to curriculum development processes in all universities. The unit responsible for curriculum evaluation is the Office of the Provost in three universities whereas it is the Academic Board on behalf of the Senate in one.

For the second research question, *the units, individuals, and stakeholders involved in curriculum evaluation, curriculum evaluation model, and the data subject to evaluation* themes were discovered. In all universities, curriculum evaluation processes include students, graduates, faculty, department heads and coordinators, and committees responsible for curriculum evaluation. In some, accreditation, professional, and non-governmental organizations participate in the process. Only two universities have their specific curriculum evaluation models, while others employ similar processes to well-established models. The data subject to evaluation in all universities are learning goals and outcomes at graduation, students' experience and feedback, program registration information, program attendance and completion rates, academic success statistics, and graduate follow-up data.

For the third research question, *data collection tools used in curriculum evaluation* themes were discovered. All the universities use student surveys and various measurement tools determined by evaluators while one university developed and utilized an online curriculum evaluation management system.

For the fourth research question, *curriculum evaluation reports* theme was explored as a comprehensive evaluation report is made at the end of each process and delivered to the units responsible for evaluation.

For the fifth research question, it was observed that all universities have structured their curriculum evaluation processes systematically and cyclically in the form of scientific research. One university had an additional evaluation stage where the curriculum evaluation process is evaluated.

As a result, by the Turkish universities, comprehensive, planned, structured, systematic, and cyclical program evaluation systems should be developed and implemented by including all stakeholders, covering all the programs, and employing scientific methods and tools in data collection and analysis.

Key Words: Higher education, curriculum evaluation, university

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REFLECTIONS OF A PROGRAM EVALUATION STUDY ON TEACHING SELF-EFFICACY¹*Gülşen ÜNVER²* (Ege University, Turkey)*Bünyamin YURDAKUL* (Ege University, Turkey)**Problem Statement**

Program evaluation studies can improve the implementation process of a program and make the outcomes more efficient by providing findings that can be used by the stakeholders (Ertürk, 1993; Fitzpatrick, Sanders, & Worthen, 2004). Ross (2010) defines program evaluation as a tool for reform in teacher training. Ross (2010) found that the results of the evaluation of a teacher-training program are probed and interpreted by the stakeholders at the school of implementation, which contributes to the improvement of the program. Therefore, as stated by Holden and Zimmermann (2009), program evaluators must inform the stakeholders about the ways of using the results of the evaluation and cooperate with them.

In Turkey, the results of program evaluation studies are not usually announced to the public or stakeholders in detail. However, sharing such results with the decision makers, implementers and audiences can be effective in improving the program. Another critical problem generally faced in curriculum studies in Turkey is the failure to monitor the degree that evaluation results are reflected on the program. Hence, it is observed that evaluation results are rarely taken into consideration in the development process of teacher-training programs. Therefore, there is a need to examine the implications of the discussions over evaluation results by program stakeholders on program implementations.

Evaluating a teacher-training program in all aspects with a single evaluation study does not seem to be realistic (Feuer, Floden, Chudowsky, & Ahn, 2013). Teaching self-efficacy is considered a variable that can provide data in cognitive, behavioral and affective aspects about preservice teachers' process of acquiring competency. In the present study, the results of an evaluation study on the effects of preservice teacher training programs on teaching self-efficacy were shared with the stakeholders and discussions were held on the results and their suggestions for developing the program. It was aimed to determine the state of development of the program in terms of the sources of teaching self-efficacy and whether the operational program significantly affected teacher candidates' teaching self-efficacy upon this sharing and discussions. To this end, the following research questions were developed:

1. Is there a significant difference between the teaching self-efficacy pre-test and post-test total scores of the preservice teachers who did and did not participate in the program evaluation sharing panels?
2. Is there a significant difference between the teaching self-efficacy mean post-test total scores of the preservice teachers who did and did not participate in the program evaluation sharing panels?
3. What are the preservice teachers' opinions about the improvement of the activities to develop their sense of teaching efficacy in undergraduate programs?

1 This study was produced from a research project supported by Ege University Scientific Research Projects Coordination Unit. Project Number: SGA-2018-20338

2 Correspond author's email address: gulsen.unver@ege.edu.tr

Method

The one-group pretest-posttest quasi experimental research design was employed in the present study which was conducted as a continuation to a study that evaluated the seven undergraduate programs of a faculty of education in terms of improving the preservice teachers' sense of efficacy in the 2015-2016 academic year. 256 of 386 the preservice teachers attending the same programs in the 2018-2019 academic year composed the sample of the present study by participating in both pretest and posttest on a voluntary basis. The data was collected using the Teachers' Sense of Efficacy Scale, which was originally developed by Tschannen-Moran and Hoy (2001) adapted into Turkish language by Capa Cakiroglu and Sarikaya (2005) as the pretest. Afterwards, the results of the program evaluation study conducted in the 2015-2016 academic year and the pretest results of the present study were shared with the instructors ($n = 43$) and preservice teachers ($n = 254$) through the 14 panels held separately for the seven programs. As the posttest, the preservice teachers were given the Teachers' Sense of Efficacy Scale and the 30-item preservice teacher questionnaire developed by the researchers concerning the improvement of the program in terms of the sources of teaching self-efficacy. The data were analyzed using percentages (%), independent samples t test and MANOVA.

Findings

A significant difference was found between the teaching self-efficacy pretest and posttest total scores of the preservice teachers, λ (Wilks Lambda) = .966, $F(1, 254) = 10.622$, $p < .01$, $\eta^2 = .40$. However, differences of pretest-posttest total scores did not significantly vary by participation in the program evaluation sharing panel, λ (Wilks Lambda) = .993, $F(1, 254) = 1.766$, $p > .05$. Mean total pretest scores ($= 160.840$) and mean total posttest scores ($= 167.005$) of the preservice teachers who participated in the sharing panels were found to be lower than mean total pretest scores ($= 166.652$) and mean total posttest scores ($= 169.247$) of those who did not participate in the panels in both measurements. No significant difference was observed between the mean total teaching self-efficacy posttest scores of the preservice teachers who did and did not participate in the panels, $t(254) = .794$, $p > .05$. The preservice teachers stated that the program had improved in terms of many of the items on the questionnaire. These results may imply that the sharing panels held for the instructors affected self-efficacy perceptions of all the preservice teachers. Teacher trainers could be recommended to evaluate the preservice training programs systematically, discuss over their results and use the conclusions they draw from these discussions to improve the program.

Keywords: Pre-service teacher education, program evaluation, program evaluation panel, teaching self-efficacy.

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EXAMINATION OF THE PRESCHOOL EDUCATION PROGRAM IN TERMS OF HIGH-LEVEL THINKING SKILLS

*Fatma DEMİRCİ*¹ (Orta Doğu Teknik Üniversitesi-Turkey)

*Neslihan DEMİRCAN*² (Hacettepe Üniversitesi-Turkey)

Problem statement

Many researchers emphasize the importance of thinking and providing children with thinking skills since the society needs people who able to think creatively, analytically and find solutions to the problems (Dewey, 1997; Marzano, 1998; Sternberg, 1999; Bilen, 2002). With the development of technology and science, especially high- level thinking skills has gained importance for people. High-level thinking skills need to be given in order that children have ability to keep pace with 21st century life. High-level thinking skills means an individual's ability to think creatively, rationally, reflectively and critically. High-level thinking skills are crucial for every child since these skills are regarded as 21st-century skills (Ramli, 2015; Widana, 2017). In fact, these skills helps children to obtain, control and use information in their life (Ramli, 2015). These skills should be developed since children need these skills to be effective in this changing world (Haladyna, 1997). Therefore, high-level thinking skills education at all levels of the education system should be included and organized in a planned and programmed way. With the development of different areas has brought the renewal of the education programs at whole levels of the education system in the 21st-century. Over time, the preschool education program was renewed in 2002, 2006 and 2013. Preschool education program which is currently implemented, was developed in 2013 (The Ministry of National Education, 2013; Sapsağlam, 2013). The aim of the 2013 preschool education program, which is being implemented today, is to support all developmental areas of preschool children in a holistic manner, to become healthy individuals and to be ready for primary school by offering rich learning experiences. The program is a child-centered and emphasizes the child's learning through play and prioritizing creativity (Ministry of National Education, 2013). Considering the importance of high- level thinking skills for children, it is essential to find out how much high-level thinking skills are included in the preschool program which is currently implemented in Turkey. When the literature is examined, there are such studies which examined and evaluated the preschool education program in diverse aspects (Aral & Kadan, 2018; Sapsağlam, 2016; Sönmez & Seyhan, 2016), but there are no any studies examining these skills in the preschool education program.

Method

The purpose of the study is to examine the objectives and signs of the preschool education program in terms of high-level thinking skills. Qualitative research methods was used for this research. This research was conducted as a content analysis since the preschool education program was investigated and evaluated in terms of high-level thinking skills. Content analysis is a systematic technique of examining written documents (Cole, 1988). Content analysis is used to describing the phenomenon (Krippendorff 1980). In line with the purpose determined in the research study, objectives and signs of the preschool education program were examined in terms of high-level thinking skills. Content analysis was made in order to determine the proportion

1 fatmademirci9999@gmail.com

2 nslihan18@gmail.com

of the high-level thinking skills given in the objectives and signs of the preschool education program. Before analyzing the objectives and signs of the preschool education program, high-level thinking skills are determined by researchers. After this determination, all of the objectives and signs were analyzed one by one according to their availability of high-level thinking skills.

Findings

The aim of the study is to examine the objectives and signs of the preschool education program in terms of high-level thinking skills. There are different developmental domains in the preschool education program. In fact, there are diverse objectives and signs in every developmental domain in the preschool education program. After objectives and signs of different developmental domains in the preschool education program were analyzed in terms of high-level thinking skills, some findings were obtained by researchers. Objectives and signs related to high-level thinking skills were mostly encountered in the domain of cognitive development in the preschool education program. In this research study, the objectives and signs of the preschool education program was examined in terms of high-level thinking skills in depth. Inferences were made in the light of findings of this study. Some suggestions were made by researchers. It is recommended that the objectives and signs of preschool education program can be revised in such a way that there are sufficient objectives and signs to promote high-level thinking skills properly.

Key words: preschool education, preschool education curriculum, thinking skills

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AN EXAMINATION OF BIOLOGY COURSE CURRICULUM IN THE CONTEXT OF THINKING TRAINING

Prof. Dr. Asuman Seda SARACALOĞLU (Aydın Adnan Menderes University Faculty of Education, Turkey)

PhD Student, Figen MADRAN (Aydın Adnan Menderes University Faculty of Education, Turkey)

PhD Student, Yavuz ÇETİN¹ (Aydın Adnan Menderes University Faculty of Education, Turkey)

Problem statement

Thinking is a mental activity that individuals perform to conceptualize, analyse, evaluate, and apply the information they gain through personal observation, experience and senses (Saban, 2000). Thinking can be defined as absorbing the information obtained through experience by processing it in various mental processes. According to Turkish Language Association [TLA] (2019); thinking means analysing and comparing information in order to reach a conclusion and producing ideas by making use of interrelationships, creating mental abilities, and reasoning.

While the curriculum is being structured, this aspect should have a framework that supports thinking. The main purpose of teaching strategies should be to equip students with thinking skills (Taba, 1962). Demirel (2015) describes this situation as “*constructivism*” emphasizing the importance of high-level thinking skills by expressing *the process of mentally structuring knowledge using individual experiences and diagrams and high-level thinking skills*.

Technological developments in the production, use and transfer of scientific knowledge have led to many innovations in positive sciences. In parallel with the developing world values, the biology course has an important place in the training of individuals with high level thinking skills such as analytical, creative, critical, reflective, metacognitive, lateral, divergent, and convergent. Biology is one of the important branches of science in our age, especially with the new developments in the field of genetic engineering and biotechnology (Ministry of National Education [MoNE], 2018). In this context, our study aims to examine the 9th grade biology curriculum in the context of thinking skills.

Method

The attainments in the curriculum are about the skills in terms of thinking skills and are structured as a case study, which is one of the qualitative research methods. In case studies, data are usually obtained through observation, interview, and documentation and include an intensive, holistic description and analysis of a single constrained section (Merriam, 2009). The data are handled within the scope of document analysis. For Yin (1994), documents can be used alone as a data collection tool in environments and situations where observation and interview are sometimes not possible. Suggestions about how the attainment in the 9th grade biology curriculum are realized in terms of thinking skills, how intensively they are included in the program, to what extent they are effective, and whether the learning outcomes create awareness in students will be presented as a result of the research.

1 yavuz.cetin@yandex.com

Findings

There are 11 attainments in the 9th grade biology course curriculum. According to the updated Bloom taxonomy steps, the distribution of the gains is 75% Understanding, 17% Analysis, 8% Application. No attainment is encountered regarding the recall, evaluation and creation step. Analytical, convergent, divergent and critical thinking skills are encountered in the unit attainments of Life Science Biology, Cell and the World of Living Things. Creativity, critical thinking and problem solving skills are the factors that enable an individual to maximize their mental powers. According to Marzano (1988), although critical thinking is widely thought as evaluative and creative as well as productive, in reality these two complement each other and work together (Sönmez, 2016).

When the attainments are examined, the fact that the biology course gives the opportunity to experiment, takes place in our daily life, and our constant interaction with living organisms leads to causal thinking. It is in parallel with the fact that analytical thinking skills appear predominantly in the curriculum. It is recommended to revise the programs in a way to activate the higher-level thinking skills of the students, to design remedial training programs based on activities in eliminating the educational losses caused by the pandemic process, and to structure the project-based courses based on activity, experiment and observation in the General Directorate of Assessment, Evaluation and Examination Services [ODSGM] of MoNE.

Keywords: *Thinking training, thinking skills, biology curriculum.*

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A CONTENT ANALYSIS ABOUT CITIZENSHIP EDUCATION IN TURKISH CARTOONS

Özlem YAĞCIOĞLU¹ (Marmara University, Turkey)

Doç. Dr. Gül TUNCEL² (Marmara University, Turkey)

Problem Statement

As one of the important responsibilities of the social studies course, it is shown to train good citizens, the content of citizenship education depends on the conditions and conditions of the period (Barth, 1988; Selakovich, 1975; Anonymous, 1922). It has been studied on issues such as the cultural role of citizenship education and the effects of citizenship education on value and education, and it is seen that it supports these issues. (Avcı Faiz & Turan, 2020; Falkner & Payne, 2020). There are four main objectives set by Veldhuis for the development of the individual in Citizenship Education, these goals are Political Goals, Social Goals, Cultural Goals and Economic Goals. From these objectives, Political Objectives can be defined as learning about the political system, Social Goals, learning about social relations Cultural Goals, Cultural Heritage, Economic Goals, receiving vocational training and acquiring economic skills (Veldhuis, 1997 s.7, as cited in. Naci, 2020). Considering these objectives, Citizenship Education can be given to the individual in two ways: Programmed teaching or Implicit Teaching (Demirel, 2003). There are many factors that have an impact on Citizenship Education, and one of these factors is social media tools (Kuş & Aksu, 2017). Today, social media tools have a guiding role in society. This role of social media tools is very effective in creating new forms in the thoughts of society, social and economic life. (Bornman, 2013). Luther & Legg according to (2010) these cartoons, which are broadcast on social media and television, have various effects on children because they are interesting. . Children have difficulty distinguishing between the real and imaginary world, so cartoons cater to children's imaginations and have an impact on their lives and characters (Katfar & Yilmaz, 2020). From this point of view, it can be commented that cartoons are an implicit learning area. In this study, it is aimed to examine cartoons created by Turkish screenwriters according to the goals of citizenship education determined by Veldhuis.

Method

In this study, three cartoons called Kral Şakir, Rafadan Tayfa and Keloğlan Masalları, which are Turkish productions, were determined and ten chapters from each were carefully monitored and subjected to content analysis. Content analysis is the arrangement of similar concepts by bringing together specific themes (Yıldırım and Şimşek, 2018). Bilgin (2016) defines content analysis as a method that brings objective interpretations despite easy and automatic comments carried out in order to get rid of content analysis, subjective factors.

Findings

As a result of this study, codes were combined according to the four citizenship education objectives set by Veldhuis and themes called "Theme of Political Goals", "Theme of Social Goals", "Theme of Cultural Goals" and "Theme of Economic Goals" were created. The theme with the most codes according to the determined codes was the Theme of Political Objectives, while the theme with the least code was the Theme of Economic

1 Correspond Author: ozlemyagcioglu98@gmail.com

2 gltuncel2@gmail.com

Goals. From these themes, the Cultural Heritage Code in the theme Cultural Goals Theme, whose frequency of passing varies according to other themes and has the greatest frequency of passing, has been one of the codes that has both passed as a partner in all three cartoons and has the greatest frequency of passing. While the codes common to all three cartoons are generally codes related to Political Goals, Social Goals and Cultural Goals, it has been determined that the Code for Vocational Education, which is the code for economic goals, does not pass as a partner in every cartoon and the frequency of passing is less than the Theme of Social Goals and Cultural Goals theme than other themes. In this study, he did not find any code related to Millet code in all three cartoons that are Turkish cartoons. Although the codes in the Theme of Political Goals were high in number, it was determined that the frequency of passing was less than the Themes of Cultural and Social Goals.

Key words: Citizenship Education, Cartoons, Social Studies

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TEACHERS' VIEWS ON POWERFUL LEARNING ENVIRONMENT APPROACH IN VOCATIONAL AND TECHNICAL SECONDARY EDUCATION

Gündüz GÜNGÖR¹ (Provincial Directorate of Postal and Telegraph Corporation, Mersin, Turkey)

Problem statement

Powerful learning environment approach (PLE) in vocational and technical education is generally a country-specific approach (Netherlands, Germany, Belgium etc.) applying Dual System. Along with technological development and changing needs, there is a demand for new teaching models in society. There is a need for learning processes where self-regulation that enables students to update their own knowledge when necessary (Winne, 1995). The educational purpose of PLE is listed as acquiring high-quality knowledge, problem solving skills, self-directed learning skills, and transferable knowledge and skills (Könings, Brand-Gruwel & Merriënboer, 2007). In addition, developing and maximizing learning for each student and increasing student satisfaction and motivation in the process with a student-centered learning are among the goals of PLE (Placklé et al., 2015). PLE has three dimensions that directly affect the student. Specific learning environment, core competencies and adaptive teaching and learning support are the dimensions of PLE (Placklé et al., 2014; Placklé et al., 2015). This situation reveals that education should be supportive, diverse and suitable for student needs. There is a distance between the expected impact of PLE and its actual effect. It is stated that the reasons for this distance are the lack of knowledge on how to design PLE and the attitude of maintaining traditional learning environments in vocational education (Gerjets & Hesse, 2004). Students' following the rapid changes in business life and technology through internet, social media or different platforms is considered as an independent learning practice and is called self-directed learning (Könings, Brand-Gruwel & Merriënboer, 2005). The concept of self-directed learning constitutes one of the cornerstones of the lifelong learning perspective. Learning new knowledge skills and behaviors becomes easier through self-directed learning, and as the learning environment is supported by technology platforms, self-directed learning outcomes increase (Sze-yeng & Hussain, 2010). Skill training is the most important factor in vocational technical education. It is thought that creating a powerful learning environment in skill training will also increase the quality in vocational and technical education. In this study, it was aimed to examine the views of vocational high school teachers about the powerful learning environment approach in depth. For this purpose, the following sub-problems have been created.

1. What are the reasons that prevent creating a powerful learning environment in vocational education according to teachers' views?
2. What should be done to create a powerful learning environment in vocational education according to teachers' views?

Method

Qualitative research method was used in the research and it was designed with phenomenological approach. The phenomenological approach "*focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding*" (Yıldırım & Şimşek, 2008: 72). Maximum variation sampling was chosen from purposeful sampling methods. It is aimed to "*try to find out whether there are any common or shared*

1 Correspond Author: gunduz.gungor@gmail.com

phenomena among the varying situations" (Yıldırım & Şimşek, 2008: 109). The study group of the research consists of 28 teachers from different branches who work in a vocational high school in Ankara city center. The semi-structured interview form developed by the researcher was used as the data collection tool, and the interviews were conducted online, not face to face, in line with the pandemic conditions.

Findings

According to the results of the research, teachers think that skills training, internship and on-the-job learning are important in structuring a powerful learning environment in vocational and technical education. In addition, the obstacles encountered in creating a powerful learning environment are listed as: the curriculum is heavy and theoretical especially for ninth grade students, the work-oriented approach (rejection of the learning process) in the internship workplaces, the outdated vocational training program modules and workshop equipment. Teacher suggestions for the creation of a powerful learning environment are that the internships should be three years starting from the 10th grade, transition to the work-based learning model, reducing the theoretical intensity in the curriculum and focusing on practice and increasing teacher guidance in this process, providing equipment and workshop materials suitable for technological development, continuous communication and interaction amongst teachers, parents and internship employers, ensuring that students are assigned by establishing virtual companies in entrepreneurship clubs under the control of school management, establishing networks between vocational high schools, meeting with sector representatives in order to adapt to the changing expectations of the industry after the pandemic, and using the advantages of peer learning in vocational skill training.

Key words: Powerful learning environment, vocational education, teachers

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AN EXAMINATION OF THESES CONCERNING DIGITAL STORYTELLING: CONTENT ANALYSIS¹

Mehmet Burak YALÇIN² (Süleyman Demirel University, Institute of Educational Sciences, Isparta)

Assist. Prof. Serkan ASLAN (Süleyman Demirel University, Department of Educational Sciences, Isparta)

Problem statement

The use of technology in education and training has an important place, especially in our age. Especially in recent years, technology-based methods and techniques have been frequently used in teaching programs and processes. One of these methods is digital storytellings. Various definitions have been made about the digital storytelling method in the literature. Digital storytellings are short stories created visually, aurally or simultaneously both visually and aurally through technological media (Meadows, 2003). Digital storytellings are stories in which image, sound, music and storytelling are combined in a meaningful way in multiple environments, and they are easy to remember by adding detailed characteristics to the characters, events and situations in the story (Rule, 2005). According to another definition, digital storytelling is an artistic work that reveals the aesthetic and creative side of texts created with digital texture with the support of multimedia providers (Sawyer & Wills, 2011). When examining the literature in Turkey generally made of theses methods for the analysis and evaluation of digital storytellings that do not reveal the content analysis research to determine trends. This situation is considered as a gap in the literature. Because in the digital age, the use of digital technologies is an important issue in the teaching-learning process. In the digital storytelling, it is a digital method used in teaching-learning environments in recent years. The main reason for examining the theses made on this method is to reveal the trend in the studies made with digital stories. The most appropriate method to reveal this trend is content analysis. Conducting content analysis studies at certain time intervals and determining the direction of research trends both guides future researchers and enables studies to be carried out more efficiently (Kula & Sadi, 2016; Küçüközer, 2016). Therefore, regarding digital storytellings using content analysis to determine trends in research in this thesis done in Turkey it has been requested. This type of research will inform researchers about the studies about the digital storytelling method, determining the deficiencies and needs, and determining the important issues to be studied. For this reason, it is thought that the content analysis of the studies on the digital storytelling method will be beneficial for education researchers. In particular, it will provide clues to researchers on issues such as which research models are or are not used in relation to digital storytelling, which sample group has been studied less or not. As a result, researchers will be able to conduct research to eliminate these gaps in the literature on digital stories. In this study, between the years 2010-2020 on digital storytelling method of theses made in Turkey aimed to investigate in a systematic way.

Method

Qualitative research model was used in this study. Within the scope of the research, the data were collected through document analysis, which is one of the qualitative data collection methods. In the research, the identity of the research determined about the digital storytelling method, the discipline area of the research, the model

1 *This paper was produced from the first author's master's seminar.

2 **Correspond author's email:** mburakyalcin32@gmail.com

of the research, the method of the publication, the study group / sample, data collection tools and data analysis methods were examined. The research data consists of 13 doctoral theses and 33 master's theses that can be accessed between 2010 and 2020. The number of studies examined for content analysis is 46 in total. The determined studies were reached by scanning the YÖK thesis database in the national field. The theses included in the study were analyzed in full text using Turkish and English languages. Content analysis, one of the qualitative data analysis techniques, was used in the analysis of the data obtained as a result of the research.

Findings

When the identity of the researches in the field of digital storytelling is examined, it was determined that there are more master theses published in the national field than doctoral dissertations. According to the results of the research, it has been determined that the studies related to the digital storytelling field have increased significantly since 2016 and the most theses were made in 2019. This result can be interpreted as the digital storytelling field has started to be seen as remarkable by researchers in our country in recent years. When the researches in the field of digital storytellings were examined according to the type of method used, it was seen that the quantitative research model was mostly used in the studies. When the theses related to the digital storytelling method were examined, it was determined that mostly secondary school students were selected as the sample group. When the studies on the digital storytelling field were examined according to data collection tools, it was seen that alternative tools, interview and attitude-interest-ability questionnaires were used more. Among the alternative tools such as portfolio etc., semi-structured interviews among interview forms and likert type scales among attitude-interest-ability forms were used the most. When the studies on the digital storytelling field were analyzed according to data analysis methods, it was naturally found that quantitative data analysis was used the most. Among the quantitative data analysis, frequency-percentage and mean-standard deviation values were used more as descriptive statistics and predictive analysis of t-test and non-parametric tests were used more.

Keywords: Digital storytelling, content analysis, document review.

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EXAMINATION OF THE TEXTS IN LIFE SCIENCE TEXTBOOKS IN TERMS OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

*Kemal Faruk BAKIR*¹ (MBA Student, Gaziantep University, Turkey)

*Emrullah AKCAN*² (Assist. Prof. Dr. Gaziantep University, Turkey)

Problem Statement

The child is defined as “people between the ages of 0-18” in the United Nations report. In fact, a child is an individual who constantly tries to prove herself and show her existence to her environment. Actually, there is no need for it to do this. Because childhood is one of the most natural elements of life. In the period from antiquity to the present day, children have been described as young adults and are therefore often ignored until they develop physiologically. This situation has continued in this way until modern times and in this process, it has been seen that they are separate from adults as individuals who are dependent on this social structure both in art, education and society, and they have been categorized differently from adults. In modernly accepted societies, a different living space and style has been adopted for individuals defined as children. For example, diversity has been provided with certain concepts and practices that will keep them separate from the adult class, such as children’s clothing, children’s games, children’s books, children’s movies and so on. In order to guarantee all of these for children, a universal children’s rights agreement has been drawn up. Children’s rights, ignoring children, child abuse, restricting their freedom, etc. It aims to protect them from all kinds of harmful situations, to bring them to their living standards, and to raise them as physically and psychologically sound individuals (Akyüz, 2016: p.3). As all children living in the world have these rights, it is of great importance to support these individuals to learn and use their rights in the most effective way. According to Sever (2006), children should be stimulated with appropriate stimuli in order to develop the affective and cognitive characteristics that are desired to be acquired from infancy until the age of 18. These stimuli can be teachers, school staff, peer groups as well as textbooks in the educational environment. Among these textbooks, especially the Life science textbook contains more information and findings than other lessons on children’s rights. Therefore, in this study, especially the reason for the examination of social studies textbooks arises from their relationship with children’s rights.

Method

In this study, it was aimed to examine the texts in the Life science studies textbooks in the 2019-2020 academic year in terms of the educational articles of the UNCRC. For this purpose, primary school 1., 2. Life science studies textbooks belonging to and 3rd grades were evaluated by using document analysis, which is one of the qualitative research methods. Document review includes the analysis of documents that have the potential to give information about the phenomenon or facts to be investigated. This method makes it possible for the written / visual materials related to the research problem to provide data source for the research in cases where direct observation or interview is not possible in research. (Yıldırım ve Şimşek, 2016: p. 191). Because of this situation, document analysis method was used in this study. Content analysis method was used for data analysis. Content analysis, which is used extensively in the field of social sciences and is used extensively in

1 kemal.f27fb@gmail.com

2 emrullahakcan@gantep.edu.tr

qualitative research, is a systematic and repeatable technique in which some words of a text are summarized with smaller content categories (Büyüköztürk vd., 2013: p. 24). Codes were created by the researcher in line with the meanings obtained as a result of this examination. These codes consist of Life science studies textbooks and the contents and titles related to the articles of the United Nations Convention on the Rights of the Child. The findings obtained from the sources subject to examination and the children's rights agreement to which these sources were associated were recorded in tables and these were later interpreted by the researcher.

Findings

The expected result of the research is that the texts in Life science studies textbooks are given in accordance with the content of the articles of the UNCRC, and it is understood that the information about the rights of children will be grasped and meaningful. It is that it has been expressed in a correct way. Öztürk & Özmantar's (2018) study, the results of the 2005 mathematics curriculum in the study titled the reflections of the UNCRC on the mathematics lesson curriculum showed that the UNCRC is in a more developed form compared to the 1990 and 1998 mathematics curriculum in terms of educational purposes. For the first time in this program, it has been determined that there are regulations for raising awareness and unconditional respect for human rights and democracy in mathematics lessons, and accordingly, human rights and citizenship lessons are expressed as an intermediate discipline. As a result of this study, it can be seen that over time, the perspective towards the child and children's rights has changed and developed. It is thought that the reflections of this will be seen in the textbooks, which are indispensable materials of the education process, as well as in the curriculum. The research data are being analyzed in detail and the analysis process of the study continues.

Keywords: *Life science, Children's Rights, Inclusive Education, Curriculum.*

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THE IMPLEMENTATION OF THE SELF-ASSESSMENT MEASUREMENT-EVALUATION TOOL IN TURKISH TEACHING: A REVIEW OF THE SECONDARY SCHOOL TURKISH COURSE BOOKS

Assist. Prof. Dr. Üzeyir SÜĞÜMLÜ¹ (Ordu University Faculty of Education, Turkey)

Problem Statement

Amendments have been made about curricula since the 2005-2006 academic year in Turkey and curricula based on contemporary approaches have been developed. Complementary measurement and evaluation tools have been proposed with regard to the measurement- evaluation dimension of the curriculum. Students have the opportunity to evaluate their thinking processes and the products they produce at the end of this process thanks to the complementary measurement- evaluation tools (Göçer, Arslan, & Çaylı, 2017: 264). Complementary measurement- evaluation tools such as portfolio, performance, and structured grid are recommended in the Primary Education Turkish Course Curriculum [Ministry of National Education (MoNE), 2006]. This understanding is adopted for the Turkish Course Curriculum (MoNE, 2019a). One of the complementary measurement- evaluation tools is self-assessment. Self-assessment has gained significance particularly in language learning within the framework of autonomous learning understanding. It is a common view that self-assessment is the basic language teaching strategy in autonomous language learning as it enables students to monitor their own progress and respond to their personal needs (Şentürk, 2017). Benson (2011) noted that students' assessment of their own learning is a key element for autonomous language learning. There is no such a study specifically published on revealing whether self-assessment measurement- evaluation practices are included in textbooks, which are one of the teaching materials used in teaching Turkish as a mother tongue. This is considered as a gap in the related literature. In this regard, this study is expected to fill this gap. Thus, the study attempts to examine the self-assessment practices in secondary school Turkish textbooks within the context of Turkish teaching.

Method

The research was carried out with basic qualitative research, one of the qualitative research methods. Data are collected through observation, interview or document review in this research type (Merriam, 2013). The study materials of the study consisted of secondary school Turkish textbooks that have been in practice since the 2019-2020 academic year. 5th Grade Turkish Textbook (MoNE, 2019b) was prepared by Anıttepe Publishing; 6th Grade Turkish Textbook (MoNE, 2019c), 7th Grade Turkish Textbook (MoNE, 2019d) and 8th Grade Turkish Textbook (MoNE, 2019e) were prepared by the Ministry of National Education. The activities in the textbooks and the end-of-theme measurement-evaluation questions were examined by the researcher. The elements determined by the researcher as self-assessment were sent to three Turkish teachers and the opinions of they were taken. The data collection process lasted for a month, including one textbook per week. A descriptive analysis technique was used during data analysis. Textbooks were transferred to the MAXQDA 20 qualitative data analysis program in PDF format, and the analyses were conducted via the program. The self-assessment measurement- evaluation tool in the textbooks was classified according to language skills and the frequency of the self-assessment tool was presented.

1 Correspond author's email: u.sugumlu@gmail.com

Findings

These are the results achieved by the research:

- The fifth grade textbook was determined to include 2 self-assessment tools for speaking skill and 2 for writing skills. No self-assessment tool was found related to listening/monitoring and reading skills. The textbook recommends a general self-assessment covering four basic language skills at the end of each theme. A total of five self-assessment tools are included in the textbook, including this form.
- No self-assessment tool was found in the sixth grade textbook.
- The 7th grade textbook was identified to hold three self-assessment tools for speaking skill and two for writing skills. No self-assessment tool was found related to listening / monitoring and reading skills. The textbook includes five self-assessment practices in total.
- The 8th grade textbook was determined to include two self-assessment tools for speaking skill and three for writing skills. There is no self-assessment tool for listening/monitoring and reading skills. The textbook includes five self-assessment practices in total.
- The self-assessment forms, which are limited in number in the textbooks, are arranged with a triple Likert type grading. "Yes, Partially, No" options were presented to the students in the form. A written option for self-assessment was not provided. The items and the number of items in the forms differ according to the grade levels. There is no scoring for self-evaluation. When students complete the self-assessment, they cannot learn what level the self-assessment corresponds to.
- A total of 15 self-assessment tools are included in the secondary school Turkish textbooks. Self-assessment tools were prepared merely for speaking and writing skills. The fifth grade textbook includes a general self-assessment tool that includes four basic language skills and that is recommended at the end of each theme. The fact that this tool is not included at the end of each theme but takes place at the end of the last theme of the textbook may cause the emergence of problems in the implementation of the self-assessment tool. The nonexistence of self-assessment tool in the sixth grade textbook is a significant lack of the textbook. When these results are evaluated as a whole, it is likely that secondary school Turkish textbooks are insufficient in terms of self-assessment.

Based upon the results, various recommendations were provided. Self-assessment should be included in the textbooks for all grade levels, and self-assessment tools should be developed at the end of each text for four basic language skills related to the acquisitions of the text.

Key Words: Language skills, Turkish teaching, measurement- evaluation, self-assessment

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PEDAGOGICAL IMPLICATIONS FOR VALUES-BASED EDUCATION THROUGH SHORT STORIES IN FOREIGN LANGUAGE CLASSES

Dr. Gülşah TIKIZ ERTÜRK¹ (Izmir Democracy University, Turkey)

Dr. Nesrin OZTÜRK² (Izmir Democracy University, Turkey)

Problem Statement

Education has always presented potentials to contribute to anything that advances goodness, truth, and well-being of individuals. The intricate relation between education and values is obvious since values-based education is bound to provide learners with opportunities for higher order thinking skills and self-development. Value education also has a principal role in interpersonal realm as developing more civil and democratic societies through understanding and tolerance with an emphasis on human rights. Since 2005, Ministry of National Education (MoNE) in Turkey has taken numerous initiatives to have the curriculum embrace core values (i.e. justice, friendship, honesty, self-regulation, patience, respect, love, responsibility, and benevolence). By 2017, core values were highlighted in the curriculum as an essential component. However, previous analyses (i.e. Ozturk & Tikiz Erturk, 2021) found that EFL standards hardly reflect core values and these values were randomly organized. Moreover, limited number of values (e.g. love, respect, friendship) might be traced through cognitive standards, implicitly. Our concern was that in its current format, the curriculum might not support deliberate practices of values; therefore, students might internalize them.

Purpose of the Research: Regrading previous analyses and current policies, it may be teachers' duty and moderation to deliver value education explicitly and systematically using different mediums such as short stories. Stories have the power to enable learners to think about some values and in relation, reflect on their own behaviors and attitudes. That is, they might back up a lack of practicality in values-based education. This study, therefore, aims to identify potentials of two short stories of Graham Greene: *I Spy* and *The Destructors* for values-based education in EFL classes. These stories were chosen as Greene focuses on characters' inner traits and values, a comparative analysis of child characters and childhood experiences and tensions arising from adult-child relationships (Goldenberg, 1958). In this study, Greene's recurrent interest in childhood and the parallelism in characters will be revealed specifically via a causal analysis of values.

This study utilized Schwartz's framework of value theory although there are various value classifications in the literature (e.g. Liebrand, 1984; Messick & Clintock, 1968; Rokeach, 1973). Schwartz's value theory concerns the basic values recognized in many cultures (Schwartz, 2012). As the typology was validated across many countries (Collins, Steg & Koning, 2007; Schwartz & Sagiv, 1995; Spini, 2003), this framework can be utilized in Turkey. In his framework, Schwartz (2012) identified values as in the following: *stimulation, self-direction, achievement, hedonism, security, power, tradition, conformity, universalism, and benevolence*. Some values are complementary (e.g., conformity and security) and some values are contradictory (e.g., benevolence and power). To Schwartz, the 'structure' (Schwartz, 2012, p.3) of values pertains to congruence and/or conflicts among these values. Therefore, there may be an all-inclusive scheme for human motivations albeit differences attributed to values (Schwartz, 2012).

1 gulsah.tikiz@idu.edu.tr

2 nesrin.ozturk@idu.edu.tr

Method

This study employed qualitative research methodologies. We collected data through document analysis procedures and analyzed them via thematic coding. A document may be any kind of symbolic representation which can be recorded and retrieved for description and analysis (Bowen, 2009) to elicit meaning, develop empirical knowledge, and gain understanding (Corbin & Strauss, 2008). As a means of triangulation, thematic analysis method will be used 'in the study of the same phenomenon' (Denzin, 1970, p.291). Analysis of the data will involve a critical immersion according to Schwartz's framework and for the following categories: characters' behavior, clash, or dilemmas within characters and with others, and values. Stories will be exposed to constant exploration and comparison (Glaser & Strauss, 1967). Each author will study the stories twice at different intervals. Interrater reliability of the analyses will be calculated at both levels; across authors and at two intervals.

Findings

Findings will discuss authentic situations where values in each story be identified based on behavioral codes or dilemmas depicted in the stories. Moreover, potential practices will be offered to help with learners' internalization of values. For this, a lesson plan incorporating two stories will be offered as a sample for EFL classes. The data and in relation, the findings are, however, limited to two stories of Graham Greene. Cultural and historical details might present disadvantageous effects in some cases. While these effects are beyond the scope of this study, the sample might not be useful for those who do not relate to the stories.

Key words: Values education, moral development, short stories, EFL classroom, language learners.

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INVESTIGATION OF LIFE SCIENCE TEACHING EXPERIENCES OF TEACHERS WITH DIFFERENT ATTITUDES ON INFORMATION AND COMMUNICATION TECHNOLOGIES DURING THE PANDEMIC

Özge GÖK¹ (MBA Student, Gaziantep University)

Emrullah AKCAN² (Assist. Prof. Dr., Gaziantep University)

Problem Statement

In these changing, developing and ever-growing knowledge periods, student must have life skills (Kaya, 2020). It can be said that there are various elements that affect the lives of students. Technology is one of the fundamental elements which affects the lives of students of the 21st century. In these periods when technology is dominant, curriculums are also shaped by technological developments. One of the reflections of these developments is the basic life skill of “using information and communication technologies”, which is aimed to be acquired in the social studies lesson. It is expected that students will develop digital competence with the acquisition of these skills (MEB, 2018). Acquisition of digital competence can only be possible with effective use of information and communication technologies (ICT) by teachers. Positive attitudes of teachers to information and communication technologies, increase their success in using information and technology (Şahin, 2006; Cüre & Fatma, 2008; Şanlı, Altun & Tan, 2015).

I Therefore, the teachers who organize the learning process have many responsibilities. The teacher is the decision maker about whether to use ICT in the process organized according to the needs of the student. In this study which is applied qualitative research, The Life Science Teaching Experiences of Teachers with Different Attitudes on Information and Communication Technologies were examined. In this way, it is aimed to show how teachers who have different attitudes to ICT are affected by the Pandemic process and how this effect is reflected in life science teaching. The Covid-19 pandemic process has been effective in many parts of the society to have different experiences. One of the most valuable of these experiences belongs to teachers.

Method

In this study which is applied qualitative research we chose phenomenology from the research designs experience (Creswell, 2019; Merriam, 2018; Şimşek & Yıldırım, 2016). The Life Science Teaching Experiences of Teachers with Different Attitudes on Information and Communication Technologies were examined. In this way, it is aimed to show how teachers who have different attitudes to ICT are affected by the Pandemic process and how this effect is reflected in life science teaching. When determining teacher who have extreme attitude, social media researches and observations were used. As a result of research and observation, it was contacted with teachers Interviews were conducted with three teachers who actively use social media for educational purposes in the country and three teachers who do not use social media for educational purposes. Interviews were conducted via Zoom with semi-structured interview forms to collect data. The data obtained from the interviews were analyzed by content analysis method.

1 ozge_gok292@hotmail.com

2 emrullahakcan@gantep.edu.tr

Findings

As a result, different attitudes of teachers towards ICT have been reflected in the distance education process. Teachers who have positive attitudes to ICT apply student-centered activities, while teachers who have a negative attitudes to ICT have been negatively affected by the process and have applied teacher-centered activities. Teachers who have a negative attitude to ICT had difficulties in applying the methods and techniques they used in pre- pandemic education to pandemic process. Teachers who have positive attitudes to ICT had developed new methods and techniques with the pandemic process. They also stated that they will use the positive reflections of the process on their future teaching processes.

As a result of the study, we can say that teachers who have a negative attitudes to ICT focus on cultural characteristics in life science teaching, while teachers who have positive attitudes to ICT focus on preparing students for future lifes.

Key Words: *Information and Communication Technologies (ICT), Life Science Studies, Primary School Teachers, phenomenology*

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AN EXAMINATION OF USING AUGMENTED REALITY APPLICATIONS IN PRE-SCHOOL EDUCATION IN TERMS OF ENGLISH WORD LEARNING AND RECALL LEVEL¹

Assoc. Prof. Dr. Rabia Meryem YILMAZ² (Department of Computer Education & Instructional Technology, K.K. Education Faculty, Ataturk University, 25240 Erzurum, Turkey)

Assist. Prof. Dr. Fatma Burcu TOPU (Department of Computer Education & Instructional Technology, K.K. Education Faculty, Ataturk University, 25240 Erzurum, Turkey)

Master Student Sina POLAT (Department of Computer Education & Instructional Technology, K.K. Education Faculty, Ataturk University, 25240 Erzurum, Turkey)

Problem statement

In the globalizing world, the importance given to foreign language education is increasing in all countries (Chao, 2013; Kumar & Tammelin, 2008). Knowing English as a foreign language is one of the most prominent competencies of our age (Kaufman, 2013). Therefore, it is an important question when to start foreign language learning. In literature, it is emphasized that foreign language education should start from the pre-school (Hakuta, Bialystok & Wiley, 2003; Hyltenstam & Abrahamsson, 2001; Kalaycıoğlu, 2011). Foreign language education starts by learning sounds and words in pre-school (McGlothlin, 1997; Tabors, 1997). Especially vocabulary learning is a prerequisite for foreign language learning as well as being one of the critical factors that should be emphasized (Bromley, 2007). When children learn a second language in the pre-school period, they go through three steps. The first step is vocabulary learning in the mother tongue and other languages. There are two basic approaches to vocabulary learning in the pre-school period. The first of these is to express the word (expressive vocabulary) and the other is to make sense of the word (receptive vocabulary). In the word expression approach, children are expected to say the English equivalent of an object they see, while in the word meaning approach, children are expected to know the Turkish equivalent of the said word. For foreign language teaching in the pre-school period, knowing the English equivalents of the words is important at the initial stage (Kalaycıoğlu, 2011). The second step is to apply the rules in the language. The third step is to distinguish between the two languages they hear. Therefore, in the scope of the study, vocabulary learning which is the first stage of language learning, is included. In this study, educational materials for pre-school English vocabulary learning were designed as printed cards and developed with augmented reality (AR) technology.

Method

This study aims to reveal the effects of AR applications on pre-school children's English vocabulary learning and their recall levels. In this context, one group pre-test post-test design, which is one of the quantitative research methods, was used. The sample of the study consisted of 39 pre-school students in the 5-6 age group, 21 girls and 18 boys. As a data collection tool, "Animals Vocabulary Test" developed by the researchers was used. In the scope of the study, the test was first applied as a pre-test, and the English vocabulary knowledge levels of the students on this topic were determined. Within the scope of the 4-weeks practice conducted under the guidance of a pre-school English teacher; in the first week, ten words related to animals were taught using

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- 2 Corresponding Author: rkufrevi@atauni.edu.tr, rabia.kufrevi@gmail.com

a presentation, in the second week using AR flashcard applications, in the third week using AR matching card applications, and in the fourth week using AR puzzle applications. After the implementations, the vocabulary test was applied as a post-test. After two-week interval, the same post-test was applied again to determine the students' level of recall.

Findings

The pre-test mean score of the students was 10,26, and the post-test mean score was 82,18. Independent groups t-test was applied to determine whether there was a significant difference between pre-test and post-test scores. According to the results, there was a statistically significant difference between the scores in favour of the post-test ($p < .05$). It was also determined that the level of remembering words was 65.26. When the results were examined in detail, it was revealed that students remembered the English pronunciation of words presented with the visual at a rate of 76.6% and the English pronunciation of the words pronounced in Turkish at a rate of 50% in the recall test. Besides, they remembered the Turkish pronunciation of the words in the sentences they listened to in English by 75% and the Turkish pronunciation of a word they listened to in English at a rate of 56.6%. According to these results, it can be said that AR applications are effective in learning English words and support the recall of the learned words.

Keywords: Augmented reality, foreign language learning, pre-school education

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THE EXPERIENCES OF PRESCHOOL STUDENTS USING EDUCATIONAL TOYS DEVELOPED WITH AUGMENTED REALITY IN ENGLISH LESSONS¹

Assoc. Prof. Dr. Rabia Meryem YILMAZ² (Department of Computer Education & Instructional Technology, K.K. Education Faculty, Ataturk University, 25240 Erzurum, Turkey)

Assoc. Prof. Dr. Lütü İLGAR (Department of Educational Sciences/Guidance and Psychological Counseling, Biruni University, İstanbul, Turkey)

Problem statement

It is important to start learning a second language in pre-school period because the ability to know a foreign language is a prominent requirement of our age (Hakuta et al., 2003; Hyltenstam & Abrahamsson, 2001). The reason of this, children's perceptions are very clear and they have sufficient cognitive equipment for foreign language learning (Halliwell, 1993). Therefore, children in pre-school period should have an effective foreign language education. For this reason, it should be ensured that children gain experience by providing rich interactive content (Bilek, 2011). Free time activities come first among these experiences. Within the scope of leisure time activities, children mostly prefer to play games. Indeed, the play is the child's most natural learning tool (Kaytez & Durualp, 2014). As well as the necessity of games for gaining important skills is emphasized by researchers, the educational potential of toys should be considered (Kara et al., 2013; Latipova & Latipov, 2015). Toys preferred in educational settings are mostly educational toys. The educational toy enables the child to teach by playing, helps him to develop concepts, to understand objects and events better.

In recent years, toys have also been affected by the development of technology and have started to acquire a digital characteristic. These toys have many advantages over traditional toys. These advantages brings to mind the question: "Can smart toys be used effectively in education?" In order to find an answer to this question, educational toys supported by augmented reality (AR) were developed and used in English lessons.

Method

The aim of the study is to reveal the opinions of preschool students who use educational toys developed with AR. In this context, case study design, which is one of the qualitative research methods, was used. The sample of the study consisted of 21 students in the age group of 5-6. They studied under the guidance of their teacher for 4 weeks using (1) Flash cards (2) Matching cards and (3) Puzzles. At the end of the process, the opinions of the students were taken and their experiences with these materials were revealed. In this context, one-to-one interviews were made with the students. The interviews were conducted with the structured interview form developed by the researchers. In the interview form, there are questions about how they feel during the use of the educational toys, which toys they like most, which features of the toys attract their attention. In addition, there are 5 questions consisting of "yes", "no" and "partially" options. These are: Are you interested in the AR toys?, Did you have fun while using the toys in the lesson? Did you like the AR toys? and Have you had difficulty using educational toys with AR?. While creating the interview questions, the interview forms in the studies based on AR-supported education practices in literature were examined. The form was examined by two instructional technology experts, a pre-school specialist and an English expert.

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2 Corresponding Author: rkufrevi@atauni.edu.tr, rabia.kufrevi@gmail.com

The intelligibility was tested by asking questions to a pre-school student using AR applications outside of the sample. During the interviews, the children were asked questions by showing them the educational toys and making them use it. The interviews lasted 5-6 minutes on average. The percentages of the students' answers to the questions and descriptive data were analyzed.

Findings

According to the results, 95% of the students were very happy and 5% of them were neutral. There were no students who felt unhappy. 48% of them liked matching cards, the other 48% puzzles and 5% flashcards the most. When using AR educational toys, the most attractive features from what they saw on the tablet screen were seeing 3D models (95%) and animating animations of 3D models (95%). The students stated that hearing the animal sounds (76%), appearance of the 3D model as much as the number on the matching card (52%) and the activities in the puzzle (38%) were remarkable. Besides, 95% of the students stated that they were interested in AR-supported educational toys, had fun, liked them and wanted to use them again. 5% of them stated negative opinions about these toys. All of the students stated that they had no difficulty using them in class.. It can be said that children have positive experiences and they are very happy while using AR applications and they like these materials. In addition, considering that they like 3D models and animations among these applications, it can be said that these elements should be included in AR applications for kids.

Keywords: Augmented reality, pre-school education, educational toys, children's opinions

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ALICE IN WONDERLAND OR HAMSTER ON A WHEEL: METAPHORICAL CONCEPTUALIZATIONS OF EMERGENCY REMOTE TEACHING

Dr. Leyla SİLMAN KARANFİL¹ (Middle East Technical University Northern Cyprus Campus, School of Foreign Languages, Mersin 10 Turkey)

Assist. Prof. Dr. İclal CAN (Middle East Technical University Northern Cyprus Campus, Guidance and Psychological Counseling Program, Mersin 10 Turkey)

Problem statement

Upon the classification of the Covid-19 as a global pandemic in March 2020, classes commenced online in many higher educational institutions in North Cyprus and in Turkey, marking the beginning of Emergency Remote Teaching (ERT) (Bozkurt and Sharma, 2020). This created havoc particularly for instructors. Amidst their shattered work-life balance and clouded mental well-being from the anxiety and stress of the pandemic (MacIntyre, Gregersen and Mercer, 2020), instructors were expected to become digitally proficient, deal with unmotivated students and explore a new pedagogy as replicating the familiar face-to-face teaching proved inefficient (Bozkurt and Sharma, 2020).

Cognizant of the key role instructors assumed during ERT, we consider it is significant to deepen our understanding of how they actually construct this new reality. Considerable attention has been exerted towards understanding instructor's cognitive constructs through the use of metaphors (Saban, 2006). However, such studies are mostly directed towards unveiling teachers' understanding of their face-to-face contexts (e.g. de Laurentiis Brandão, 2021) with almost no focus on how they view themselves and their teaching during ERT. Concepts in the form of metaphors are significant "...for understanding most of what goes on in our world" (Lakoff and Johnson, 1980). In education, metaphors are an effective means for teachers to reflect on their teaching (Saban, 2006), enabling them to weave diverse aspects of their teaching: how they situate their context, their students, and how they perceive themselves (de Laurentiis Brandão, 2021). Therefore, metaphors "...provide a window into the comprehension of teachers' personal experiences" (Lin, Shein, and Yang, 2012: 183). They mirror the challenges instructors face (Saban, 2006), allow reflection, and provide snapshots of professional development (de Laurentiis Brandão, 2021).

In the present study, we explored metaphors along the lines of Lakoff and Johnson (1980) who accept metaphors as translators of human meaning, linking the human mind to the world around us. This study specifically explored the metaphorical images that language instructors used to conceptualize (a) ERT during the Covid-19 pandemic and (b) being a teacher during the Covid-19 ERT. It further investigated the connection between the conceptual images instructors suggested for ERT during the Covid-19 pandemic and (b) being a teacher during the Covid-19 ERT.

Method

Data was collected during the Covid-19 pandemic using two writing prompts: one for instructors' metaphorical images of ERT during the Covid-19 pandemic and one for instructors' metaphorical images of themselves as a teacher during ERT. Expert opinion on the writing prompts was gathered from three people: a faculty member with a Ph.D. in curriculum and instruction, a coordinator of an English preparatory program, and a language instructor. The writing prompts were revised and modified based on the expert opinion. Then,

1 Corresponding Author: kleyla@metu.edu.tr

a Google form including an informed consent form, demographic questions, and writing prompts was created. Out of 47 instructors who were sent the Google form, 16 instructors participated in the study anonymously on a voluntary basis. Three instructors did not provide well-articulated metaphors, and thus their responses were not included in the study. 13 instructors (9 female, 3 male, 1 did not prefer to provide gender information) constituted the sample of the study. The instructors' teaching experience ranged between 2-5 years and 20+ years. Data was exposed to inductive content analysis. The responses to writing prompts were double-coded, and codes were grouped under conceptual themes. Among some codes were uncertainty, chaos, growth, and lack of experience.

Findings

Four overlapping themes emerged from the analysis of the metaphors the instructors used to conceptualize remote teaching: (a) experiencing abrupt disturbance; (b) struggling to teach; (c) continuing to teach despite the uncertainty; and (d) exploring pedagogical innovation opportunities. As for the metaphorical images the instructors used to conceptualize being a teacher during the ERT, four overlapping themes emerged from the data analysis: (a) experiencing the unprecedented; (b) conducting monotonous and repetitive tasks; (c) continuing to teach despite the uncertainty and lack of pedagogical experience, and (d) assuming responsibility in teaching. The results indicated that the instructors' metaphorical images of remote teaching during the pandemic and their metaphorical images of themselves as teachers during the ERT are connected at a conceptual level, supplementing each other. Our results suggest that despite the uncertainty, unexpected chaos, and scarce or none remote teaching experiences, the instructors appear to embrace uncertainty, struggle to manage the unexpected chaos, and strive for the continuation of the teaching and learning process during the pandemic. They also seem to consider remote teaching as an area for further growth, exploring opportunities that remote teaching offers in the long-run.

Keywords: Metaphorical images; metaphorical conceptualizations, emergency remote teaching

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PROMOTING THE VOCATIONAL ENGLISH LANGUAGE COMPETENCIES OF STUDENTS IN AN ENGLISH FOR SPECIFIC PURPOSES CONTEXT: A NEEDS ASSESSMENT

Nevin AVCI¹ (Middle East Technical University, Turkey)

Prof. Dr. Cennet Engin DEMİR (Middle East Technical University, Turkey)

Problem statement

Tourism and Hotel Management Anatolian High Schools in Turkey were first established in 1961 (MEB, 2006) and aim to raise well-equipped personnel for the sector. According to their purposes, in Tourism and Hotel Management schools, alongside the vocational courses, cultural courses are also taught to support students to develop skills required in their departments. English as one of the cultural courses is divided into two categories as general and vocational English (English for Specific Purposes (ESP)). The problem is that, although the aim of the vocational English course is to develop students' proficiency in mastering the language in their vocations, the feedback given from the field (hotels) reveals dissatisfaction regarding the language profile of the students. Alongside the feedback from the field, other reasons behind the rationale of the study are rooted in constant complaints of the teachers in charge of teaching this course together with negative student internship experience reports showing that somehow the course was failing to be effective. Hence, the purpose in this study is to reflect upon the problems in this course and explore the areas needed to be improved in order to enhance the current vocational English curriculum. In order to achieve the purpose of the study the research questions probed for are as 1) What are the needs of the students in the accommodation and travelling (A&T) department in vocational English courses? 2) How can students' vocational English competences be promoted? Although the method and procedures were described in detail, the study is limited in that the results cannot be generalized to all similar settings due to factors such as contextual differences and differing characteristics of the student profiles.

Method

In this partially mixed sequential equal status design (Leech & Onwuegbuzie, 2004), criterion sampling method was employed. The data were gathered through a survey, semi-structured and open interviews. The survey was organized from the studies of Özyel et al. (2012) and Boroujeni and Hard (2013) with additional parts by the researcher. The survey was conducted to 25 A&T department students ($n=25$). A semi-structured interview schedule was used to gather data from English teachers ($n=2$) attending the vocational English courses and A&T vocational course teachers ($n=2$) who observe students in the field while open ended interview method was employed to collect data from the supervisors ($n=3$).

In the analysis of the survey both quantitative and qualitative procedures were put into action as open ended questions were added, as well. In the analysis of the quantitative data SPSS24 was utilized which yielded the frequencies of the responses. The analysis of the open-ended questions in the students' surveys was followed by transcriptions of the interviews with the English teachers, vocational teachers and supervisors. Both in the analysis of the open-ended part of the survey and the interviews systematic content analysis, inductive coding and thematizing methods were employed. As is recommended by Onwuegbuzie and Johnson (2006) validity is termed as "legitimation" in order to reach a bilingual nomenclature in this study. In order to combine

1 Correspond Author: nevinavci06@gmail.com

the complementary strengths and nonoverlapping weaknesses of qualitative and quantitative methods and to increase the inference quality, weakness minimization and sequential legitimation were employed based on the typology of mixed method legitimation types proposed by Onwuegbuzie and Johnson (2006).

Findings

According to the analysis of the survey with regard to the *reasons of learning English*, and the *difficulty level experienced by friends in internship*, the evident indicators of the frequencies revealed that students learnt the language as a means to promote their “future career” and problems in using the language effectively in the field were encountered relatively to “a large extent”.

Secondly, it is indicated that in *the skills that weighed the current vocational English courses* “grammar” still was dominating those courses. The analysis with regard to the *specific areas the students wanted to improve* themselves revealed that the students were in need of a more practice based “speaking” course which is more in line with the probable cases they would encounter during the job while all the *functions* allocated emerged to be crucial. On the other hand, as for *materials*, the analysis of the responses refers to the need of technologically enriched courses.

According to the analysis of the *vocational teacher interviews* students were found to be of *low in speaking competencies* with *bad attitudes towards pronunciation* and with *low self-esteem and confidence*; while the vocational courses were found drawing a *low profile* in meeting the students’ needs mostly because of *wrong strategies and methods* employed in the lessons and *students’ attitudes* towards the language.

Inductive analysis of the cultural course (English) teacher interviews gave insights that the curriculum implemented had a *top-down approach*. Besides, the reasons for the *low profile in speaking* emerged as *bad attitudes of students toward pronunciation* due to the *fears, peer pressure* and *lack of enhanced teaching methods*. The emerging themes in the responses of the supervisors to a large extent overlapped with that of vocational and cultural course teachers’.

In conclusion, as an answer to the first research question, the triangulated findings indicated that the current curriculum needs to be revised with an emphasis on more speaking and listening skills as the students at this specific school actively need to produce the language for the sake of their current condition and their future career in the sector of tourism. Also, as an answer to the second research question, it is revealed that there need to be improvements with regard to the strategies and methods as well as the materials in the curriculum.

Keywords: needs assessment, vocational English, English for Specific Purposes (ESP).

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THE EFFECT OF COOPERATIVE DIGITAL STORYTELLING ACTIVITIES ON THE WRITING PERFORMANCE AND LANGUAGE DEVELOPMENT OF GIFTED STUDENTS

Burak GİDER¹ (Konukbekler Primary School, Muş)

Assc. Prof. H. Gülhan ORHAN KARSAK (Kırklareli University, Kırklareli)

Problem statement

One of the periods in which education leaves the most permanent mark is the basic education given in primary education. Teaching Turkish during the primary school period greatly affect a person's success and communication skills in the remaining lessons.

Different studies in the literature started that most of the problems related to writing at primary and secondary school levels are caused by reasons such as noncompliance with grammar rules, letter errors and deficiencies, lack of integrity in paragraphs and failure to establish connections between paragraphs (Önder, 2009, Alkan, 2007, Demir, 2000).

One of the groups of students in different intelligence areas that have problems and difficulties in the field of writing is gifted students who perform above their peers in certain areas (mental, physical, social) (Friend, 2006). Considering the above-mentioned information and research results, it becomes clear how important it is to establish writing implementations and activities for gifted students and their writing skills that will affect their future lives on solid foundations. In this context, in order to improve their writing performance, it is a necessity for gifted students to make examinations in the environment the live in, then enter the process of thinking and to reveal their knowledge that will emerge after this process in environments suitable for them with the support of activities designed with different instruction methods and instructional technologies (Chaffe, McMahon, Stout, 2004, Korkmaz, 2001).

In our age, students it is seen that they are bored with traditional methods and they mostly enjoy activities integrated with computer technologies. In the light of all this information, it would be appropriate to use digital stories in today's world where teaching and computer technologies are intertwined before evaluating writing performance and language development in studies with gifted students (Dogan and Robin, 2009).

Robin (2008) defines the digital story as the work of entering the research process on the subject determined by the students, creating an outline and creating creative stories by obtaining interesting story topics. In the formation process of these stories, sounds, music, videos, text drafts are used. Digital story, which is rapidly entering the learning environments today is used for teaching in different lessons.

When the researches in the literature are examined digital stories have succeeded in adding students to the whole course by increasing student success, participation and motivation of students. In this context, digital elements have an important place in the digital story creation process but the act of writing should not be ignored in this process. Digital stories play an important role in the development of students writing skills. Students develop their writing skills in the stages of writing, making a storyboard and producing, taking into account the aims and readers they will write in this process (Foley, 2013, Sylvester and Greenidge, 2009).

The aim of this study is to analyze the impact of cooperative digital storytelling implementations on gifted student writing performance and language development.

1 burakgiderr@gmail.com

Hypotheses

1. The writing performance of gifted students studying writing with the cooperative digital storytelling activities is higher than the students who are taught writing with traditional practice.
2. The language development level of gifted students who are taught writing with the cooperative digital storytelling activities is higher than the students who are taught writing with traditional practice.

Method

In the study, 'pre-test post-test control group design' technique was applied. The study included a total of 11 gifted students in 4th grade of primary school; 6 of which constituted the experimental group 1 and 5 of which constituted the control group in the Science and Arts Center in X city. The application was carried out by using cooperative digital storytelling implementations (Moviemaker, Storyjumper) in group 1, and applying traditional writing implementations in the control group. 'Writing Performance Evaluation Test' and 'Peabody Art word picture Test' were used for data analysis. Kruskal Wallis Test and Mann Whitney U Test were used to analyse the data collected.

Findings

In the results obtained under the first hypothesis of the study, there was a statistically significant difference between the performance of experimental group 1 and the control group in terms of writing performance in favor of experimental group 1. In the results obtained under the second hypothesis of the study, there was a statistically significant difference between the performance of experimental group 1 and the control group in terms of language development levels in favor of experimental group 1.

Key words: Gifted, Digital Storytelling, Writing Performance, Language Development, Primary School

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CURRENT ISSUES IN VOCATIONAL AND TECHNICAL EDUCATION: TEACHER PERSPECTIVE

*Bilgen KERKEZ*¹ (Ministry of National Education, Ankara, Turkey)

*Prof. Dr. Gürcü ERDAMAR KOÇ*² (Gazi University, Faculty of Education, Ankara, Turkey)

Problem Statement

There is a strong relationship between economic development and skilled labor. In human capital theory, this relationship is explained by the thesis that the development process can be shortened thanks to the investments made in people (Schultz, 1971). The education process, which is one of the ways to create, develop and maintain human capital (Harbison & Myers, 1964), is one of the most important sources of the economic development process with its economic and social dimensions.

The competence of vocational and technical education to serve the purpose in question depends on the quality of the elements that make up the system. Kaur (2008) gives the key role to the qualified and motivated teachers by expressing that other factors are meaningless without them (Cited in: Gündüz, 2011).

In this study, it is aimed to define the problems faced by the vocational education teachers. Considering the relevant literature, although there are studies on the problems that teachers face in our country (Aydın, 2009; Bilir, 2008; Celep, 2004; Çelikten-Şanal and Yeni, 2005; Dağlı and Han, 2017; Gündüz, 2000; Sağlam and Sağlam, 2005; Tösten, Han & Ergül, 2016) there is no up-to-date research examining the problems of vocational and technical education teachers.

The research question addressed in this study is “What are the current professional problems of vocational and technical education teachers?” The sub questions are:

Vocational and technical education teachers:

- What are the problems they face while carrying out their educational activities?
- What are the problems in career planning?
- What are the managerial problems?

Method

Since it was aimed to determine the current problems of vocational and technical education teachers in this study, case study, one of the qualitative research methods, was used. Case study is an empirical research method that works on a current phenomenon within its real-life framework (Yin, 1984, as cited in Yıldırım and Şimşek, 2005: 277).

In this study, the criterion sampling method was used when determining the participants, as it was aimed to obtain sufficient and in-depth information in this field in order to determine the current problems of vocational and technical education teachers from a holistic perspective.

1 bilgen.kerkez@meb.gov.tr

2 gurkoc@gazi.edu.tr

These criteria are:

1. Being a workshop, laboratory and vocational lesson teacher
2. Having at least one of the following criteria:
 - Having participated in a program update/book writing, etc. project by the Ministry of Education
 - Having worked as a field /workshop chief or coordinator
 - Having participated in in-service training

Opinions were obtained using an interview form consisting of open-ended questions. After the expert opinions taken and pilot application has been executed, a question was added to the pool and it was finalized with the online survey creation tool and sent to the connection working group. Content analysis method was used in the analysis of the data in the study.

Within the scope of the research, interview forms of 284 teachers were analyzed. The reliability of the study was calculated using the formula of Miles and Huberman (1994) ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Disagreement}}$). Within the scope of this research, its reliability was determined as 90%.

Findings

For the first sub-problem of the research, results were gathered under the theme of “Problems Encountered in Educational Activities”:

- The most important problems regarding the curriculum are systemic problems arising from the modular education program and the inability to reflect the sectoral changes in the fields and branches of education.
- Regarding the course material, in the writing of individual learning materials, there are problems of quality arising from the appointment of a single author rather than a commission of authors. Accessibility problems, which are experienced by the individual learning materials are not included in the scope of free books, is also an important problem reflected in education and training activities.
- Problems with educational settings and equipment are caused by the school buildings of Vocational and Technical Anatolian high schools. Since they are not built in accordance with the workshop and laboratory setup, and the equipment falls behind the current technology.

For the second sub-problem of the research, results were gathered under the theme of “Problems within the Scope of Career Planning.”

- It was determined that the in-service training activities did not meet the needs of teachers in terms of quantity and quality. Vocational course teachers prefer on-the-job training to in-service training.

In the “Managerial problems theme” where the third sub-problem of the study is investigated

- It was concluded that there are arbitrary practices in the works and procedures carried out by the school administrations and that vocational course teachers lose days of teaching time for the assignments made by the Ministry of National Education.

Key words: vocational and technical education, teacher problems, vocational and technical education teachers

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CONTENT ANALYSIS OF THE NEW SCIENCE TEXTBOOK FOR THE 4TH GRADE IN PRIMARY SCHOOLS IN JORDAN

*Manal HAMED*¹ (Gazi University, Turkey)

*Assist. Prof. Dr. Pınar BİLASA*² (Gazi University, Turkey)

Problem Statement

Textbooks are important materials in the light of educational programs due to explanation of the main lines of the subject and are regarded as a mainstay for the teachers because they guide them in preparing their lessons (Güzel & Şimşek, 2014). Previous studies have been performed to analyze different textbooks. An analytical study has been conducted on the content of fourth grade science textbook in Jordan to investigate the student's development stage (Bani Khalaf, 2015). Another study has been performed on the science books for the basic stages to include the teacher's guide, activity, and practical experience (Elketiş, 2012). Also, a study has been conducted on analyzing the contents of the science book for the second grade to cover the primary preparation in the light of TIMSS's requirements (Omar, 2014). The aim of this study is to examine the Science textbook, prepared by National Education Program Development Center (NEPDC) in cooperation with the Ministry of Education, to be taught in the 4th grade of primary schools in Jordan. Because of the importance and place of Science lesson among primary school programs in Jordan, it is so important to evaluate such textbook in our study, and our study might be a starting point to be applied for other studies related to science curricula in different countries. NEPDC, is a center that is financially and administratively independence, and linked to the Prime Minister, aims to develop textbooks and exams in accordance with the most modern methods (Ürdün Anayasası, 2017). There are seven books that are taught to the fourth grade in Jordan, namely Arabic, Islamic Education, Science, Mathematics, Social and National Education, English and Vocational Education. The fourth-grade science book is one of a series of science books that deals with the development of scientific concepts, thinking skills and problem solving, integrating the concepts of relativity to life and school subjects, and making use of national experiences in preparation processes. In this book, STEAM approach has been adopted, which is used to integrate science with technology, engineering, literature, and mathematics in the book's various activities (Merkezi U. E., 2020). This study is limited to cover the content of the 4th grade science textbook including Student book, activity book and Teaching guide 1st edition, 2020. In this study, the book was evaluated based on the context of book's content, items of course's content, design of student book's units by knowing the user's order of giving the information, the content of teacher's guide, and activity book to check book's quality.

Method

The method of this research was qualitative, and the data points were analyzed using 'document analysis method'. Document analysis is a qualitative research method, used to analyze the content of written documents rigorously and systematically (Wach & Ward, 2013). In this study, data were analyzed using five stages (Yıldırım & Şimşek, 2016); (1) Accessing documents; in this research, Fourth Grade Science Textbook (Student book, activity book and teacher's guide, 1st edition, 2020) in Jordan, and written documents on official web pages

1 manalohh@gmail.com

2 pinarbilasa@gmail.com

have been reached to conduct our study. (2) Checking authenticity; It has been determined that the book is original and accessed through NEPDC and program digital library (<https://manahej.moe.gov.jo/browse>) of the Ministry of National Education. (3) Understanding documents; these documents are assimilated within certain system to include content of student book, design of student book' units, elements of course content, and content of activity book and teacher's guide have been systematized and understood. (4) Analyzing data; within the scope of the study, books and official websites were examined and relevant sections were classified according to themes and the data were analyzed. (5) Using the data; the findings were used after the analysis of the data to form a meaningful integrity.

Findings

The results of this study as follow: 1. Within content of student book; first part of the book contains five units, namely Classification of Plants and Animals, Reproduction and Life Cycles of Living Organisms, Organisms in the Ecosystem, Relationships between Human Body, Health and Matter, 2. Within design of student book' units; it has been designed for five-year learning cycle, 3. Within elements of course content; the textbook contains Explanation of course content, main idea, concepts and terminology, pictures and figures, activity, skills, science and technology use, and formative assessment. 4. Within content of activity book; it contains titles of worksheets for activities in the student book, knowledge skills, and international test questions (Merkezi U. E., 2020). 5. Within the scope of the teacher's guide, the course is presented in the teacher's guide, according to teaching model consisting of three stages, each of which is implemented with specific elements. 6. Within the scope of the evaluation in the student and activity book, the details are as follows: (A) Evaluations in the student book are: checking, course review, formal reading, unit review and performance evaluation (B) Evaluation in activities book: international exam questions and exercises are found.

Key Words: Jordan, Primary School, Science, Textbook, Content, Activity, Evaluation.

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EXAMINATION OF THE INSTRUCTIONAL TECHNOLOGIES COURSE CONDUCTED WITH DISTANCE EDUCATION: A CASE STUDY

Dr. Sedef SÜER¹ (Dicle University, Turkey)

Problem Statement

The increase in the amount and sharing of information leads the education have a great responsibility to contribute to society and its components. In order to fulfill this responsibility, education needs to progress in cooperation with technology (Alpan, 2008). An education process devoid of technology is destined to be unsuccessful and out of date (Karataş & Yapıcı, 2006). However, technological developments are seen to have already affected directly or indirectly the teaching methods and process (Hamiti & Reka, 2012), which in the end lead the concept of instructional technologies to gain currency.

Learning environments are determined to have witnessed an upheaval in the last two decades (Tang & Austin, 2009), which has been surrounded with not only face-to-face learning equipment but also e-learning ones (Hamiti & Reka, 2012). During the Covid 19 pandemic, almost all of the learning process started to be carried out online. This compulsory shift made it necessary for teachers and pre-service teachers to use the existing technology effectively in the learning and teaching process. Higher Education Council (HEC) integrated the Instructional Technologies and Material Development course as a pedagogical course in teacher training programs in 1998. Then, with the update in 2018, this course continues to be included in teacher education under the name of Instructional Technologies. However, after the decision of HEC to suspend education for 3 weeks due to the worsening pandemic conditions on March 16, 2020, all higher education institutions switched to distance education (<https://covid19.yok.gov.tr/Documents/alinan-kararlar>). With this decision, teacher-training programs continued with distance education, as in all higher education institutions. Thanks to the developing technology and information networks, distance education reaches the quality of face-to-face interactive learning environments. However, it is stated to have certain drawbacks such as lack of motivation and interest in learners, systemic and technical problems, and lack of interaction in the learning process (Birişçi, 2013; Sümer, 2016; Özgöl, Sarıkaya & Öztürk, 2017). Based on these results, This study aims to analyze the effectiveness of the instructional technologies course given online with the distance education process during the pandemic process. Within the framework of this general purpose, the following research questions were sought:

1. How is the weekly distribution of sophomores' participation in instructional technologies course conducted with distance education?
2. How did the sophomores follow the instructional technologies course conducted with the distance education?
3. What are the gains of the sophomores in the instructional technologies course conducted with distance education?
4. What are the opinions of the sophomores towards the instructional technologies course conducted with distance education?

Method

This study, which aims to examine the instructional technologies course given online in the distance education process, was designed in the case study, one of the qualitative research designs. Case studies are

1 Correspond author's email adress: sedefsuer@gmail.com

used to scientifically examine real-life situations in their natural environment (Yin, 2014). Case studies examine the impact of an existing situation on experiential, social, political, and other contexts (Stake, 2008).

This study was carried out in the fall semester of the 2020-2021 academic year, within the scope of the instructional technologies course conducted with the sophomores of the English Language Teaching Department. 58 sophomores actively participating in the Instructional Technologies course were included in the study. The data in the learning management system (LMS) which is used for distance education and an open-ended questionnaire form developed by the researcher were used as the data sources. Descriptive statistical techniques and content analysis methods were used for the data analysis.

Findings

Considering the weekly distribution of the number of students participating in the instructional technologies course in the learning management system for 15 weeks, more students were determined to participate in the instructional technologies course in the earlier weeks, while fewer students participated in the following weeks.

In the earlier weeks, it is observed that the frequency of students watching the video recordings of course and the tendency to download the documents uploaded to the system is quite higher, but in the following weeks, the number of students who choose to follow the course by downloading only the documents in the system exceeds the number of students who watch the course records.

Within the scope of the instructional technologies course, students were determined to develop instructional and 4C skills, the ability for using technology, preparing tools and materials in the teaching process, and gain the awareness of taking the learners' characteristics into account in the teaching process. Although most of the students found the course process effective, they preferred to participate in the course face-to-face due to the lack of interaction and feedback between students, technical and substructural problems in the system, and limited student participation.

Key words: Instructional technology, online learning, distance education,

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*I assure that this paper prepared following the ethical rules of scientific studies and as an writer of the paper I bear the whole responsibility of the paper. **Dr. Sedef SÜER**

METAPHORICAL PERCEPTIONS OF CHILD DEVELOPMENT PROGRAM STUDENTS REGARDING TECHNOLOGY USE IN THE COURSES

Assoc. Prof. Dr. Ayşe Ülkü KAN (Firat University, Faculty of Education, Department of Educational Science, Elazığ, Turkey)

Assist. Prof. Dr. Emine Kübra PULLU¹ (Munzur University, Çemişgezek Vocational School, Department of Child Care and Youth Services, Tunceli, Turkey)

Problem Statement

Basic principle of constructivist education which is adopted in the present day, is to reveal learning by involving the learner actively in a knowledge creation process. Use of technology in education as auxiliary has an enormous potential as a tool for constructivist education activities (Fridin, 2014). Technology is used in education for the purpose of making learning processes more permanent by reaching education services to larger masses and enabling the teacher to become more effective in the teaching process by arranging the applications related to learning (Pervan-Karadag and Patir, 2012: 12). It has become important to know how and in what way the technology, which has become an integral part of life, will be used in the lifelong learning process. Technology use has many positive and negative effects. Technological devices form a basis for acquiring computer literacy owing to their design features shifting the data processing balance from oral to visual (Subrahmanyam, Greenfield, Kraut and Gross, 2001: 13). However, unconscious and unattended use of these technologies may lead to a variety of problems such as security problems, information pollution, management problems, asociality, loneliness, dependency and encountering with inappropriate content (Ozgur, 2016: 420). Educators should know children's digital competence and their ability of acting independently when using digital tools (Otterborn, Schönborn and Hultén, 2018). Thus, it is crucial to know what technology to use and in which lesson and acquisition.

Turkish Language Society defines the term metaphor as "using a word or a concept in other meanings outside what is agreed" (TLS, 2020). Metaphors make events exciting and comprehensible. Therefore, they have been used in education since ancient times (Low, 2008). In this study, it was aimed to determine the views of Child Development program students on technology use in the courses via metaphors. Within the frame of this general goal, two subgoals were determined:

1. What are the metaphors created by Child Development program students regarding technology use in the courses?
2. Under what conceptual categories are the metaphors, created by Child Development program students regarding technology use in the courses, grouped?

Method

The phenomenological design, which is among qualitative research methods, was used in the study. The phenomenological design focuses on the phenomena which do not have a profound and detailed understanding despite being aware and determines the meanings of situations from all aspects (Buyukozturk, Kilic-Cakmak, Akgun, Karadeniz and Demirel, 2012: 20; Yildirim and Simsek, 2013: 78).

The study group was determined using criterion sampling. Main purpose in criterion sampling is to study situations meeting a series of criteria that are specified previously (Yildirim and Simsek, 2013). In the study, the

1 ekubrafidan@gmail.com

criteria of ‘graduating from a vocational high school child development department’, ‘being a child development program student in the university’, ‘having taken the Information Technologies course’ and ‘having passed the Information Technologies course with at least BB’, were taken into consideration. In line with these criteria, the study group comprised students receiving education in Munzur University Cemisgezek Vocational School Child Development program.

In the data collection, the interview technique was used. The students included in the study were given a statement “Technology use in the courses is like, because” via distance education lesson platform and they were asked to write down their opinions. In the data analysis, the content analysis method was used in accordance with the qualitative research design. In the analysis stage, the metaphors revealed were first listed. Following the listing process, the reasons of metaphors were examined. Finally, the metaphors were categorized.

Findings

In the study it was aimed to determine the metaphorical perceptions of child development program students regarding technology use in the courses. As a result of the study, the metaphors which were obtained from the interview forms collected from the students were first examined by the two researchers in detail. Then, the metaphors which were evaluated with their comparison aspects were grouped in different categories. At the end of the study, it was determined that the metaphors expressed by some of the students were positive, while some were negative. When examining the reasons of positive metaphors; the students usually stressed how digital technologies diversified and facilitated the education process. Child Development program students indicated that technology use in education helped them learn more effectively and enthusiastically. When examining the reasons of negative metaphors; the students stated that digital technologies increased their digital dependency, distracted them and caused them to lose the perception of reality.

Keywords: Child development program, technology, metaphor, distance education

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STAY-AT-HOME PROCESS AND STUDENTS: RESPONDING TO LEARNING LOSS

Zeynel AMAÇ¹ (Dicle University & Kilis 7 Aralık University., Turkey)

Behçet ORAL² (Dicle University, Turkey)

Problem statement

Students have been away from face-to-face education since March 2020. With the closure of schools because of the outbreak and the transition to distance education, the students in Turkey as well as in the world are affected in different ways. One of them is that students' face-to-face education opportunities (socialization, cooperative learning, interaction, gaining communication skills, etc.) disappeared. Another consequence is learning losses that may occur in students. Learning loss can be defined as the decline and decrease of students' current academic skills or test scores due to school closure. Learning losses may result from holidays, student health problems, and extraordinary times. In these times, students move away from education and may forget what they learned at school. According to literature, during summer holidays, students experience learning losses in literacy (Campbell, Sutter, & Lambie, 2019), science skills, and mathematics (Osborne, & Shaw, 2020), and the losses are observed more in disadvantaged students (Slates, et al., 2012). Learning losses in the US education during the Covid-19 were estimated at around 32-37% in literacy and 50-68% in mathematics (Kuhfeld, et al., 2020), and the average learning loss was estimated to be 7 months. More than one-year of learning loss is estimated for low-income students (Dorn, et al., 2020). Karip (2020) states that learning losses differ according to students' socio-economic status, remote education opportunities, and resources at home. While most projections focus on academic knowledge, studies on social and affective learning losses are insufficient. Thus, it is not easy to predict the extent of social and affective learning losses and the negative consequences that may arise. The learning losses in disadvantaged students can be evaluated based on Bourdieu's socio-cultural and economic capital. Bourdieu expresses that schools maintain inequalities and explains this based on habitus and cultural capital, which is concerned with cultural patterns such as mental habits and behavioral patterns (Tezcan, 2005). The opportunity to overcome inequalities through education can be disrupted by the stay-at-home process. The families with more cultural capital are in an advantageous position because they can have more knowledge and skills than others to support their children. In the socio-cultural capital context, this, in turn, can damage the equal opportunity between students who are advantageous and disadvantaged.

The purpose of this research was to explore the effects of the stay-at-home on students' education in the context of learning losses. Based on the literature, the following questions guided the study:

1. How are the effects of the stay-at-home process on students' education?
2. How can the students' potential learning losses caused by the stay-at-home process be remediated?

Method

This qualitative research was conducted through literature review. The literature was scanned to reveal the current situation in the context of research questions. Reports and scientific studies including the researches

1 zamac@kilis.edu.tr

2 oralbehcet@dicle.edu.tr

about the effects of the stay-at-home on education and projections about students' possible learning losses constituted the data of the study. The data were analyzed through document analysis (Sözer & Aydın, 2020) and common themes were identified. Based on the themes, the current situation regarding education and learning losses in the epidemic was revealed and recommendations for stakeholders (teachers, students, MoNE, universities, national and international organizations) have been provided.

Findings

The students' education was interrupted during the stay-at-home. This caused learning losses, which are higher in disadvantaged students and especially in mathematics and science. Catching-up for the losses should be done in a planned manner with the participation of all stakeholders. As Bloom (1979) states, new learnings are constructed on prior learnings. Cognitive entry behaviors and affective entry characteristics become important in the context of learning losses because the lack of them can block students' new learnings. Complementary teaching activities (Bloom, 1979) such as differentiating teaching, teaching one-to-one, teaching with groups, and including academic games can be used for remediation.

Scientific studies are needed to measure the degree of learning losses (Academic, social, and emotional) in the Turkish education system during the stay-at-home. Universities can prioritize research on the detection and compensation of learning losses. Courses similar to Community Service Learning at university catalogs can be used and priority can be given to projects for remediation programs. Institutions and organizations such as EU and TÜBİTAK can support research and projects for remedial programs. MoNE has announced a remedial program for learning losses is being prepared. Effective communication with all stakeholders (teachers, students, parents, and academics) and the preparation of the program based on cultural capital differences will prevent creating new inequalities in education and increase the success of the program.

Keywords: Learning loss, Remediation, Stay-at-home process

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EFFECTS OF ARDUINO AND PAPER BASED CODING ACTIVITIES ON COMPUTATIONAL THINKING SKILLS AND STEM ATTITUDES

Mehmet SECER¹ (MEB)

Fazilet KARAKUŞ² (Mersin Üniversitesi)

Problem statement

According to Robinson (2010) the needs for the workforce are constantly changing with technology. The future economy and core workforce will be affected primarily by science and engineering-led developments (Tanenbaum, 2016). According to some studies, the interest in STEM-related fields has gradually decreased and the popularity of the professions in these fields has decreased (Deming and Noray, 2018). Kelley and Knowles (2016) stated that students cannot establish a relationship between what they learned in schools and real world problems since students' interest in science and mathematics fields decreased. Results of gender studies show that the rate of women in STEM fields is still decreasing. Although the number of people working in STEM fields increased by 330% compared to 1990, the proportion of women in these fields decreased by 7% (Funk, 2018). In order not to encounter shortcomings in STEM fields in the future, new researches are conducted to attract more interested students to STEM-related courses at an early age. The use of robotic sets that can be developed and programmed by students is increasing day by day. Khanlari (2016) states that several research results show that robotics help to reduce the gender gap seen in STEM fields. In this study, coding applications with Arduino are considered important in terms of determining important points for getting attention of students to STEM areas and providing clues to close gender gap.

The outcomes were depended on programming and problem solving unit in information technology and software (ITS) course. The program has no obligations to reach the outcomes. Teachers are free to use methods depending on their technical resources. This research was conducted to investigate the effects of Arduino based and paper based activities on computational thinking and STEM attitudes. Research problems are determined as follows:

- Is there a significant difference between experimental groups and control groups in terms of -computational thinking skills?
- Is there a significant difference between the experimental groups and the control groups in terms of their attitudes towards STEM?
- How are the Arduino coding performances of the experimental group students?
- What are the experimental group students' opinions on the coding process with Arduino?

Method

Embedded design, one of the mixed methods design, was used in this research. Semi-experimental phase took 12 weeks. The lesson plans were prepared on the base of the earnings of the lesson were chosen from ITS lesson curriculum. Computational thinking scale, developed by Korkmaz, Çakır and Özden (2015) and STEM attitude scale, adapted by Yıldırım and Selvi (2015) was used as quantitative data collection tools.

1 msecer@gmail.com

2 faziletkarakus@mersin.edu.tr

Scales' validity and reliability tests made by their researchers. Pre-test, posttest and permanence tests were applied and 6X3 repeated measures ANOVA test and Bonferroni test applied for the results of the scales. On the qualitative phase, focus group meetings were arranged to collect qualitative data and content analysis applied. On the last stage, a new problem has been given to students to solve with Arduino. A rubric scale was developed for performance evaluation and define problems that students face with. As a result of the scoring made by two evaluators, the procedure steps that the students experienced problems according to the groups were determined. At the end of the study both quantitative and qualitative results were combined to make inferences.

The research applied in an elementary school and religious elementary school during first semester of the 2017-2018 academic year. There were 6 groups (171 students) from the experimental groups (mixed class, boys' class and girls' class) and control groups (mixed class, boys' class and girls' class) enrolled the research.

Findings

At the end of the research it was found that Arduino applications made in the experimental group had a positive effect on the students' computational thinking skills and attitudes towards STEM. The scores obtained in the girls' experimental classes were higher than the male and mixed classes. As a result of the focus group interviews, it was determined that the students, especially girls were anxious at the beginning of the Arduino applications, but later on, the worry disappeared and they followed the applications with interest. They were able to overcome most of the problems they encountered regarding circuit creation and coding among themselves. In solving problems, it was mentioned that group work is efficient, being able to resolve conflicts within one's own group, and dividing work. Also, it was determined that they thought that their studies contributed to social studies and Turkish lessons, especially mathematics and science. Especially among female students, it has been observed that there is a desire to acquire a profession in the field of engineering in the future. In order to attract more female students' attention, it is evaluated that more circuits including Leds can be used instead of robotic cars. Researchers may study on other microcontrollers like Raspberry, MicroBit to find out more efficient ways to gather students' attention on computer sciences at elementary level.

Keywords: Computational thinking, STEM, Arduino, educational robotics,

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ANALYSIS OF STUDIES BASED ON REGGIO EMILIA APPROACH IN TURKEY

Science Specialist Nilüfer YİĞİT¹ (Ondokuz Mayıs University, Postgraduate Education Institute, Department of Basic Education)

Asst. Prof. Dr. Hatice ÖZASLAN² (Ondokuz Mayıs University, Postgraduate Education Institute, Department of Basic Education)

Problem Statement

Reggio Emilia is an approach occurring in 1945 after the Second World War with the consideration of people stating that children are priceless and deserve the best (İnan, 2012). Malaguzzi laid the philosophical foundations of Reggio Emilia Approach and had a great influence on it. Malaguzzi promoted the idea stating that “everything related to children can only be learned from children” (Edwards, Gandini, and Forman, 1998; Tours and Simsar, 2018). The basis of the approach is reflected by social constructivism, which also reflects opinions of intellectuals conducting studies on children’s education and development at the time, as well as Dewey, Piaget, and Vygotsky (Akar Genç, 2014). According to Malaguzzi, this approach reflects a social, smart, and curious child figure. The idea stating that children’s education must be provided through teachers, family, society, and environment as well as the other children around them prevails in this approach. Children must be informed about different cultures and introduced to various roles instead of adapted to the traditional culture of the society they live in. Another point is exhibiting tangible experiences to children and providing them with opportunities to acquire new learnings (Aslan, 2005). In Reggio Emilia approach, children are eager explorers and designers of their knowledge. Children have original opinions and learning is achieved when they exhibit these opinions. The cognitive development of children is supported through self-experience and learning through experience (Aydemir Özalp, 2014; Şahin, 2018). The self-expression of the child is named “Hundred languages of children” by Malaguzzi. Children watch for an opportunity to express their inner worlds through “Hundred languages of children” and they have various potentials to do so. However, this must be regarded by the adults (Aslan, 2005; Lingenbauer, 2012).

Reviewing the literature, it is observed that there is no research on analyzing the studies based on Reggio Emilia Approach in Turkey. It is considered important to provide researchers with data on studies based on Reggio Emilia Approach, which is an alternative approach to education. In this regard, this study aims to analyze the studies based on Reggio Emilia Approach in Turkey. In line with this aim, answers were sought for the following questions regarding the studies:

1. Which objectives were set?
2. Which subject fields were discussed?
3. Which methods were used?
4. Which sample groups were preferred?
5. Which data collection tools were used?
6. What kind of results were obtained?

Method

In this study conducted through qualitative research design with scanning model, studies based on Reggio Emilia approach and conducted in Turkey between the years of 2005-2020 were analyzed. Document analysis

1 nilali-yigit@hotmail.de

2 haticedizmanozaslan@yahoo.com

method used in the study. Document analysis includes a review of written materials containing information on phenomena aimed to be researched (Yıldırım and Şimşek, 2016).

Studies to be included in the research were scanned in databases of Google Scholar search engine, TUBITAK ULAKBIM, DergiPark, Council of Higher Education National Thesis Center, EBSCOhost-ERIC, and SPRINGER. In the studies included in the research, conditions of being an article, thesis, or paper conducted in Turkey and containing “Reggio Emilia” words in their titles or keywords were required. Thesis and articles based on Reggio Emilia approach were determined. Papers were not included in the research since there is none based on this approach. According to the listed criteria, the scope of the research consisted of a total of 23 studies with 11 articles and 12 theses.

Studies included in the research were recorded in a file on computer and coded one by one (A1, A2...). The conducted research was analyzed one by one through problem clauses. Results obtained from the research were presented as frequency table. In order to ensure the validity and reliability of the study, the first author and the second author carried out the literature review within the scope of the study separately. The studies obtained at the end of this process were compared. In this study, the researcher / analyst variation was used and the data obtained were analyzed independently by the authors of the study.

Considering data regarding the objectives of the studies analyzed, it was observed that studies were mostly conducted to compare or evaluate the theoretical basis, education, and teaching role of the approach. It was determined that Projects/Activities, Thinking Skills, and Documentation subjects were focused on; the qualitative research method was generally adopted; teachers were generally chosen as samples; interview form was used as the data collection tool in these studies.

Findings

It was determined through the results of these studies that Reggio Emilia-based practices yield positive results on the development and skills of children and on setting courses theoretically; prospective teachers do not have adequate information but have prejudice about Reggio Emilia approach; Reggio Emilia-styled space design is important for educational programs to achieve their objectives; teachers using Reggio Emilia approach develop different strategies in improving thinking skills of children.

It was also observed in the results of these studies that alternative schools in Turkey display differences compared to the other schools, they are significant, and children going to these schools are more successful in various areas.

Keywords: Reggio Emilia Approach, Alternative Approaches, Pre-School Education

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THE EFFECTS OF INTEGRATING THE HISTORY OF MATH INTO THE LEARNING DOMAIN OF ARITMETIC¹

Gül BAHADIR VAROL (M.A., Turkey)

*Meltem ÇENGEL-SCHOVILLE*² (Assist. Dr, Turkey)

Ersen YAZICI (Assoc. Dr., Turkey)

Problem Statement

Turkey has been part of some international examinations like PISA (Program for International Student Assessment) or TIMSS (Trends in International mathematics and science study) to measure, increase productivity and quality of education system. The results of these examinations give important clues about the missing pieces in our education system (Çelen, Çelik & Seferoğlu, 2011; s.3). It has been discussing widely that why Turkey is placed under average of the test scores (Akyüz ve Pala, 2010; Çelen, Çelik & Seferoğlu 2011; Doğan & Barış, 2010; İnce & Gözütok, 2017; Kılıç, Aslan-Tutak & Ertaş, 2014; Yalçın, 2011).

It can be examined 2003 and 2012 PISA examination which had math predominantly. In 2003 PISA Turkey was 33th in 41 countries; and in 2012 PISA examination Turkey was 44th in 65 countries. Besides, there is an increase at top performing students rates by years (in 2003 5.5%; in 2006 4.2%; in 2009 5.6%; and in 2012 5.9%). There is a general increase in performing by 2006 (Yıldırım, Yıldırım, Yetişir, & Ceylan, 2013). For the last two decades, the lack of high performance in international math examinations has led the focus on improving student math performance. To increase performance, one option is the integration of math history into the teaching of mathematics.

Comprehension of math starts with comprehension of the numbers, so teaching arithmetic with math history at 5th grade may have a great effect on 6th, 7th, and 8th grade number subject. The main purpose of this study is to determine whether the enriched classroom environment, with video supported math history related materials has a significant effect on the academic achievement of students at fifth grade arithmetic learning domain.

Method

It is a semi-experimental design research. The research was carried out as a convenient sampling with two classrooms at a secondary school, fifth grade level, in Kuşadası District of Aydın Province in the 2016- 2017 academic year. There were 24 students in the experimental group, with 26 students in the control group. Eight arithmetic domain related aims have been taught over twenty five hours in five weeks. While the control group followed the Ministry of National Education textbook, the experimental group followed video supported math history integrated into the math curricula. The results of the experimental study used the Numbers Achievement Test (NAT), which was developed by the researcher. The achievement test was applied to both experimental and control groups as pre-test and post-test. Data were analyzed by Kruskal Wallis and Mann Whitney U nonparametric tests through SPSS 17.0.

1 This study is produced from Gül Bahadır Varol's M.A. thesis which is supervised by Dr. Meltem Çengel-Schoville and Dr. Ersen Yazıcı.

2 e-mail: meltemcengel@gmail.com

Findings

According to the findings, there is a significant difference between the pretest scores of the experimental and the control groups. After the experimental process, there was a significant difference between the pre-test and post-test scores of the experimental group, but no significant difference was found between the pre-test and post-test results in the control group. There was no significant difference between the post-test scores of the groups. When the achievement scores of the experimental and the control groups were compared, no significant difference was found between the groups. Although there was a significant difference between the pre-test and post-test scores in the experimental group, this study provides weak evidence supporting the relevant experimental intervention. The effectiveness of math history integrated teaching can be tested on different affective characteristics, in different subject areas and class levels.

Key words: math history, math teaching, teaching numbers, semi-experimental research

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PhET INTERACTIVE SIMULATIONS: VIRTUAL LABORATORY USE IN SCIENCE TEACHING*Dilber POLAT¹* (Kırşehir Ahi Evran University, TURKEY)*Yasemin GÖDEK* (Ministry of Youth and Sports, TURKEY)**Problem statement**

In 1982, Johnstone proposed the Integrated Macro-Micro-Symbolic Approach and explained why science in general, and chemistry in particular, is so difficult to learn (Johnstone, 1982, 1991; Sanchez, 2017). Science requires students to progression from concrete experiences to abstract representations. An expert in chemistry thinks seamlessly between three levels; the macro (the observable level), the sub-micro (the molecular level), and the representational (the symbolic level), However students generally face up with difficulty with science due to visualisation. Experiments helps teachers to make their subject more visual in their teaching however in the schools the lack of time, laboratory and laboratory equipments (Duman & Avci, 2016), inadequacies in human resources (Çinici et al, 2013), limit teachers to do hands-on science experiments. It might be also so dangerous and expensive to carry out some experiments (Ünal & Şeker, 2020).

“Virtual Laboratory”, a kind of laboratory simulator; is a computer program which performs the laboratory studies visually in the computer environment for educational purposes. Many examples of virtual laboratories are frequently used in science education. In these laboratories, students can perform their experiments by following the instructions given to them just like in a real laboratory. One of the important features that distinguishes this type of virtual laboratories from computer aided applications or simulations is the ability to design experiments suitable for many achievements in the field of science and technology (Duman & Avci, 2016).

The PhET Interactive Simulations project designed and developed free interactive simulations for learning topics in science and mathematics for over a decade in the University of Colorado Boulder (<http://phet.colorado.edu>). Interactive science visualizations use multimodal approach which contain mixed methods study combines eye-tracking, oral responses, drawings, algorithmic, and multiple choice questions to help to reveal and overcome students’ difficulties in science (Podolefsky et al, 2010; Hansen et al., 2015; Tasker, 2015)

In Turkey, the use of Virtual Laboratory in university science lessons was suggested by YÖK during the pandemic process. A country that wants to develop cannot be thought without science, and science cannot be thought without a laboratory. Laboratory activities teach students scientific process skills including observation, classification, data collection, explanation and experimenting. Due to the experimental activities, students have the opportunity to test the accuracy of their existing knowledge and beliefs as well as discover new information. The historical roots of technological simulations date back to the end of the 19th century. The version used as teaching technology integration, which we call virtual lab today, has been used effectively since the 1950s in developed countries. Since the 2000s, the interest and quality of Virtual Laboratories is increasing every year.

Method

The main aim of this study is to enable prospective science teachers to gain the skills of using virtual laboratories. It was carried out with the participation of a total of 12 volunteer prospective science teachers

1 Correspond author’s email adress: d.polat218@gmail.com

who are at the third grade. A structured questionnaire form consisting of four open-ended questions was used as a pre-test and a post-test. After the pre-test, 4 sessions and 8 course hours were conducted in a virtual laboratory (8 PhEt experiments). The Holistic Single Case Study design was used. The Criterion Sampling which is one of the purposeful sampling, was used to determine the sample. The data were analyzed by content analysis and the level of agreement between coders was calculated as 0.91 by using the Miles & Huberman (1994) formula.

Findings

Even though the knowledge and skills of pre-service teachers concerning using virtual laboratories were limited prior to the research, they reported that their knowledge and skills increased at the end of the application. At the end of the research, their feelings and thoughts about the process were positive. The interactive simulations were found to be an enjoyable and interesting since it contributed to their professional development. Pre-service teachers stated that, the easiest experiments were in biology, chemistry and then earth science, and at least physics experiments, in order of priority. They stated that such virtual laboratory applications were economic, time-saving, can reach even the most distant schools. They seemed willing to teach their students in the future. Although some pre-service teachers preferred face-to-face training and experiments in real laboratories, there were some preferred the virtual laboratory due to the reasons including explosions, breakage and material consumption, and the chance of endless repetition whenever they want. Considering the results of this research, it might be suggested that virtual laboratories should be included in the science curriculum to be used more widely and effectively during and after the pandemic.

Key words: Virtual Laboratory, Technology integration, pre-service teachers

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A REVIEW OF MASTER'S AND DOCTORAL THESES RELATED TO DIFFERENTIATED INSTRUCTION (2014-2020)

Prof. Dr. Zeliha Nurdan BAYSAL¹ (Marmara Üniversitesi, Atatürk Eğitim Fakültesi, Sınıf Eğitimi Anabilim Dalı, Türkiye)

Göksu KOÇ² (Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, Sınıf Öğretmenliği Yüksek Lisans Öğrencisi, Türkiye)

Eda KAZANCI³ (Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, Sınıf Öğretmenliği Yüksek Lisans Öğrencisi, Türkiye)

Sinan ADANIR⁴ (Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, Sınıf Öğretmenliği Doktora Öğrencisi, Türkiye)

Problem Statement

There are individual differences in educational environments. The social environment in which students come from in a classroom environment vary. These differences are one reason why students' interest in the course has differentiation (Beler, 2010). In summary, the students characteristics differ in many ways, such as personalities, experiences, cognitive abilities, social development and educational aspirations (Gregory and Chapman, 2020). Given these different characteristics of the students, monotype teaching shouldn't be carried out in the classroom.

Differentiated Instruction (DI) according to Tomlinson (2001); It's a planned student-centered teaching approach to students' needs, where process, content and evaluation stages are differentiated according to their interests, needs and readiness. Gaitas and Alves Martins (2016) described DI as a teaching approach characterized as a student-centered teaching strategy that allows students with different learning and needs to benefit.

At the heart of DI; there are many approaches such as social structuring, brain-based learning, learning styles and multi-intelligence theory. The area of close development within social structuring and defined by L. S. Vygotsky expresses the area open to development that the individual will get with the help one will receive from his/her surroundings as well as his own potential. According to Vygostky, the collaborating work of individuals facilitates learning (Avcı and Yüksel, 2018). As another theory that promotes DI, brain-based learning highlights the brain's learning system (Güneş, 2014).

Another of the basic theories of DI, multi-intelligence theory, was proposed by H. Gardner and highlights each person's abilities in different fields. According to Gardner's (1999) research, there are nine areas of intelligence (Avcı and Yüksel, 2018). In addition, learning styles are seen as important in differentiated learning. According to Dunn and Dunn (1978), the learning style consists of at least eighteen substances organized according to four basic stimuli related to a person's ability to assimilate and acquire (Bilasa, 2014).

As a result of the review, the number of studies evaluated in DI is limited. Karadağ (2014) analyzed doctoral dissertations on DI in Turkey and around the world between 2010-2013. There has been no analysis of the studies since 2013. Based on this need, the answer to the question "What is the distribution of graduate theses related to DI in Turkey and around the world between 2014-2020?" was sought. It's thought that this research will contribute to the study in Turkey in terms of revealing the research first place in the future studies on DI.

1 znbaysal@marmara.edu.tr

2 gkskc@hotmail.com

3 edaerdem9186@gmail.com

4 adanirsinan@gmail.com

Methods

This research is a descriptive research. Researches on DI were evaluated on the criteria determined by the researchers. These criteria are determined as the type of study (master's, doctoral thesis), the year it was conducted, its purpose, theme, research type, data collection tools used, working group. In line with these criteria, researches on DI in Turkey and abroad between 2014-2020 were examined. The data obtained were analyzed by descriptive analysis. Descriptive analysis according to Yıldırım & Şimşek (2016); summary and interpretation of the collected data according to the previously determined criteria.

One of the criteria determined when selecting documents is the complete of postgraduate dissertations related to DI in Turkey between 2014-2020, being accessible from the National Thesis Center of the Council of Higher Education (YÖK), having “farklılaştırılmış öğretim” or “differentiated instruction” in its title or keywords. The other is to have completed English postgraduate dissertations related to DI between 2014-2020, to be accessible in the ProQuest Dissertations & Theses Global database and to have a “differentiated instruction” in the title. 145 thesis criteria that suit these criteria were determined by sampling technique and included in the study. Therefore, document analysis technique was used to collect research data. In analyzing the data, categories and codings created by one of the researchers were carried out independently by another researcher.

Findings

When the studies are analyzed, it's seen that master's theses in Turkey are outnumbered by doctoral theses. Studies on DI in Turkey show intensity in 2018-2019. In these studies, the effect of DI on variables such as academic success, attitude, self-sufficiency was investigated. Applied studies based on English, physics, mathematics, science, social studies, physical education courses were conducted between 4-13 weeks. The studies analyzed were conducted with a small number of student groups and the secondary school-high school level. Studies at the primary school level have been found to be scarce.

In English studies, it's seen that doctoral theses are more common than in Turkey. Studies were conducted on the basis of literacy, mathematics, science, and social studies courses. In many of the studies, the working group consisted of teachers and teacher candidates. In addition to small-sample studies, there are also studies with over 500 samples. When the analyses are completed, they will be presented in tables. According to the results, some suggestions will be made for the work to be done in the Turkish literature.

Keywords: Differentiated instruction, doctoral thesis, master's thesis

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EXAMINING INTERACTIVE CONTENTS OF ACTIVITIES ADAPTED FOR INCLUSIVE STUDENTS ACCORDING TO EXPERT OPINIONS

Assist. Prof. Dr. Didem KAYAHAN YÜKSEL¹ (Sivas Cumhuriyet University, Faculty of Education, Turkey)

Assist. Prof. Dr. Fadime İŞÇEN KARASU (Sivas Cumhuriyet University, Faculty of Education Turkey)

Problem Statement

With developments such as positive changes in the attitudes of societies towards Individuals with Special Needs (ISNE), various legal regulations and benefits shown for all stakeholders in research, the inclusion model is spreading dramatically in the world and in Turkey (Sucuoğlu & Kargın, 2006). In the Special Education Services Regulation (MoNE, 2018) in Turkey, this model is defined as “ISNE can interact with other individuals of all types and levels and achieve their educational goals at the highest level by providing support education services to these individuals full or part-time with their peers”. This definition indicates that the needs of ISNE can be met in the best way in inclusive settings, and the way to achieve this is to provide adequate conditions for these individuals. Therefore, one of the issues that should be emphasized for successful inclusive practices is the instructional adaptations to be made to provide adequate conditions for ISNE. Instructional adaptations are differentiating the physical environment, functioning, materials and methods that meets the needs of students in order to ensure their development to the highest level (Kargın, 2013; Sandall & Schwartz, 2008).

Efforts on adaptation of teaching materials at the level of the MoNE have started in order to support the development of inclusive students at all grade levels of primary and secondary schools at the end of last year for the first time in Turkey. In this context, in the last few months, the General Directorate of Special Education and Guidance Services has started to publish activity books adapted for various course achievements for 302,925 students with visual, hearing, autism spectrum disorders, mental or physical disabilities who continue inclusive classrooms (<https://orgm.meb.gov.tr/www/etkilesimli-uyarlanmis-etkinlikleryayinlandi/icerik/1516>). In order to benefit from the textbooks more effectively, the acquisitions of mathematics and life sciences courses were interactively digitalized, and access to these activities was opened interactively on the website of the general directorate on January 7, 2021 (<http://orgm.meb.gov.tr/uyet/>). No research has yet been found regarding the effects of these applications, which have been started more recently by the MoNE. However, it is thought that a research to be conducted for this purpose will be an important step in making the interactive digital activity tools adapted for inclusive students, which are planned to be prepared to cover other courses, to become more qualified. The purpose of this research is to examine the interactive contents of Activities Adapted for Inclusive Students (AAfIS) Mathematics and Life Sciences according to the opinions of the instructors.

Method

This research was designed as a phenomenological research. The interview method, which is frequently used in qualitative research, was used in the study. The participants of the research group are composed of 20 experts in the field of special education and curriculum and instruction. In order to collect data, an expert interview form was developed by the researcher for AAfIS interactive content. In the interview form, there are questions to determine the positive and negative opinions of the participants about AAfIS and their suggestions for this application. The interview form was sent to the field experts online, and they were asked to fill in these

1 didemkayahan@cumhuriyet.edu.tr

forms by examining at least 18 different achievements from AAfIS 's interactive contents (in terms of scientific content, language and expression, visual layout, design, considering the disability type and characteristics of the mainstreaming student, feedback-correction, hint, rewarding, etc.). The data collection process of the research was completed in 15 days. The data obtained from expert interviews were subjected to descriptive analysis using MAXQDA 18 qualitative data analysis program. The research findings were presented in the company of tables, figures, code maps and by directly giving citations from participants' expressions. In order to ensure the validity and reliability of the study, the data were processed by two different researchers who had experience in qualitative research and a consistency analysis was carried out. In addition, the validity and reliability were strengthened by making detailed descriptions and direct citations to participant expressions.

Findings

According to the findings obtained from the research, experts generally find the application of AAfIS useful. Being a special application for mainstreaming students and presenting the content with visuals are among the features that experts find positive. However, the lack of appropriate adaptations for the needs of students with special needs and the type of disability was considered a limitation. According to expert opinions, another limitation of the application is that it provides insufficient feedback and reinforcement and there is no clue. In addition, the lack of instructions for the user and the practitioner (parent-teacher) was considered as a negative feature. Experts suggested that the AAfIS program should be made for other courses and voice instructions should be added to the system. In addition, the participants suggested correcting systemic errors. As a result, the participants stated that the interactive contents of AAfIS, which were found useful in terms of making an effort for mainstreaming students, should be developed.

Keywords: inclusive student, adapted activity, special education.

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NEW TRENDS TOWARDS THE DIGITAL AGE IN VOCATIONAL AND TECHNICAL EDUCATION AND EFFECTS ON CURRICULUMS

Abdulkadir KURT¹ (Res. Asst., Akdeniz University, Faculty of Education, Curriculum and Instruction, Antalya-Turkey)

Erdoğan KÖSE (Prof. Dr., Akdeniz University, Faculty of Education, Turkey)

Problem Statement

The purpose of this study is to analyse the changes and different approaches in the area of vocational and technical education by revealing the potentials and challenges of digitization. Since 1999, the global changes have been addressed by the different world dynamics that include a changing human development paradigm, demographic changes, labor market changes, technology development, globalization of economies, and new demands on education systems requiring different policies and performances (Galguera, 2018). According to the World Economic Forum (2016), approximately 65 per cent of today's children will work in jobs that do not yet exist, jobs that will require a new suite of technical and soft skills. Rapid advancements in technology are largely responsible for this shifting landscape (Kanwar, Balasubramanian and Carr, 2019). It is observed that in the majority of industries, products, processes and services are undergoing constant change, and new occupations are emerging. It is also stated that in a modern labor market with permanent innovations and the requirement for lifelong learning, the ability to self-learn in a team approach is equally or even more important than having a broad range of technical and vocational know-how learned from theoretical coursework and imitation of skills by learners (ILO, 2010). Therefore, it is stated that there is a need for qualified labour force that has a significant degree of production, Research & Development and innovation competencies in order to compete in the global life and market area that lives in the age of production and technology. However, vocational training institutions themselves are also affected by digital change and must make the best possible use of the potential of new technologies (Wuttke, Seifried ve Niegemann, 2020). So, VET training systems in this twenty-first century must be able to adapt to the global transformations, which include an ongoing technological revolution and these revolutions must have take place in the curriculums.

Method

Document analysis which is one of the qualitative methods is used as a research method in this study. Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2008; see also Rapley, 2007). They include advertisements; agendas, attendance registers, and minutes of meetings; manuals; background papers; books and brochures; diaries and journals; event programs (i.e., printed outlines); letters and memoranda; maps and charts; newspapers, press releases, program proposals, application forms, and summaries; radio and television program scripts; organisational or institutional reports; survey data; and various public records.

1 Responsible author: abdulkadirkurt@akdeniz.edu.tr

Findings

It becomes apparent that the approaches are diverse and include many different aspects. However, the contributions also make clear that the trend towards digitization increasingly requires an alignment of learning objectives (which competences should be promoted?), instruction (how can these competences be promoted?), and assessment (how can these competences be assessed?).

After the invention of the World Wide Web in 1990 and its unforeseen advancement, which penetrated almost all aspects of society computer-based trainings (CBT) became at first just web-based trainings (WBT). However, new information and communication technologies soon promoted the ideas of intelligent tutoring systems (ITS), simulation systems and serious games, virtual (VR), augmented (AR) and mixed reality (MR) in the education sector. With the emergence of truly mobile devices, such as smartphones and tablet computers, mobile learning could take off after a somewhat bumpy start with notebooks at the beginning of this century.

The really new ways to use simulated experiences for instruction are via Augmented Reality (AR), Virtual Reality (VR) and Mixed Reality (MR), especially for vocational education and training in technical and medical domains. The challenge here is on the one hand the amount of authenticity—a technical problem—and the instructional design of valid learning tasks and exercises on the other including the quality of the feedback for the individual learners. Individualisation means adaptivity and requires interactivity. It is seen that the needs for vocational education around the world are enormous because of the changes occurring in the world of work. And since, Vocational and Technical Education is concerned with the preparation of learners for employment, providing them with knowledge, skills and attitudes desirable in the world of work. It would be logical to state that vocational education must include technology deeply as the working world already is ruled by developing technology and hence should include training in the applications on this technology as a part of the vocational education. So, the contents and materials should be designed on using technology effectively and enhance the curriculum to enable learners to become successful learners, confident and qualitative individuals in the area of VET.

Keywords: Curriculum, Digital Age, Trends, Vocational and technical education

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AN EXAMINATION ON THE DEFENSE OF SOCRATES IN TERMS OF EDUCATIONAL INDICATORS

Sercan ÇELİK¹ (Muğla Sıtkı Koçman University, Turkey)

Necdet AYKAÇ² (Muğla Sıtkı Koçman University, Turkey)

Problem statement

The Defense of Socrates is a work written by Platon, which is about Socrates defense himself during court. This defending can be seen as a defense which a critical thinking teacher is tried by a court.

Werner Jaeger (1943 cited in Aydın, 2008) stated that “Socrates is seen as the greatest teacher of European history; however, we do not know what he really thinks, nor whether he has a theory about teaching methods”. Perhaps this is due to the fact that Socrates did not write because most of the information obtained about Socrates was through his students. This means that we learn Socrates from others and we also missed or failed to clarify many things about Socrates. However it is the common point that Socrates prefers to talk face to face in any environment, tries to inform them by testing an measuring with his own method (Aslan, 2008; Cevizci, 2018). In other words, Socrates was giving birth to the truth from someone else’s soul by performing his mother’s profession (Vorlander, 2004). According to Weber (1998) “*Nobody has ever been a better teacher than him. He has performed his art, which he enjoys resembling his mother’s, in public squares, promenades, workshops wherever he faces a clever face.*” “Maybe one of the places he performs is the courtroom. Could Socrates, who used every field he found as a school, give his most comprehensive teaching at the court during this trial process? This question is the starting point of this study. Did Socrates try to defend himself, or did he try to teach or remind the self-accusers and the Athenian people about subjects such as virtue, goodness, justice, modesty, scholarship, morality, existence and nonexistence, courage, the search for meaning, and religion? What does it mean for Melatus to address the people of Athens as a teacher rather than an unjustly accused person after he said to Melatus, “And now you took me to the court, which is not a place of teaching, but a place of punishment” (Plato, 1998).

This study aims to reveal the educational indicators in *The Defense of Socrates* by focusing on the teachings of Socrates during the trial process in general. *The Defense of Socrates*, the teacher of Athens, who turned the city of Athens into a school, was examined in terms of educational indicators.

Method

This research is patterned by the situation study, which is one of the qualitative research patterns, as it is carried out to reveal educational indicators in *The Defense of Socrates*. The “real situation” (Stake, 1995) approach was also adopted from the situation studies. In this approach, the researcher tries to identify a specific situation to better understand a situation or determine what the event is (Fraenkel & Wallen, 2006). The data source of the study is *the work The Defense of Socrates*. The data in the study is limited to the content of this book. In the study, the data were collected by document review. Document review includes the analysis of written materials containing information about the phenomenon or events aimed to be investigated (Yıldırım

1 Postgraduate student, sercancelik4825@gmail.com

2 Associate professor, necdetaykac@mu.edu.tr

& Şimşek, 2016). The data was examined by descriptive analysis by in *The Defense of Socrates*, which is the data source of the study.

Findings

As a result of this study, it was seen that Socrates gave most of the evidences about life through education. Socrates explains the proof of the eternity of the soul to the existence of knowledge. If a person has innate knowledge, his soul has lived before. In fact, knowledge is also considered a proof of existence here. He also stated that the only purpose of himself and human beings is to seek this knowledge. Another point that needs to be emphasized is that the soul does not take anything but education and training. Then, the most important things that a person should receive throughout her life are education and training.

It is seen that basic human values are widely included in this work called The Defense of Socrates. Good, evil, justice, injustice, death, virtue, morality, etc. topics came to the fore in dialogues and these concepts were discussed. Discussion of these is extremely important in terms of education and education of individuals. In the light of this information, raising a virtuous individual is one of the aims of education. Socrates taught those around him by asking questions and seeking answers. In a way, he enabled them to access information with the logical propositions he presented. In this way, he wanted to realize the learning by trying to ensure the formation of stability in thought.

Key words: The Defense of Socrates, Educational Indicators, Teacher.

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INVESTIGATION OF TURKISH EXAM PAPERS IN TERMS OF ORIGINALITY, TYPE AND COGNITIVE LEVEL

Tuğba ACAR ERDOL¹ (Ordu University, Turkey)

Emel BAYRAK ÖZMUTLU (Ordu University, Turkey)

Çiğdem AKIN ARIKAN (Ordu University, Turkey)

Pınar KANIK UYSAL (Ordu University, Turkey)

Problem Statement

Students in Turkey were observed to experience problems with answering reading comprehension questions requiring the use of higher-order cognitive skills (Bozkurt, 2016). This situation is reflected in the most recent PISA exam results. According to 2018 data, the rate of students in Turkey at 2nd competence level or lower in the reading skills area was 73.9% (MEB, 2019a). In the Monitoring and Evaluating Academic Skills (ABİDE) exam performed in Turkey, similar results to the PISA exams were obtained. On the Turkish test in the exam, nearly 25% of students were at below basic and basic level, 41% were at moderate level, 26% were at upper moderate level and only 7.2% were at advanced level (MEB, 2019b). There are many variables which affect results obtained on exams. One of the most important variables affecting this process is the questions asked by teachers during the instructional process. Development of reading skills is one of the basic responsibilities of all branch teachers, led by primary school teachers. The greatest share of this responsibility falls to Turkish teachers due to the known emphasis that students who are not successful in Turkish lessons cannot be successful in other lessons. The degree of adequacy of Turkish teachers in using different and original question types and asking questions involving higher-order thinking skills is not known and this situation appears to need research. Based on this need, the aim of this research is to investigate the questions included on the 8th grade Turkish 1st exam papers in the fall semester of the 2019-2020 academic year. With this aim, answers to the following questions were sought:

1. What are the similarity rates for questions on the Turkish exam?
2. What are the types of questions on the Turkish exam?
3. What is the distribution of questions on the Turkish exam according to cognitive process dimensions in the Revised Bloom Taxonomy?
4. What is the distribution of questions on the Turkish exam according to higher-order cognitive level?

Method

This research used the document analysis method, one of the qualitative research methods. Data in the research were obtained with the document analysis method and documents comprised 1st exam papers for Turkish lessons in eighth class. The population of the research comprised the exam papers prepared by Turkish teachers employed in middle schools in a province with moderate size in Turkey. When determining the research sample, the maximum diversity sampling method was used from the targeted sampling methods. To ensure maximum diversity within the scope of the research, samples of test papers were obtained from schools with different levels (low, moderate and high success levels), from different counties (17 counties in the province) and different school types (middle school, imam hatip middle school). Middle schools included

1 tubaacarerdol@gmail.com

within the scope of the research were divided into three levels as low, moderate and high according to High School Entrance Exam Turkish test success in the 2018-2019 educational year in line with information obtained from the Provincial Directorate of National Education. Later, considering this classification, schools from every level were carefully chosen from the counties and school types and a total of 54 schools were included in the sample. Four of these schools had exactly the same exam papers, so three exam papers were excluded from the study and 51 schools were included in the sample. The scope of the research only investigated the 1st exam papers. The reason for this is that teachers include different types of questions on the 1st exam paper, while they choose multiple choice questions for the 2nd exam paper.

Data analysis about the first aim in the research used the Turnitin program. Analysis of reports obtained from this program used a four-category system to investigate the exam papers. Analysis for the second aim used frequency and percentage data, while analysis for the third aim was performed in line with the RBT cognitive process dimensions. Analysis for the fourth aim included the RBT remember stage as lower cognitive level, the understand and apply stages as moderate cognitive level and the analyze, evaluate and create stages as higher-order cognitive level (Moodley, 2013). A total of 747 questions were analyzed. Analysis of the third and fourth questions used frequency and percentage.

Findings

The research findings observed varying similarity rates from 11-91% for Turkish exam papers. The similarity rates for the investigated exam papers were 17.7% ($f=9$) 4th level, 37.3% ($f=19$) 3rd level, 31.4% ($f=16$) 2nd level and 13.7% ($f=7$) 1st level similarity. When determining similarity rates, internet web sites used by Turkish teachers were identified and it appeared a total of 174 internet web sites were used. It was identified that questions from these web sites were transferred to the exam papers exactly without any changes. The web sites with highest use for exam papers were observed to be “dershanem.net (86%), türkceci.net (86%), bilimkoleji.com.tr (82%), kaymakam özgürinan (73%), egitimaski.com (72%), dilbilgisi.net (52%), harbiforum.net (43%) and simbiyoz.net (41%)”. When the question types on Turkish exam papers are investigated, 24.4% ($f=182$) were open-ended, 51.9% ($f=388$) were multiple choice, 2.5% ($f=19$) were right-wrong, 19.4% ($f=145$) were short answer and 1.7% ($f=13$) were matching items. When the distribution of questions in line with RBT cognitive stages is investigated, 12.9% ($f=96$) were remember, 78.4% ($f=586$) were understand, 7.9% ($f=59$) were apply, 0.5% ($f=4$) were analyze, and 0.3% ($f=2$) were create stages. There was no study from the evaluate stage. When questions are investigated in terms of cognitive level, it was documented that 12.9% ($f=96$) were lower-order, 86.3% ($f=645$) were moderate and 0.8% ($f=6$) were at higher-order cognitive level.

Keywords: Higher-order questions, Revised Bloom Taxonomy, question types, similarity rates of questions, Turkish questions.

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THE ATTITUDE OF THE TECHNOLOGY AND DESIGN TEACHERS TO MEASUREMENT AND EVALUATION

Songül BERİLGİN¹ (Kırşehir Ahi Evran University, Graduate student at the Institute of Social Sciences, Turkey)

Prof. Dr. Mehmet TAŞDEMİR (Kırşehir Ahi Evran University, Turkey)

Problem Statement

It is required to keep up with technology to provide needs of age in today's World (Şeker, et.al. 2012:2). Thanks to the relationship between technology and design, social progress is also provided while responding the needs of the society (Akbulut & Güroğlu, 2014:251). The technology saves time, place, product and labor by making something that needs to be done faster, more economical and more useful. Design is on the other hand, an outline offering direction and measuring production (Yalçın, 2007: 2). Many teachers respond to many requirements by making extra efforts, use the available data in the education, support increasing demands continuously, and improve student performance by providing quality training (Chapman, 2008:4). For this reason, teachers have the most important role applied education and training works achieving to goal in these days. In addition to, by adopting configuration training approach in Turkey, within redefining teachers' features should have done, teachers are identified people who are responsible for many activities organizing educational environment until implementation and evaluation of the program (Tezci, 2019:409).

Detecting successes and failures on application will be an important guide, in monitoring next process steps, to know how much progress has been made by which students (Turgut, 1995:1). It is not possible to curricula and related assessment and evaluation processes to be "suitable for everyone", "valid and standard for all". At this point, a fundamental expectation from the teachers is authenticity and creativity. In the program "Training in Technology and Design" is emphasized that deciding selected measurement tools, first-class pedagogical and educational practices are responsible for the original and creative ideas of the teacher (MEB, 2018:7). In the literature review made on the subject though, it is seen that majority of the studies on the technology and design subject are evaluation of the curriculum and the examination of teachers' attitudes, opinions and suggestions towards the program, but no research is done on teachers' attitudes towards assessment and evaluation. This study is original both study group and as a method. Therefore this study will be contributed on education science and teacher education.

In this context, it will be tried to determine whether the attitudes of technology and design teachers towards measurement and evaluation differ significantly according to "*age, gender, marital status, professional seniority, graduated program, place of duty and level of attendance at in-service courses*".

Method

Scanning model will be used in the research. The working group (n: About 100 teachers) of the research consists of technology and design teachers working in Konya and its districts. While creating the sample, the technique of maximum diversity was taken into consideration and it was tried to reach technology and design teachers working in different districts. The data in the research will be collected through the "*Measurement and Evaluation Attitude Scale for Teachers*" developed by Tezci (2019). Permission to use was obtained from

1 songulberilgen42@gmail.com

the owner of the scale. The scale consists of 22 items in 4 dimensions. These dimensions are named as “Paying Importance, Being Effective, Developing Negative Emotion and Experience”. Reliability values for sub-dimensions were found between 0.723 and 0.916. And As a result of the Explanatory Factor Analysis (EFA) analysis, a structure of 22 items with four factors was reached. These findings show that the scale created is capable of measuring “teachers’ assessment and evaluation attitude levels” under four factors. The scale consists of five-point Likert type positive and negative items. In addition, necessary permissions were obtained from the relevant Provincial Directorate of National Education. It will be assumed that the technology and design teachers have gave sincere answers to this questionnaire and the survey reflects their true views and opinions. In the analysis of data, relational statistics, independent samples t test and one-way analysis of variance (ANOVA) will be used. The research data are limited with the teachers working in Konya province in the 2020-2021 academic year and the opinions of these teachers on the items of the scale.

Findings

There are many studies in the literature on what qualifications and competencies teachers should have and their status of having these dimensions. With this study, it will be tried to determine teachers’ attitudes towards measurement and evaluation, which is an important dimension of their competence. In the findings of the research, it is expected that technology design teachers’ attitudes towards measurement and evaluation will be at a high level (4: Agree or 5:Totally agree level). However, the situation regarding the actual level of expectation should be supported by research findings. In this study, it will be tried to determine whether the technology and design teachers’ attitudes towards measurement and evaluation differ significantly according to “age, gender, marital status, professional seniority, and graduated program, place of duty and attendance level to in-service courses”. Opinions and suggestions will be made according to the research results.

Keywords: Technology Design Teacher, Measurement and Evaluation, Attitude

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TEACHER CANDIDATES' PERCEPTIONS ABOUT MEASUREMENT AND ASSESSMENT IN EMERGENCY REMOTE EDUCATION

Dr. Mehmet Eroğlu¹ (Firat University, Turkey)

Problem statement

Undoubtedly, one of the areas most affected by the Covid-19 pandemic that emerged in late 2019 is education. Also COVID-19 is the greatest challenge that national education systems have ever faced last 50 years (Crawford et. al., 2020). Face-to-face education at all levels from pre-primary to higher education has been suspended in about 200 countries due to Covid-19 pandemic (Setiawan, 2020). In order to meet the educational needs of millions of students during the pandemic process, distance education has been rapidly practiced. Since there was an unprepared transition to distance education, distance education during the pandemic was called Emergency Remote Education (ERE) (Bozkurt, et al., 2020). The ERE has been maintained at Turkey since March 2020. Although ERE makes important contributions to the continuity of education, it is discussed in terms of the quality of education. Problems such as insufficiency of the infrastructure of distance education, low student participation, insufficient feedback, inadequacy of teachers are emphasized in the studies (Can, 2020; Çakın, & Akyavuz, 2020; Garbe et al., 2020; Yurtbakan, & Akyıldız). However, it has been determined that there are no studies regarding measurement and assessment in the ERE process. However, measurement and assessment can be problematic even in a planned distance education process. It is inevitable that there will be problems regarding measurement and assessment in the ERE process. In addition, measurement and assessment show the quality of the teaching-learning process. For this reason, it was very important to determine the current situation of measurement and assessment in the ERE process in order to determine the quality of the ERE process. In this context, it was aimed to determine the opinions of teacher candidates on measurement and assessment in the ERE process.

Method

The survey model was used in the research. The sample of the research consisted of 381 teacher candidates attending Firat University Faculty of Education in the 2020-2021 academic year. The sample was chosen because it is thought that the distance education infrastructures of the universities are more developed and the pre-service teachers' knowledge and awareness of measurement and assessment is higher. A questionnaire called "Measurement and Assessment in ERE" was developed by the researcher to collect research data. Research data was collected via google form. Participation in the study was on a voluntary basis. Therefore, the questionnaire included an informed voluntary consent form for the participants. Descriptive statistics (mean, standard deviation), t test and Anova test was used in the analysis of the data. Before the analyzes are carried out, it was checked whether the data met the prerequisites of the analyzes to be made.

1 mehmeteroğlu@firat.edu.tr

Findings

The results of the research showed that the multiple-choice exam was both the most experienced and the most preferred type of measurement and assessment by teacher candidates in ERE. The Mean of the items on alternative measurement and assessment in ERE process varied between M=2.61 and M=3.48. While the mean of the item on the motivation of the measurement and assessment in the ERE process was 2.98, the mean of the item related to the worry of the student during the measurement and assessment process in ERE was M= 3.72. The mean of the item in ERE indicating that measurement and assessment requires students to work more was M= 3.66. The mean of the items related to systemic problems in measurement and assessment in ERE was 3.74.

The research results indicated that the validity and reliability of measurement and assessment in the ERE process was not at the expected level. It also showed that alternative measurement and assessment that takes individual differences into account in the ERE process was not sufficiently done. It was understood that the measurement and assessment made during the ERE process was not motivate the students enough and increased their exam anxiety.

Key words: Emergency remote education, distance education, measurement and assessment, Covid-19 Pandemic.

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A COMPARISON of CANONICAL CORRELATION ANALYSIS and STRUCTURAL EQUATION MODELING on STUDENTS' FOREIGN LANGUAGE ACADEMIC SUCCESS SCORES

Asst. Prof. Dr. Recep GÜR¹ (Erzincan Binali Yıldırım University, Turkey)

Problem Statement

Canonical correlation analysis (CCA) is a generalization of Pearson correlation analysis. CCA is a multivariate method developed by Hotelling (1936) that examines the relationships between two sets of variables consisting of many variables. (CCA) is one of the multivariate statistical analysis techniques that reveals the degree of the relationship between the cluster formed by independent variables and the cluster formed by dependent variables (Tekin, 1993). The purpose of CCA is to analyze the relationships between two sets of variables by trying to find the maximum correlations between the linear functions of the mentioned variable set. Knapp (1978, p.410) indicates that *“virtually all of the commonly encountered parametric tests of significance can be treated as special cases of canonical correlation analysis”*.

Structural equation modeling (SEM) was developed by Sewell Wright in 1918 (Hair, 1998). SEM is statistical modeling technique that allows to examine latent structures through observed variables and includes many statistical techniques (Kline, 2011). SEM, beyond an ordinary regression model, is a model that can examine together the hypothetical latent structures of observed variables as well as multiple independent and dependent variables (Savalei, and Bentler, 2007).

SEM can be used widely to test the causal relationships between the latent variable and the observed variables. In addition to taking errors into the model, SEM deals with both the indirect and direct effects of variables contained in a given model. Therefore, it enables the testing, estimation and development of multivariate complex models (Bollen, and Curran, 2006).

The SEM is called an extension of CCA as well as different statistical techniques such as factor analysis and multiple regression (Hox, and Bechger, 1998). SEM includes CCA as it includes many dependent and independent variables (Tabachnick, and Fidell, 2007). In cases where very complex and multidimensional relationship analysis is encountered, CCA method, such as the SEM, is a method that can be used (Albayrak, 2006). SEM is that they take into account the measurement errors in the observed variable (dependent and independent) in the model. In addition, in SEM observed variables are loaded on latent variables instead of loading on any factor/-s.

The aim of this study is to evaluate the findings by comparing the canonical correlation analysis and structural equation modeling methods in practice in order to reveal the relationships between the academic success of undergraduate students in foreign language courses.

Method

This study is a theoretical research in terms of method comparison. Theoretical research basically aims to reveal the relationships, differences and similarities of theories (Karasar, 2014). The data of the students who took courses from First Class Fall Term to final class Spring Term in the Tourism Faculty of a public university in

1 Correspond author's email adress: verianalizirehberi@gmail.com

Turkey were examined. When the missing data were removed, it was determined that there were students who took the graded courses from General English and Professional English respectively. After removing the missing data and 10 univariate outliers ($-3 < z < 3$) and 2 multivariate extreme value it is seen that the study group consists of 188 students who took General English I, II, III, IV, V and VI; Professional English I, II courses respectively. The data related to the students' General English I, II, III, IV, V, VI and Professional English I and II academic success scores from 2013 fall term to 2014 spring term have been obtained from Registrar's Office of a public university in Turkey. In order to analyze data, both Canonical Correlation Analysis and Structural Equation Modeling were employed.

Findings

As a result of the canonical correlation analysis, .64 canonical relationship was found between the "v1 canonical variable" calculated for the academic achievement scores (set-1) of undergraduate students in General English courses and the "w1 canonical variable" calculated for the academic achievement scores (set-2) in Professional English courses (Wilks' Lambda .58; $df=12$; $p<.05$; $=.41$). Canonical loads give a simple correlation between each original variable and its canonical variable (Albayrak, 2006). It is also called factor structures or structural correlations (Hair et al., 1998). When canonical loads regarding both independent (v1 for Set-1) and dependent variables (w1 for Set-2), the formation of canonical variables v1 and w1 the most important contributing variables are the .78 level of General English -IV and the academic achievements of .97 level Professional English-II.

The fit indexes of the structural equation model established for the undergraduate students' academic success in General English and Professional English courses have generally perfect indexes ($\chi^2/df = 2.04$, $RMSEA=.074$, $CFI=.965$, $TLI=.949$, $SRMR=.049$). The factor load values were over .30, and it was concluded that the highest factor load among General English lessons was General English-III (.83), and the highest factor load among Vocational English lessons was Occupational English-II (.88).

Keywords: Canonical Correlation, Structural Equation Modeling

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DEVELOPING COUNSELING TEACHERS' FIFTH GRADE ADAPTATION PROGRAM AWARENESS THROUGH CREATIVE DRAMA*

Fatma TURAN² (Başkavak İlkokulu Mardin, Turkey)

Problem statement

In this study, it was aimed to develop the awareness of guidance and psychological counseling students about the adaptation program to be applied in the fifth grade with creative drama. In accordance with the reforms made in the Turkish education system and the decisions taken at the 18th National Education Council, the 4 + 4 + 4 education system was introduced in the 2012-2013 academic year (Demir, Doğan and Pinar, 2013).

The radical change in the system mostly affected 5th grade students. Students continue their education in a new school, where they leave the school they studied for 4 years and meet new friends and new teachers. This situation brought students, parents and teachers in a state like adaptation problems.

Adaptation; these are the activities carried out to help newcomers to an institution to move more easily from their previous environment to the new environment (Sevim&Yalçın, 2006).

By means of regulations, MEB, 2014 stipulates that the adaptation of the school studies for new students should be carried out especially through counselors. In this approach, it was aimed to provide systematic and programmed guidance services in order to facilitate and support children to fulfill their developmental tasks successfully (Aydın, 2007; Kaya, 2009; Yeşilyaprak, 2003).

Creative drama is one of the best methods that counselors can use to solve the problem of students' adaptation. It is a journey from fictional life to real life in creative drama works. Participants are allowed to question the experiences they will create with the fiction they will make in a journey, in like processes (Ataman, 2011). One of the important features of the creative drama is that it is a process based on people's lives and that it offers a living educational environment to its participants (San, 1995). By means of creative drama, participants experience various dramatic processes in which they are at the center. The participant, who assumes various roles in this process, knows and perceives himself and his environment better and develops various predictions (Adıgüzel, 2010).

By means of creative drama, students get used to their friends, teachers, school and lessons more easily.

Method

In this study, although pre-post test experimental research design without control group was used, research data were collected quantitatively and qualitatively.

A 5-Likert-type 43-item data collection tool has been developed in order to get the opinions of the students of the guidance and psychological counseling department on how to do the orientation training in secondary schools. This form, in which the expert opinions were deemed sufficient, was used as a pre and posttest, and the written items based on the achievements of each workshop were transformed into a new form and applied again at the end of the workshop, thus monitoring the workshops was evaluated.

* This work is produced from the Graduation Project, Contemporary Drama Community, Creative Drama Instructor / Leadership Program.

1 fatma.33trn@gmail.com

Opinions of the students were taken in written at the end of the 2nd, 4th and 6th workshops in order to support the quantitative data obtained from the quantitative data collection tool. Besides, when all the participants were completed, the opinions of the participants on the effect of the studies were received by letter.

Findings

The frequency and percentages of the data obtained from 43 items of the interview form, including the achievements of all the workshops and the characteristics of the adaptation program, were determined. In the findings, explanations were given by making comments on the frequency and percentages. “Wilcoxon Signed Ranks Test” was used in the comparison of the data obtained from the pre and post application of the opinion form, since the distribution did not show a normal distribution. In comparison, it was determined whether the difference between the scores obtained from the two applications was statistically significant at the 0.05 level.

The written evaluations of the participants at the end of the workshops and their opinions received by writing a letter at the end of all the studies were analyzed. With this analysis, the frequency and percentages of the opinions were taken and digitized. The findings obtained from the qualitative data obtained through letter printing were given under a separate title. Qualitative data obtained from the same source in different ways were interpreted together with the findings and the findings were supported by taking the expressions of the participants exactly.

Activities, “5th grade Orientation Programme” applied through creative drama has been revealed that the activities cause a positive difference in the students’ pre-test and post-test opinions. According to this difference, which was found significant in favor of the post-test, it was determined that creative drama activities significantly increased the awareness level of the participants on the adaptation of the program.

According to the qualitative findings obtained at the end of the study, it has been determined that “5th grade Orientation Program” activities make the participants happy, entertaining, and contribute to their professional and personal development and their learning about the orientation program. In addition, at the end of this process, according to the students’ point of view, it was revealed that students’ characteristics such as communication, empathy, friendship, self-confidence were also improved.

Keywords: Adaptation, Adaptation program, Orientation training, Creative drama

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DETERMINING STEM CAREER INTERESTS OF SECONDARY SCHOOL STUDENTS*Nuriye SEMERCİ¹* (Bartın University, Turkey)*Ceyda ÖZÇELİK²* (Bartın University, Turkey)**Problem Statement**

Scientific and technological developments occurring in today's world cause the formation of complex and versatile areas. These areas consist of multiple components of interest to real-life problems that bring with it the need for different skills and knowledge (Yıldız, 2017: 321). In this direction, a qualified education approach was needed to raise individuals with 21st century skills (Akgündüz et al. 2015). STEM (Science, Technology, Engineering, Mathematics) educational approach, interdisciplinary interaction my foundation to receive, integrate the different areas of research, questioning skills, such as creativity to individuals It has become a preferred approach due to reasons such as targeting to gain employment (Bybee, 2010). In many countries around the world, it is seen that students' interest in science, mathematics, technology and engineering fields has decreased. In addition, the number of higher education preferences in STEM fields is decreasing. The number of graduates with STEM skills is gradually decreasing. For these reasons, countries have started to worry about the future economically (Tarkin-Çelikkıran & Aydın-Günbatır, 2017). The ratio of students who prefer STEM fields in higher education in our country is below the OECD average. STEM professions in the future will lead to ranking countries, it is observed that Turkey ranked last (OECD Education at a Glance, 2017). The development of interest and curiosity in STEM professions will be possible with studies starting from an early age (Ergün, 2019). In this context, it is important to determine the interest levels of students in STEM fields in the secondary school period when the foundations of job selection are laid (Gottfredson, 2002). The purpose of these three exercises is to determine the interest levels of middle school students in STEM professions. For this purpose, answers to the following questions were sought.

- Do secondary school students' levels of interest in STEM professions differ in terms of gender?
- Do secondary school students' levels of interest in STEM professions differ in terms of grade level?
- Do secondary school students' levels of interest towards STEM professions differ in terms of mother profession?

Method

In the present study, a survey method was used (Karasar, 2003). The universe of the study consists of secondary school students at the 6th, 7th and 8th grades studying in Bartın in the 2019-2020 academic year. The sample consisted of 979 students (482 girls, 497 boys) selected from this population. In determining the sample, the maximum diversity sampling, one of the non-random sampling methods, was used. Participants were selected from 11 schools, four in Bartın city center, four in the villages of the city center and three in Bartın districts. The 'your future ' section in the attitude towards STEM questionnaire' developed by Friday Institute (2012) was used as the data collection tool. This section includes professions in mathematics, science, engineering and technology and their explanations. This part of the questionnaire related to professions is a 4-point Likert type consisting of 12 items. These substances; definitely not interested (1), not interested (2),

1 ceydakara1@gmail.com

2 nsemerci@bartin.edu.tr

interested (3), definitely not interested (4). The reliability coefficient of the questionnaire applied by Faber, Unfried, Wiebe, Corn, Townsend, and Collins (2013) on approximately 10,000 students was found to be 0.83 and above. In the adaptation study to Turkish by Özdemir (2018), it was seen that the reliability value was above 0.66.

The data collected with the measurement tool were analyzed with the Statistical Package for the Social Sciences (SPSS) 20.0 package program. According to Levene F Test results, Mann Whitney U-Test was used for gender variables in independent measurements where variances did not show homogeneous distribution. Kruskal Wallis test was used for maternal occupation and grade level variables. Independent groups t-test was performed for the gender variable in independent measurements in which variances showed homogeneous distribution. One-way analysis of variance (ANOVA) was used for maternal occupation and grade level variables. Scheffe and LSD tests were used to determine which groups favor the significant differences between groups (Büyüköztürk, 2003: 149)

Findings

There was a statistically significant difference in the interest levels of students in STEM careers. Veterinary ($t_{(977)} = 3.348$, $p < .05$), medicine ($t_{(977)} = 5.602$, $p < .05$) and medical sciences ($t_{(977)} = 4.735$, $p < .05$). According to the grade level variable, statistically veterinary ($F = 4.032$, $p < .05$), mathematics ($F = 5.610$, $p < .05$), earth science ($F = 3.422$, $p < .05$), environmental study ($X^2 = 11.939$, $P < .05$), biology and zoology ($X^2 = 8.484$, $p < .05$), chemistry ($X^2 = 11.311$, $p < .05$) were found to be significantly different.

Keywords: STEM, career interest, secondary school students.

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THE DRAMA / CREATIVE DRAMA ACTIVITIES USED IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

Hurde Zeynep YAĞCI¹ (English Teacher – Ministry of Education - Graduate Student Education Programs and Teaching Sakarya University)

Assoc. Prof. Dr. Ömer Faruk VURAL (Faculty of Education Sakarya University)

Assist. Prof. Dr. Subhan EKŞİOĞLU (Faculty of Education Sakarya University)

Problem Statement

İlkhan (1999) describes the importance of foreign language learning as developing the society and maintaining the international communication. A lot of different approaches and various techniques are used in foreign language teaching (Celce-Murcia, 1991; Fernando, 1995). The action oriented approach is emphasized in effective language teaching in English lesson curriculums in Turkey since 2013 (MEB, 2013). Thus, drama has an importance in language teaching. More various drama activities are obviously needed in foreign language teaching. Adıgüzel (2019) describes the drama in education as impersonation process lead by a leader or a teacher by using different techniques in a certain place. Soyer (2016) and Zalta (2006) states the development in students' learning process by emphasizing the advantages of drama activities. Demirel (2020) states different activities like strange news, morning dream etc. in his book. Consequently, the research's problems are determined like; What are the drama/ creative activities? How can these activities be adopted to English language teaching and affect children' learning process/ individual development?. It is aimed to gather the creative drama or drama activities from different sources and show the teachers various ways and advantages of using drama activities in foreign language teaching with given examples by the researcher.

Method

This research is a qualitative research, a case study. Interwoven case study design, criterion sampling and document analysis are used in it (Karasar, 2015; Gündoğdu & Eken, 2020). The sources about language teaching with drama written in Turkish and English are chosen as research population. The ones mentioning the drama and creative drama activities with applicable examples are chosen as research sample. A review of literature is done. The datas are collected via YÖK National Thesis Centre and search engines like Google Scholar, Turcademy, Ebsco in terms of Sakarya University online library elaborately. Two essays and three books are scanned. The resources are Drama in Foreign Language Teaching and Its Effect on Speaking Arabic (Karaca, 2016), Drama and Teaching English (Doğan & Balbay, 2018), Teaching Foreign Language & Language Passport & Language File & Language Biography (Demirel, 2020), Creative Drama in Education (Adıgüzel, 2019), Drama in Education & Theoretical Bases and Implementation Examples (Çalışkan & Karadağ, 2020). Descriptive analysis is used in this research (Yıldırım & Şimşek, 2003). The datas are collected by using a frame including the titles of the source, the narrators' names, the publishing year, the creative drama activities, related examples in the sources. The findings are also explained in cause effect relationship to reveal drama activities' positive effects on learning process. To increase validity and reliability, the findings are used at that. The drama activities exemplified differently in the resources are also interpreted by emphasizing original examples and the topics available in the secondary students' books used in the schools. Different activity examples provide the educators use the same activities from different aspects. Utilizing from the students books provides realistic and applicable examples for the educators. The findings are evaluated objectively and scanned by specialists.

1 zynpygci@hotmail.com

Findings

In this research, thirty-three activities are exemplified in detail by the researcher. These activities are role playing, improvisation, pantomime, simulation, games, rhythmic songs, shaking hands, sight barrier, hands in the mirror, relax, my job's to teach, the chair on my left, childhood memories, corded matching, game rules, strange news, morning dream, listen to me, random word, group poem, solving problem, silent island, the castle in the yard, changing role, teacher's role playing, dramatization, role cards, dull image, finger game, pastiche, dream game, impersonation in the brain, impersonation of a story, puppets (Karaca, 2016; Demirel, 2020; Adigüzel, 2019; Çalışkan & Karadağ, 2020; Doğan & Balbay, 2018). Regarding the theoretical framework, the essential points like the name of the activities with given examples in the sources are collected. These examples are summarized and exemplified differentially. Teachers can shape their own teaching process by using these examples. Explaining the findings in cause effect relationship, drama activities' effect on learning process or students' individual development is also emphasized.

Key words: drama, creative drama, language teaching

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INVESTIGATION OF THE EFFECT OF STEM ACTIVITIES ON CHILDREN'S SCIENTIFIC PROCESS SKILLS*

Özge SAVAŞ¹ (Uşak University-TURKEY)

Dr. Faculty Member Perihan Tuğba ŞEKER² (Uşak University-TURKEY)

Problem Statement

The desire to learn has been continuing since the birth of humanity. With the development of technology, different ways are tried to reach information and diversity is made in obtaining information in every field. The field of education is also affected by this diversity. By integrating teaching techniques and methods with different ways, important steps are being taken to integrate them into the 21st century education understanding (Yıldırım & Selvi, 2017). Looking at the expansion of the Stem hook, it is based on the understanding of integrating “science, technology, mathematics and engineering” activities with different teaching method techniques, the approach has been adapted to Turkish as FeTeMM (Yıldırım & Altun, 2014). STEM education triggers children's emotions such as scientific thinking skills, creativity, and curiosity in the teaching process (Guide, 2013). In the education process, methods based on research, analysis and inquiry based on constructivist approach, especially in early childhood, gain importance. Studies in this sense in our country have gained importance in recent years. In the 2023 Education Vision, important steps were taken in this sense and the Strategic Plan was included (Kanematsu & Barry, 2016). Within the framework of these phenomena, scientific studies in early childhood have gained momentum. When the literature is examined, it is seen that STEM applications, which are among the different methods used in early childhood, are given importance. (Moore, Stohlman, Wang, Tank, Glancy, & Roehrig, 2014; Alan, 2020). When looking at the point of using the stem method in education; It is first seen in the United States of America. Today, many countries have started to include STEM applications in their education spectrum in order to raise individuals ready for 21st century conditions. Also early childhood is in an important position in raising individuals who can produce, think creatively and bring rational solutions to problems, and investments made in this field maintain their value day by day. Considering the STEM studies conducted in the early childhood period, it is seen that studies in this field have gained new importance in the national literature; The effects of stem applications on children's problem solving skills, creativity and scientific process skills are examined. (Ata- Aktürk, 2019; Alan, 2020). The limitations of the studies in the relevant literature and many studies in the field of STEM were conducted outside of early childhood. In this direction, it is thought that the study will contribute to the literature.

Method

The research has a quantitative pattern. At the same time, the pre-test and post-test were conducted with a quasi-experimental control group. Quasi-experimental studies measure the effectiveness of the interventions made to the experimental group in the process; It is also an effective method for seeing the cause-effect relationship between variables (Creswell, 2017). This work; It was conducted with kindergarten children who were in early childhood and attended pre-school institutions. It was aimed to measure the effect of STEM applications consisting of 12 activities on children's scientific process skills. The sample group was determined by random method. There were 10 children in the experimental group and 10 children in the control group,

1 This paper was produced from the master's thesis.

2 ozgesavas145@gmail.com

3 tugba.seker@usak.edu.tr

and a total of 20 children were studied. As a data collection tool, “Preschool Period Scientific Process Skill Test”, which consists of 16 items developed by Şahin, Yıldırım, Sürmeli and Güven (2018) and prepared in accordance with the development levels of the children, was used. Before applying the STEM activities, both groups were pre-tested; while STEM activities were applied to the experimental group in the next period, no intervention was made to the control group. Finally, the difference was analyzed by applying a post-test to both groups.

Findings

According to the analysis made before the study; It was revealed that there was no significant difference between the two groups in the pre-test study of the control and experimental groups before the application of STEM activities developed for children in early childhood period ($p > 0.05$). During the application process, activities were applied to the experimental group and after 12 STEM activities were applied, both groups were post-tested with the same scale. According to the results, it was concluded that a significant difference occurred between the experimental and control groups ($p < 0.05$). Although it was observed that stem-based activities had significant results on the scientific process skills of the experimental group children; There was no difference between the responses of the control group children who were not intervened to the scale items in terms of pre-test and post-test. In addition, in the study, it was examined whether the STEM activities applied to children differ in terms of different variables. Based on the demographic information of the children, no difference was observed in the experimental and control groups in terms of gender. It was concluded that there was no difference in terms of father’s education level.

Keywords: STEM, scientific process skills, child

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COMPARISON OF CREATIVE DRAMA AND DISTANCE EDUCATION APPLICATIONS IN LIFE STUDIES AND SOCIAL STUDIES TEACHING

*Şerife TOSUN*¹ (Burdur Mehmet Akif Ersoy University, Master Student-Turkey)

*Doç. Dr. Kenan DEMİR*² (Burdur Mehmet Akif Ersoy University, Faculty of Education-Turkey)

Problem statement

This study was carried out in life studies and social studies teaching, which is one of the graduate courses in the classroom teaching department. The first 6 weeks of this course were held with face-to-face creative drama activities, and the last 8 weeks with distance education activities due to the Covid epidemic.

Life science and social studies course is one of the most important lessons that contribute to the individual's adaptation to life and socialization (Güven and Ersoy, 2007). Life studies is a course taught in the first years of primary school, which enables students to get to know the society they live with and at the same time provides the necessary knowledge and skills to make sense of the environment in which they live (Bastık, 2018; Oker, 2019). With this course, it is aimed to raise individuals who have basic life skills, know themselves, absorb the values of the society, and are sensitive to nature and the environment (MEB, 2018). Social studies course, which allows students to understand themselves and their environment better, has an important place in establishing a connection between school and life, in the child's personality and social personality (Aykaç ve Adıgüzel, 2011). Creative drama both coincides with the aims of these two lessons and appears as an active teaching method that can be used in these lessons.

Method

In this study, the opinions of graduate students on two different applications, namely creative drama (face-to-face) and distance education activities, were determined. Student views on the contribution of two different applications were determined by case study, one of the qualitative research designs.

The opinions of 12 graduate students who attended the life studies and social studies course were taken with an opinion form consisting of unstructured open-ended questions. The form developed according to expert opinions was used twice, in the middle and at the end of the lesson. In this form, the contribution of face-to-face and distance education to learning, personal characteristics, and teaching profession skills was asked. Opinions were obtained from the first interview (7) during the process, and then from all of the students (12) at the end of the term.

Findings

Content analysis was conducted independently on the opinions received of the participants both during the process and at the end of the study. Qualitative opinions were analyzed word by word, words or concepts with the same meaning were determined as codes. It created the themes of "communication", "learning", "emotions", "skills", "personal qualities", "teaching profession skills", which were with similar codes.

With the analysis of the data, it was determined that the drama activities improved the characteristics of the participants such as socialization, working in cooperation, meeting and cohesion in the group, and

1 srftsn4298@gmail.com

2 kenandemirfe@gmail.com

empathy. It had been revealed that distance education applications contribute to expressing oneself in front of the screen, waiting with respect and patience, but it was not effective in developing communication. It was revealed that the participants developed concrete, efficient and permanent learning with drama practices. Also, It had been determined that it contributes more to learning teaching methods and techniques and to making lesson plans.

Participants found both drama and distance education activities that they were fun and enjoyable. Again, the same participants stated that drama activities contribute to being creative, creating new products, wondering, and developing a critical perspective. It has been revealed that distance education studies positively affect listening, using technology effectively, and problem solving skills. It had been determined that distance education contributes to features such as patience and self-confidence. Participants had stated that both practices contributed to Professional skills such as using teaching strategies, methods and techniques, planning, and organizing teaching-learning environments.

Key words: Life science teaching, Social studies teaching, Creative drama, Distance education, Emergency distance education

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SUGAR ON THE SIDE OF TEA (Views of High School Students and Teachers Regarding the Activities I Meet with Drama)

*Gülnur ALPAYDIN*¹ (English Teacher, Bucak Anatolian High School)

*Doç. Dr. Kenan DEMİR*² (Burdur Mehmet Akif Ersoy University, Turkey)

Problem Statement

Thanks to advances in science and technology that support each other and open the way for each other, there are new changes in the understanding of education. Due to the advances without losing anything from its continuity, human education has become equally important. With a method in which he can transfer these lives by living, feeling and starting from his life; It considers raising individuals who can solve problems, adapt, have no difficulty in expressing themselves, have a creative identity and gain decision-making skills as the essence of education. (San, 1990:574). Raising individuals with these desired characteristics is only possible in teaching-learning environments that take into account the individual's sense, thinking and desire to reveal them. Today's teaching methods, which are traditionally expressed and leave the student passive and do not take into account their characteristics, leave their place to teaching methods such as drama, collaborative learning, and project-based learning. One of these methods that enable the student to be effective in learning is drama. While drama reveals creativity, it allows the individual to develop problem solving and communication skills. In addition, it ensures being active and participatory instead of being static, and being independent rather than dependent (MEB, 2014). As Demirel (2006) stated, drama activities require active participation. Creative drama allows individuals to access different experiences in the learning process with active participation and to achieve permanent learning by interacting with their environment (Jensen, Rechis ve Luna, 2002; Adigüzel, 2006). It is an education method that enables people to know and trust themselves, to express themselves better and to be creative. It gives a person characteristics such as decision-making, empowerment, democratization, self-confidence (Okvuran, 1995; Sezer, 2008; MEB, 2014). Drama is an activity carried out with a group that improves communication skills while socializing students (Kamen, 1992; Sağırılı & Gürdal 2002). Heathcote (1984) defines creative drama as learning to know oneself and the environment by expanding the life experience while acting in the play, without taking the stage.

Method

In this study, the opinions of high school students and high school teachers regarding the "I meet with creative drama" activities held in Bucak Anatolian High School were determined. Creative drama activities were carried out by teacher candidates who studied at various departments of Burdur Mehmet Akif Ersoy University Faculty of Education and received drama training. In this study, 40 teacher candidates applied creative drama activities with the participation of 134 students from the 9th grade of high school. For creative drama activities, "Meeting, Communication, Harmony" workshops were planned and pre-applied with pre-service teachers at the education faculty, and then applied to high school students. In the study in which creative drama activities were applied, easy accessibility and volunteerism were taken into account among purposeful sampling methods. The study was organized using a case study from qualitative research designs. "What are the opinions of high school students and high school teachers about the contribution of introducing activities to creative drama?" The answer to the question was sought. The opinions of high school 9th grade

1 glnralpaydin@hotmail.com

2 kenandemirkfe@gmail.com

students and teachers about the drama activity were obtained through the opinion form consisting of open-ended questions. Expert opinions about the interview form with 4 unstructured open-ended questions were obtained and its validity and reliability characteristics were confirmed. Qualitative data obtained in written form from 2 different sources, 9th grade high school students and their teachers, were examined question by question independently. Codes were created from words that have the same meaning in qualitative views and express the same features. These codes were examined mutually and themes were created by bringing codes together that have common meanings. Themes were created by bringing common codes together. Errors were minimized by using two separate coders in this coding and theming process performed with content analysis method.

Findings

According to the codes and themes revealed by the content analysis, at the end of the creative drama activities, students stated that their communication with their friends increased, their emotions were positively affected, they contributed to self-knowledge, and they learned. They stated that thanks to these activities, they realized what the school really was and started to adopt teaching as a model. High school teachers who attended or observed the same activities said that creative drama activities brought positive contributions to students and themselves. They stated that the activities contributed to the students' personal development and socialization. In addition, teachers explained that thanks to these activities, their perceptions of school differed, they realized drama and educational play, they rediscovered students, and that there were positive differences in their understanding of teaching.

Keywords: Creative drama, Educational game, High school, teacher, teacher candidate

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THE RELATIONSHIP BETWEEN MULTICULTURAL EFFICACIES AND SOCIAL DESIRABILITY LEVELS OF RELIGIOUS CULTURE AND ETHICS TEACHER CANDIDATES

*Mustafa Öztürk AKCAOĞLU*¹ (Faculty of Education, Department of Curriculum and Instruction, Kastamonu University, Kastamonu, Turkey)

Problem statement

The concepts of multiculturalism and multicultural education have gained importance in the last decades because of the immigration that has occurred due to the increasing civil wars and the individuals having cheaper and faster mobility opportunities. Although multiculturalism affects all institutions in the social structure, education is one of the most affected areas. Thus, it is necessary to determine the attitudes and efficacies of teacher candidates and make the necessary structural changes in the teacher training programs.

Multicultural attitude means the ability to show positive attitudes towards cultural differences and the way a teacher deals with ethnically and culturally different students (DomNwachukwu, 2010). Multicultural efficacy, on the other hand, refers to the beliefs that pre-service teachers use to cope with the difficulties they face when working with students with diversities such as race, culture, social class, gender and disability (Nadelson et al., 2012).

Currently, students studying at the Faculty of Theology are graduated by taking field-specific courses and teaching profession courses. Therefore, each student graduating from a faculty of theology is also a teacher candidate. Therefore, it is essential to determine the multicultural attitudes and efficacies of teacher candidates studying at theology faculties. According to Sutinen et al. (2015), the role of religions in history and culture is so vital that it is impossible to fully understand the history and cultures of humanity and teachers act as the agents to carry out this task. In this regard, policies followed in Europe aim to encourage differences through religious education and prepare students to participate in a multicultural society (Council of Europe, 2007; Miedema, 2012). However, as D'Souza (2000) suggested, religious education is generally taught from a mainstream perspective based on the dominant belief.

In this study, answers to the following questions about the Religious Culture and Ethics Teacher Candidates (RCE) were sought:

- What is the level of multicultural experience, attitudes and efficacies of the RCE teacher candidates?
- What are the strongest beliefs of the RCE teacher candidates about multiculturalism?
- What is the level of social desirability of the RCE teacher candidates?
- Is there a significant relationship between the multicultural experience, attitudes and competencies, social desirability levels of the RCE teacher candidates, and the gender and grade level?
- Is there a significant relationship between the multicultural experience, attitude and competence levels of the RCE teacher candidates?
- Is there a significant relationship between the multicultural experience, attitudes and competencies of the RCE teacher candidates and their social desirability levels?

Method

In this study, survey research was used to determine the relationship between the experiences, attitudes, efficacies and views of the teacher candidates studying at the Faculty of Theology and their social desirability levels.

The study group of the study consisted of 289 RCE teacher candidates. The data were collected in the spring semester of the 2019-2020 academic year.

Within the scope of the main purpose of the study, quantitative data were collected by using two different data collection tools together with the personal information form. The data were collected through the Turkish forms of the Multicultural Efficacy Scale (Guyton & Wesche, 2005) and the Marlowe-Crowne Social Desires Scale (Crowne & Marlowe, 1960).

As for the data analysis, initially, it was examined whether the data showed a normal distribution for assumption analysis. As a result of the Kolmogorov-Smirnov normality test, it was determined that the distribution of the scores ($p = .001$) obtained from scales was not normal. In this respect, Kruskal Wallis-H (KWH) and Mann Whitney U (U) tests were applied to answer the research problems.

Findings

As a result of the research, it was revealed that teacher candidates preferred “occasionally” for the 3rd item and rarely or never for the other four items for the dimension of the multicultural experience. On the other hand, the results obtained in the multicultural attitude and efficacy dimensions revealed that the participants have moderate level attitudes and efficacies.

The item analysis results of the teacher candidates’ strongest beliefs about teaching revealed that the participants mostly chose the item representing the belief in assimilation. The results also revealed that most participants were in the medium desirability level, while 5.12% of them had a low level of desirability.

In addition, there was a weak and positive significant relationship between the multicultural experiences of the participants and their attitude and efficacy levels; and between multicultural attitudes and efficacies. Analysis results also revealed a significant difference in favor of male participants in the multicultural experience dimension according to the gender.

In addition, the research findings revealed that there was a significant difference regarding the classroom levels of the teacher candidates in the dimension of multicultural experience, but this difference was not in favor of any group.

Keywords: Multicultural education, social desirability, religion education, teacher candidates

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MODERNIZATION EFFORTS IN PRIMARY EDUCATION IN OTTAMAN EMPIRE

Suleyman ÇELENK¹

Problem Statement

What are the developments in the process of innovation in primary education system during the decline period of the Ottoman Empire?

Method

Relevant data gathered from written resources were examined and interpreted using the historical data analysis method. Accordingly; 1. Written resources on Turkish Education History were referred, 2. Information on education programs were gathered at first hand, by scanning the Ottoman resources, 3. Scientific publications found in online databases were also extensively searched in order to support data from these written sources on a wider scale.

Findings

1. *First Step in Innovation*: First innovation in Ottoman education took place in 1824 in the form of a firman (decree) by Mahmut II. According to this circular, *“it was forbidden to apprentice children of 5-6 years old to craftsmen, and parents who did not comply with this were declared to be subjected to legal actions. Local imams and qadis were authorized to follow such wrongdoings* (Çelenk, Tertemiz, Kalaycı, 2000).

2. *Skill Based Education and Employment*: With the establishment of Education Development Organization in 1838, following principles were regulated: 1. Education and employment of each child according to his abilities, and 2. Education of children only for learning reading and writing at the first levels of primary education (Akyüz, 1982).

3. *Education for The Real Life*: After the Reformation Period, a circular dictated by Abdümeccit contained the following clauses: 1. Elimination of people’s ignorance through education 2. Addressing occupational training at all levels 3. Providing not only religious education but also real life education 4. Opening schools all around the country (Ataünel, Özalp, 1977).

4. *Compulsory Education*: With the establishment of General Education Council (Meclis-i Maarif-i Umumiye) in 1845; 1. Corporal punishment in schools was forbidden, 2. Sending every child to primary school (sıbyan mektebi) at the age of seven was made compulsory, 3. Duration of education at primary schools was stated as four years (Unat, 1964).

5. *First Syllabus and Usage of Educational Materials*: With an ordinance published in 1848 1. Names of the lessons to be provided in primary schools were stated, 2. Blackboard and chalk were introduced as class materials for the first time, 3. Students were supposed to be educated in different groups according to their intellectual levels (not leading to our current understanding of educating in different grades and classes, but rather training of students within levelled groups in the same class), 4. Foot whipping as a training method

1 Retired Academician, celenksn@yahoo.com

was discarded since it did not have a place in Sharia, but upon permission of the parents, it was stated that the teachers were allowed to beat the students with a clematis or a jasmine stick (Unat, 1964).

6. *Spread of education:* An important step in primary education was taken with the General Education Regulation published in 1869. With this regulation; 1. Opening at least one primary school in each district or village 2. Inclusion of positive sciences such as Mathematics, History and Geography in the syllabus, 3. Compulsory education of girls between the ages of 6-10 and boys between the ages of 7-11 were dictated (Ataunal, Özalp, 1977).

7. *Division of Education into Stages:* New public schools were divided into three stages as a. Primary Schools (Sıbyan mektepleri), (İptidaiyes, Rüştîyes). b. Middle Schools: İdadis, Sultanis. c. Higher Education Schools: univercity (Darül Fünun) and various occupational schools, with a new General Education Regulation dated 1 September 1869 (Binbaşıoğlu, 1992).

8. *Inclusion of Compulsory Education in The Constitution:* In the Constitution of 1876, primary education was made compulsory for all Ottoman citizens. A new General Education Regulation categorized primary schools into two, one being described as 'general' schools led by Ministry of Education (Maarif Nezareti) and the other being described as 'special' schools led by Ministry of Tradional Education. With this regulation, primary schools under the Ministry of Tradional (Efkafe-i Hümayun Nezareti) continued their traditional education, while new schools called schools that Teach with New Methods (Usul-i Cedide) were established under the Ministry of Education. Şemsi Efendi School, which was the primary school attended by Great Atatürk, was an Teach with New Methots Schools (usul-i cedide schools). In these Teaching New Methots schools, modern class materials like maps, globes, compasses and rulers were used (Çelenk, Tertemiz, Kalaycı, 2000; Kaya, 1984).

9. *Education in II. Constitutional Era:* Ottomans made an important progress in primary education with the regulations introduced in 1913-1915. Those are; a. Increase of the duration of primary education to six years, composed of three stages of two years each, b. regulation of nursery schools, c. inclusion of lessons like Art, Physical Education and Music for the first time in the education program, d. definition of the objective of education (what kind of a citizen to be raised) for the first time, e. description of methods and techniques to be used for education in the classroom (Çelenk, Tertemiz, Kalaycı, 2000, MV, 1914).

Conclusion: The first innovation in Ottoman education system took place in 1824 with the firman of Mahmut II dictating children to be sent to schools before apprenticing them to craftsmen. This was followed by consecutive new actions. Respectively, those are; education and employment of each child based on one's skills in 1838, education for real life besides after life with the announcement of Tanzimat reform (1839), banning of corporal punishment in schools, usage of blackboard and chalk as an education material, spread of sıbyan schools throughout the country, education of girls, opening of Usul-i Cedide schools utilizing modern educational methods and techniques with the Constitution of 1876, inclusion of Art, Music and Physical Education lesson in the primary school education program in the II. Constitutional era.

Key words; *primary education in Ottoman, innovation in primary education, education in Ottoman*

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AN EVALUATION OF RESEARCHES DONE ON EMOTIONAL INTELLIGENCE IN TURKEY

Gizem ÇAĞLAYAN YILMAZ¹ (Gülay Kanatlı Middle School -Turkey)

Bilge ÇAM AKTAŞ² (Anadolu University-Turkey)

Problem Statement

Every person has emotions, but having feelings is not enough. Emotional intelligence enables us to recognize and evaluate our own emotions and others' emotions. Also, it enables us to effectively reflect the information about emotions and the energy of emotions into our daily life as well as enables us to create appropriate responses to them. If people can use their emotions in the way they want in order to achieve the desired results in business, education or private life and so achieve the results they want, these individuals can be called "emotionally intelligent" (Yeşilyaprak, 2001).

It is stated that there are some important emotional qualities for success. These qualities are listed as expressing and understanding emotions, empathy, controlling temperament, adapting, being independent, politeness, solving interpersonal problems, being affectionate, being respectful, and being determined (Shapiro, 1998). Each person may not have these qualities at the same level because of different learning styles and characters. Teachers should plan what can be done within the scope of self-awareness, managing emotions, motivation, empathy and improving social relationships, and how emotional intelligence can be used in teaching (Yeşilyaprak, 2001).

During the learning-teaching process in schools, students learn in collaboration with their teachers and classmates and with the support of their families. In this process that interpersonal communication is quite intense, it should be taken into consideration that emotions can have a positive or negative effect on learning (Köksal, 2007).

Researches on emotional intelligence in Turkey began in 2000. Mumcuoğlu (2002) completed the first thesis on emotional intelligence and also it is the first thesis that has access at the national thesis center. This study is about the Turkish language validity and reliability of Bar-on emotional intelligence scale. Then, Köksal (2003) conducted a study on emotional intelligence with adolescents. Studies conducted in different age groups continued with Ulutaş (2005)'s study on emotional intelligence kindergarten students and Dicle (2006)'s study of university students' social skill levels according to their emotional intelligence levels. The first conducted and published study on teachers within the scope of emotional intelligence was carried out by Toytok (2005). Although there are many researches with important findings about emotional intelligence in Turkey, there are no studies showing the progress of this topic, with concrete data.

The main aim of this research is to examine theses under common themes related to emotional intelligence in teaching field and also have an access via the National Thesis Center. For this purpose, answers to the following questions were sought: What is the distribution of thesis performed within the scope of the level of emotional intelligence in Turkey?

- a. according to the grade
- b. according to the year of publication

1 Correspondence Author: gizem57.93@hotmail.com

2 bilgec@anadolu.edu.tr

- c. according to the purpose
- d. according to the method the research design
- e. according to the study group
- f. according to data collection tools
- g. according to data analysis methods

Method

This research is a descriptive research with qualitative features. The data collection method used within the scope of the research is document analysis. In this study, the research universe consist of 112 master's and 13 doctoral theses related to the emotional intelligence between the years 2000 and 2020 that can be accessed by researchers in Turkey. The data were analyzed through descriptive analysis according to the grade and years of the publication, research design and method, study group, research purpose, data collection tool and data collection methods within the framework of research questions.

Findings

Thesis included in the research, 112 of them are master's thesis, 13 of them are doctoral thesis. It is remarkable that the theses within the scope of emotional intelligence are mainly carried out at the master level.

It was determined that the first theses within the scope of emotional intelligence were carried out in 2002, and the number of thesis studies within the scope of emotional intelligence has increased over the years since 2006.

Quantitative studies based on correlational survey are mostly preferred in the studies performed.

Most of the studies examined were conducted with university students. Then, teachers, high school students, middle school students, primary school students, school administrators, kindergarten students and parents were preferred.

The aims of the studies examined within the scope of the study were gathered under the themes of variables that are sought for emotional intelligence, emotional intelligence applications, studies of determining the level of emotional intelligence, scale development studies on emotional intelligence, globalization and story books.

It was determined that the Bar-on Emotional Intelligence test mostly was used in the studies.

T-test, one-way analysis of variance, correlation, percentage frequency and regression analysis were used frequently in the analysis of the data.

Keywords: Emotional Intelligence, Document Review, Descriptive Analysis.

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THE CONCEPT OF “MULTICULTURALISM” IN THE PRESCHOOL EDUCATION PROGRAM AND VIEWS OF PRESCHOOL TEACHERS ON MULTICULTURALISM

Öğr. Gör. Özlem ZOROĞLU¹ (Sinop Üniversitesi, Ayancık MYO Çocuk Gelişimi Programı)

Arş. Gör. Özge İDRİSOĞLU (Fatih Sultan Mehmet Vakıf Üniversitesi, Okul Öncesi Eğitimi ABD)

Doç. Dr. Mine Canan DURMUŞOĞLU (Hacettepe Üniversitesi, Okul Öncesi Eğitimi ABD)

Problem statement

With the increase in the immigrant population, the data obtained from OECD countries show that the population of the country has become increasingly heterogeneous. According to the OECD report published in 2017, the rate of foreign-born population in the countries increased from 6% to 9%. This mobility, which affects different stages of the lives of both local people and immigrants, has revealed the need for diversity and integration, especially in the field of education (OECD, 2017). In addition to the adaptation of adults to society, the integration of young children into society has an important. One of the ways to achieve this is mediating the education system and support immigrant children in the early years to enroll in early childhood education programs. However, the participation of immigrant children is significantly less than the children of the local population in most countries (OECD, 2017). The fact that immigrant children are less involved in the education system has led to questioning as the existing education systems are developed for only one nation. At the same time, countries such as Australia, USA and Canada, which host different ethnic origins, have evaluated other cultures as wealth and changed their education systems (Kymlicka, 2006 as cited in Özcan, 2018). According to Banks and Banks (1995), while the first goal in multicultural education is to provide an equal educational opportunity for children, another aim is to create a democratic environment in which every child can participate.

Considering all these facts, it is seen that the integration of children from different ethnic groups into society can be achieved through education, and this should be implemented as early as possible. In this study, pre-school education program being implemented in Turkey which has got intensive migration from Syria in recent years was examined in the context of multiculturalism and the right to participation of children. Pre-school teachers' views were also obtained through qualitative interviews regarding the same concepts. During the study, the classroom environment could not be observed and antecedents could not be measured due to the pandemic. Therefore, all data (transactions and outcomes) were collected through teacher interviews and program review. Throughout the research, answers will be sought for the following research questions:

- How multiculturalism and children's right to participate is included in the pre-school education program used in our country?
- What are the views and practices of pre-school teachers on multicultural education and children's right to participate?
 - What transactions were reported by pre-school teachers about children who came from different cultures during the implementation of the preschool education program?
 - What outcomes were reported by pre-school teachers about achievement of children who came from different culture after the implementation of the preschool education program?

Method

During the study, evaluation models were used, and the data were found most compatible with the congruence-contingency model of Stake. In the description and judgment process of the program, data are named as “antecedents (inputs)”, “transactions (processes)” and “outcomes” (Fitzpatrick, Sanders & Worthen, 2019). Definitions of these concepts are as follows; *antecedents (inputs)*, knowledge that existed before the learning process; *transactions (processes)*, interactions between teacher-student, student-student and student-resource person; *outcomes*, evaluations at academic achievement, attitude and skill level (Demirel, 2015).

Document analysis was used in this study. The method includes the analysis of written and visual materials (Sönmez & Alacapınar, 2013). During data collection, preschool education program was examined as a document in terms of multicultural education. Also, this study has a phenomenological view. The data sources of phenomenology are individuals or groups who experience the phenomenon and can reflect this phenomenon, and interviews are conducted to reveal the experiences related to the phenomenon (Cropley, 2002 as cited in Yıldırım & Şimşek, 2005). Interviews were made with the pre-school teachers for this stage of the research. During the interviews with the teachers, 15 questions about the views and practices of multicultural education and the problems experienced were included. While preparing research questions, researchers benefited from similar studies, conducted a pilot application and consulted three different expert opinions. The interviews were conducted online and recorded.

Criterion sampling, one of the purposeful sampling methods, was used to form the study group. Criterion sampling is “the study of situations that meet a predetermined set of criteria” (Yıldırım & Şimşek, 2005). Participating teachers were selected according to the conditions of having at least one student from different cultures in their class, having spent at least one semester with these students and working in state institutions affiliated to the Ministry of National Education. The number of participants consists of 14 preschool teachers. In order to ensure consistency between researchers, themes and categories were separately coded and compared by the researchers.

Findings

Conceptual analysis of the MoNE’s 2013 pre-school education program content was made by searching the following keywords: “Multiculturalism”, “participation right”, “participation”, “equal participation”, “equal”, “culture”, “national”, and “difference”. Considering the number of these keywords to be included in the program, the most common concepts were “culture”, “national” and “difference”. It has been observed that the concepts of “multiculturalism”, “right to participate” and “equal participation” are not included at all. When the general objectives, basic principles, characteristics, achievements and indicators of the program were examined, it was found that teachers were free to respect differences, recognize different cultures, and to include these contents in the daily flow, although it did not find a place conceptually.

When the answers received from the teachers were grouped, it was seen that there were 15 different themes and 115 different categories under them. According to these categories, it was seen that the most problematic subjects were language differences and family participation. When asked about the support they need, they mentioned the insufficiency of support mechanisms and the need for a more adequate undergraduate education and internship process. It has been determined that the general reason for the teachers’ inadequacy in multicultural education practices is the prejudice and unwillingness, and their competencies stemmed from individual initiative.

Keywords: Multiculturalism, preschool education program

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THE PERCEPTIONS OF SCHOOL MANAGERS ABOUT THE CONCEPT OF “LEADER”: A METAPHOR STUDY

*Mehmet KAYA*¹ (Ministry of National Education, Turkey)

Vildan KATMER BAYRAKLI (Maltepe University, Turkey)

Problem statement

People have to achieve certain goals in order to survive. It is a fact that there is a concept of management in every organization they unite in line with their common goals that exceed their individual powers (Yıldız & Ertürk, 2019). Management is a process that includes the entire efforts of the organization to use its human and material resources effectively and efficiently in order to achieve its goals (Şimşek & Çelik, 2018). One of the most important elements of management is managers. Appleby (1991) defines the manager as a person who tries to achieve goals by means of employees at all levels within the organization.

There is a close relation between the concepts of manager and leader. This relation has been intentionally debated since the 1950s (Thomson & McHugh, 1995). The manager is defined as the person who manages by using the organizational structure and policy to achieve the objectives of an organization, while the leader is defined as the person who has the power to influence in addition (Bulut & Bakan, 2005). Even though leadership is confused with management as a concept, they have never been synonymous concepts. Every leader is a manager in a sense, but not every manager is a leader. It is expected that managers have leadership qualities and behave as such in order to be successful (Öztekin, 1996).

Leadership is a concept that can be handled and analyzed from psychological, sociological, political, military, philosophical and historical perspectives. Accordingly, leadership can be a concept that can be defined in different ways when approached and viewed from different perspectives. Just as an object's different characteristics are seen when it is viewed from different angles, it is normal to analyze and define the concept of leadership in different ways when view from different perspectives. In addition, leadership is one of the most emphasized topics in the literature on education and school management as well as in the literature on management science (Şişman, 2014). Açıkalın (1994) defined the modern school manager as “individuals with predominant leadership characteristics”. That is, the school manager should also be the leader (Kaya, 1986) and coordinate this towards the school's goals (Findley & Findley, 1992).

In this context, it is very important how the concept of leader, which can be analyzed and expressed in different ways, is perceived by school managers. Therefore, this study aimed to examine school managers' perceptions of the concept of “leader” through metaphors.

Method

In this qualitative research, the phenomenology design was used which is known to be an effective way to reveal individuals' perceptions and experiences (Creswell, 2013). The participants of the study which were determined by using snowball sampling technique, consists of 106 school managers working in public and private schools affiliated to the Ministry of National Education in the 2020-2021 academic year. The data of the research were collected with the help of the online form sent to participants. School managers were asked to complete the sentences “Leader is like because” on the form. With the expression “like”, the

participants were provided to establish a connection between the metaphor source they produced and the metaphor subject, and to state a “reason” or “logical basis” for the metaphors they produced with the phrase “because” (Saban, 2009). In analyzing the obtained data, four stages (coding and decoding, identifying sample metaphors, category development, validity and reliability) stated by Saban (2008) were followed.

Findings

As a result of the research, it was found that school managers produced 63 metaphors regarding the concept of “leader”. Among these metaphors, the five highest frequency metaphors are; “compass”, “sun”, “father”, “mirror” and “guide” respectively. All metaphors produced by school managers were collected under 13 categories by the researchers. The results showed that school managers’ perceptions of the concept of “leader” are expressed with favorable metaphors. School managers defined the “leader” as; produces solutions in case of negative events or situations, solves problems; protecting subordinates by giving value and trust to their subordinates and making them feel safe; guides his followers and leads them; covering and integrating all those under his/her auspices; supporting and motivating his/her members to achieve success as an organization or a group; struggling tirelessly in the face of difficulties and remaining strong; enlightening his/her environment with knowledge and experience; impressive, fair, forward-thinking and visionary individuals.

Keywords: School manager, leader, metaphor, phenomenology

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**FAMILY PARTICIPATION IN THE PRE-SCHOOL PROGRAM: AN ANALYZING OF
“RELIGIOUS KNOWLEDGE LESSON” IN 4-6 AGE GROUP QURAN COURSES ORGANIZED
BY THE PRESIDENCY OF RELIGIOUS AFFAIRS**

Kübra CEVHERLİ¹ (Sakarya University, Turkey)

Problem Statement

Pre-school period is a period from birth to primary school, which includes childhood years and provides rich stimulating environment opportunities suitable for the individual characteristics and developmental levels of children of this age (Oğuzkan ve Oral, 1993; Aral, Kandır ve Yaşar, 2002: 14). This period is an educational process that is given in families and institutions that best guides the physical, psychomotor, social-emotional, mental and language development of children in line with the cultural values and characteristics of the society. Organized by the Presidency of Religious Affairs within the scope of pre-school religious education, the 4-6-ages Quran Courses aim at religious, moral and mental development and Quran education (Genç, 2019: 507).

In order for the religious education to be given in the pre-school period to contribute positively to the religious development of the child and to be carried out on scientific foundations and without any superstitions; In addition to know their physical, mental, emotional and psychosocial development well, their religious development characteristics should be known and included in the education process (Dam, 2010: 64). Religious education in Turkey starts in grade 4 elementary schools. Pre-school religious education is not officially carried out in schools. For this reason, the Presidency of Religious Affairs decided to provide religious education for pre-school children in its own courses. In this context, Presidency of Religious Affairs started to implement a new Quran course program for 4-6 year old children in 2014. Thus, official religious education, which could not be realized within the scope of formal education in the pre-primary period, became official within the scope of non-formal education in the form of “Pre-school Religious Education” (Yıldırım, 2016: 34).

The Presidency of Religious Affairs has determined the objectives of the 4-6 age Quran Course Teaching Program as follows (DİB, 2018: 7):

- To make them realize the values of the religion of Islam as one of the elements that give meaning to human life,
- To ensure that children use the values they will gain in daily life,
- To know the Quran, which is the main source of Islam, in terms of content, sound and form at their own levels,
- To make them know God on the basis of love and recognize the creation order in the universe,
- To enable them to know, love and model the personality and character of the Prophet Muhammed,
- To develop a healthy understanding of religion and morality, it aims to provide a suitable environment that will enable them to learn in a quality that will contribute to their body, mind and emotion development besides providing them with good habits.

The institution that has the most effective role in the education of religion and morality is the family. The family is the best place for education (Aydın, 2013: 29). In addition, the family is very important in terms of being the first environment where children encounter values. Children encounter values first in the family and then in pre-school institutions and they internalize the values as they live. Accordingly, education cannot be carried out independently of values (Cevherli, 2014).

In this context, the main problem of this study is what is the place of family participation on the “Religious Knowledge Lesson” activities in the 4-6 age group Quran Courses Program of the Presidency of Religious Affairs.

Method

The purpose of this study is to reveal the activities carried out with the family participation in the “Religious Knowledge Lesson” in the 4-6 age group Quran Courses. For this reason, in this study, the content of the lessons “Religious Knowledge Lesson” will be examined through document analysis method, which is one of the qualitative research methods. Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009). The data source of this study are composed of the written texts of the “Religious Knowledge Lesson” programs in 4-6 age group Quran Courses. The written texts of the programs have been subjected to content analysis. Content analysis enables to reveal the social reality, that is, the existing situation as it exists (Tavşancıl ve Aslan, 2001).

Findings

In this study, it is assumed that the family has an indispensable place in pre-school education. As a result of the study, it has been determined that family is given an important place in the activities in the pre-school programs because it provides positive contributions to education. It is among our findings that family participation is widely included in the values education activities in the programs. Particularly in the units of “Love and Compassion, Respect, Responsibility, Solidarity, Righteousness and Honesty, I Love People”, family participation has been considered very important and family activities have been prioritized in the programs. The family-school-society triangle should be in harmony in the formation of a healthy education environment. The family’s attitudes, value judgments and understandings are very important in pre-school education. In addition to these, of course, the educational program at school and the teacher’s attitudes also affect pre-school education. The society also leaves positive or negative effects by entering the child’s life through mass media and similar means. It was concluded that the family is the main responsible for preschool education.

Keywords: Pre-school education, 4-6 Ages of Quran Courses, Religious Knowledge Lesson, Family participation.

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INVESTIGATION OF THE MEDIATING EFFECT OF HUMOR STYLES ON THE RELATIONSHIP BETWEEN COGNITIVE FLEXIBILITY AND INTERPERSONAL PROBLEM SOLVING SKILLS*

E. Ercüment YERLİKAYA (Çukurova University, Turkey)

Fatma KARAÇOBAN¹ (Çukurova University, Turkey)

Problem Statement

It is inevitable that problems arise in daily life and interpersonal relationships. Social problem solving is defined as discovering effective coping ways and producing effective cognitive-behavioral processes in solving the problems faced in daily life (D'Zurilla & Nezu, 1990). To solve the problem effectively, one needs to define and formulate the problem correctly. Subsequently, it is necessary to create alternatives, decide on the appropriate alternative, and evaluate the solution by applying the decided solution. The effectiveness of these steps requires a flexible mindset.

Martin and Anderson (1998) define cognitive flexibility as being aware of alternative solutions and options, being flexible to new situations and feeling competent in these situations. Buga, Özkamalı, Altunkol Wise and Çekiç (2018) found that students with high levels of cognitive flexibility have more positive attitudes towards the problem and have more effective problem solving styles. These relationships between cognitive flexibility and problem solving skills show that flexibility may be an important predictor of problem solving.

Another variable that is known to be associated with psychological adjustment and is thought to help the individual effectively cope with the problems they experience in daily life and interpersonal relationships is the sense of humor. A substantial amount of empirical studies have been conducted to examine the claim that humor functions to reduce stress, anxiety, and depression, and is a strategy that helps a person effectively cope with difficulties and adversity, and there is evidence to support this claim (Abel, 2002; Kuiper, Martin & Olinger, 1993; Nezelek & Derks, 2001; Nezu, Nezu & Blissett, 1988; Overholser, 1992).

It is accepted that cognitive flexibility and sense of humor are personality traits that help a person to cope more effectively with the problems they encounter in daily life, and there are studies revealing that both are related to problem solving, coping with stress and psychological adjustment. The aim of this study is to test the mediating effect of sense of humor on the relationship between cognitive flexibility and problem solving, which is emphasized to be associated with both cognitive flexibility and interpersonal problem solving. The hypotheses regarding the hypothetical model to be tested here are expressed as follows;

- 1-Cognitive flexibility significantly predicts interpersonal problem solving directly.
- 2-Cognitive flexibility significantly predicts humor styles.
- 3-Humor styles mediate the flexibility-problem solving pathway.

Method

In line with the purpose and scope of the planned study, correlational model, one of the quantitative research approaches, will be used. Data are planned to be obtained from approximately 400 teacher candidates studying at a state university located in the southern region of Turkey. Data collection process continues.

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1 Correspond author's email address: fatmakaracoban@gmail.com

During the data collection phase, the Cognitive Flexibility Inventory adapted by Sapmaz and Doğan (2013), the Interpersonal Problem Solving Inventory developed by Çam and Tümkaya (2006) and the Humor Styles Scale adapted by Yerlikaya (2003) are used. Mediator role of humor will be tested using a two-stage structural equation analysis procedure. First the measurement model will be established to assess whether each of the latent variables is represented by its indicators. If the measurement model is acceptable then the structural model will be tested.

Findings

In this study, it was aimed to test the mediating effect of sense of humor on the relationship between cognitive flexibility and problem solving, which is emphasized to be related to both cognitive flexibility and interpersonal problem-solving. By testing the hypotheses created for this purpose, it is expected to determine whether the variable of humor styles is partially or fully mediating variable in the relationship between cognitive flexibility and interpersonal problem-solving. Thus, within the scope of the research, it is thought that it will fill the relevant gap in the literature by creating answers to many questions about how the relationship between the dependent and independent variables develops and that the theoretical basis will contribute to the knowledge.

Key words: Cognitive flexibility, interpersonal problem solving, humor styles, mediating effect

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EXAMINATION OF PERCEPTIONS OF REFUGEE STUDENTS ON QUALITY OF SCHOOL LIFE

Fatih TOPRAK¹ (MEB, Ceyhan Sakarya Ortaokulu, Türkiye)

Problem Statement

Schools are especially a living space where they complete their socialization and their individual development, as well as an educational training area for students, (Hui and Sun, 2010). During the time they spend in this living space, students are provided with many supportive properties such as a healthy living space, development of communication skills, providing academic information and participation in social activities. In general, schools are institutions that provide and monitor students' cognitive, social and personal development (Marks, 1998).

The self-realization of students by completing their education is literally shaped in one-on-one connection with Maslow's hierarchy of needs (Boylu and Paçacıoğlu, 2016). At this point, students' perceptions of quality of life and, in parallel, perceptions of the quality of school life come to the fore for healthy development (Linakyla and Brunell, 1996). The reflection of perception of life quality on education also reveals the perceptions of quality of school life, which embodies so many factors such as expectations of students in school, their academic development and achievements, communication with teachers and students, positive or negative feelings towards the school etc. For this reason, education is considered as one of the important dimensions of quality of life (Sarı, 2007).

It was seen upon examination of the relevant literature that the quality of school life was defined as school satisfaction (Sartori, 2001), students' state of happiness in the school environment (Karatzias, Power and Swanson, 2001) and student perceptions of school climate (Baker, 1998). Considering the definitions in general, it is detected that students' perception of the school and everything in the school affects the perception of the quality of school life.

The overall aim of the research is to determine the views of refugee students for their perception of the quality of school life in terms of different variables. For this purpose, answers to the questions given below were sought.

1. What is the perception of the quality of school life of refugee students?
2. Do the lower dimensions of the quality of school life scale of refugee students (feelings for the school, school administration, teachers, students and status) differ according to gender, student perceptions of success in their courses, and class levels?
3. What are the views of refugee students regarding the lower dimensions of the quality of school life (feelings towards the school, school administration, teachers, students and status)?

Method

This research is a descriptive study, in which a mixed method is used to determine the perceptions and opinions of students in 4th, 5th, 6th, 7th and 8th grade students about the quality of school life. In mixed method research, the goal is to expand findings, diversify sample states, and obtain detailed information about research by explaining sample states related to the process (Creswell, 2013).

1 fatoprak@gmail.com

The universe of the study consists of refugee students who continue their education in schools under the MEB in the Ceyhan district of Adana province. The study was conducted with 327 students who volunteered from these students.

As a data collection tool, the personal data form, the quality of school life scale (OYKO) developed by Sari (2007), and the semi-structured interview form developed by the researcher were used to get students' views on the quality of school life.

Analysis of the collected data was carried out in two stages. At the first stage, quantitative data was collected and analyzed by SPSS 22 package program, and then qualitative data was analyzed by content analysis.

Findings

When all the results obtained in the study are evaluated, it is found out that the quality of school life of refugee students is good. It can be said that the main points of this are the behavior of teachers towards students, the positive views of students towards the school, and the fact that they feel valued within the school. In general, it was concluded that perceptions of the quality of school life of female students were higher than those of male students, the perceptions of successful students were high towards their teachers and perceptions of unsuccessful students were high towards their friends. The fact that students did not face any discrimination at their schools is an important factor in for their high perception of quality of school life.

When the scores obtained from OYKO are examined in general, it can be said that their perception of the quality of life of their schools is good (3.54). It was seen that the highest average on the scale was "Feelings for School" (3.96), while the lowest average was at the lower dimension of "Student" (2.75).

Keywords: Refugee students, The quality of school life, School

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PARENTS' VIEWS' ON SCIENCE AND ART CENTERS: A SINGLE CASE STUDY

Ali Eşref AKSOY¹ (Adnan Menderes University, Department of Educational Sciences, Curriculum & Instruction Division)

Ruken Akar VURAL² (Adnan Menderes University, Department of Educational Sciences, Curriculum & Instruction Division)

Problem Statement

It is very important for families to be aware of their children's developmental characteristics and follow them. Parents' attitudes towards children influence the entire life of the individual positively or negatively. (Şahin & Özyürek, 2020). Being the parents of specially gifted individuals is slightly different from that of normal children. It is very important for parents to discover the potential of the student in order to be successful in the face of the differences experienced. Gifted students get bored in school programs developed for normal students because of their sharp attention force, creativity, goal-oriented behavior, high energy, critical thinking power, intensive attention span, and create problems in educational environments. For this reason, they need to be educated according to their abilities on the condition that diversifying their learning which means enriching their learning environments is facilitated outside the school (Bildiren, 2018).

Science and arts centers aim to make sure that specially gifted students in preschool, elementary, middle, and high school levels are aware of their individual abilities and make use of their best capacity by improving them. (MEB, 2020). This study aims to examine the academic and social development of students at a science and arts center in Izmir based on the views of their parents. In this research; answers for the following questions were examined:

- What are the pre-BILSEM perceptions of parents,
- What are the opinions of parents about the program applied in BILSEMs,
- The opinions of parents on the effects of curriculum applied in BILSEMs related academic and social development of their children,
- The opinions of parents on physical capacity and instructional materials used in BILSEMs.
- What are parents' suggestions for BILSEMs to become a more effective institution,

Method

In this study, case study, one of the qualitative research methods, was used. The case study is used in cases where there are no sharp lines between the case and the context in which it is located, but where there is more than one evidence or data source (Yin, 1984; as stated by Yıldırım & Şimşek, 2018). A holistic single case study design was used as the study design. Holistic single case study design is used in the studies that have just a single data unit (Yıldırım & Şimşek, 2018). Within the scope of the study, interviews were carried out with 10 parents whose kids were receiving education in one of the science and art centers located in Izmir province. Maximum variation sampling technique was used in the study. Participants were selected from groups with various professions, different levels of education, and different genders. In the study, semi-structured interview technic was used as the data collection method. While creating a semi-structured interview form, the literature was scanned and 12 questions were prepared by creating a general framework (3 questions on demographic information and 9 open-ended questions). Then, the questions were submitted for expertizing and, the pilot

1 aliesrefaksoy@gmail.com

2 rakarvural@gmail.com

interview was first carried out with 1 parent with his/her approval. A total of 10 parents were interviewed by eliminating the inconveniences. Interviews were carried out through online interview platforms and verbal consent of the parents was taken for recording. Before starting the interview, the purpose of the interview was explained to the participants. The interviews lasted an average range of 20-35 minutes and were written in raw data format within 3 days at the latest following the interview.

Findings

In general, parents stated that information about BILSEMs was quite insufficient before their children started their education process in BILSEMs. Especially, as the parents didn't know the content provided, what kind of educational opportunities are offered, who can receive education in BILSEMs, they were worried throughout the process. Besides, it was seen that many parents had already known about the program during the acceptance process of their children. Parents also mentioned that teachers were qualified enough. As for the physical capacity and instructional materials used in BILSEMs, they stated that the science laboratory and art workshops could be enriched and the institution could provide various workshops. With respect to the benefits for academic and social life, it was stated by parents that important developments could be observed in gifted students in terms of self-confidence and socialization who were involved in the education process of BILSEMs. It was stated by parents that students had more positive attitudes towards the activities that they learned by doing and produced something at the end. Moreover, parents offered such suggestions as BILSEMs should be more informative on student development, there should be more active co-operation with other science and art centers, there should be more varied workshops, and students should participate more in the projects.

Key words: BILSEMs (Science and Art Centers), parents, gifted students, single case study.

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REFLECTIONS OF PUBLIC EDUCATION THOUGHT in THE EARLY REPUBLIC PERIOD: HAMİT ZÜBEYR KOŞAY AND HIS WORK HALK TERBİYESİ [PUBLIC TRAINING]

*Sümer AKTAN*¹ (Balıkesir University Necatibey Faculty of Education / Turkey)

Problem statement

In the years following the declaration of the Second Constitutional Monarchy, it is seen that an important intellectual activity started in the field of education. This intellectual initiative showed itself in idea clubs and periodicals, and while many magazines in the field of education started to be published rapidly, the discussions on education problems were also reflected in the public agenda (Akyüz, 2019; Kafadar, 1997). Among the most important discussion topics of the Second Constitutional Monarchy, perhaps the most general issue is the problem of how to overcome the nationwide ignorance and how to develop the country's cultural world. While this problem made itself felt mostly in the discussions in the field of primary education, it has also been carried out in this context in discussions on raising the education level of the public. Following the proclamation of the republic in 1923, efforts towards this problem, namely to increase the education level of the people, were started to be carried out within the framework of the Public Education Branch, which was established under the Ministry of Education. Again in this period, it shows itself in academic studies on public education. One of the first studies among these studies is the work named Halk Terbiyesi [The Public Education], written by linguist, ethnographer and archaeologist Hamit Zübeyr Koşay and published in 1931. Hamit Zübeyr Koşay was born in Bashkiria, Russia in 1897 and died in Ankara in 1984, and is among the important intellectual educators of the early republican period. Kosay, who speaks German, Hungarian and English, graduated from Darülmualim and later studied Archeology and Philology (Bayram, 2014; Tan, 2001). His interest in philology led him to focus on Ethnography. During his folklore studies, he was interested in public education with the effect of being a teacher, and in 1931 he expanded a conference he gave at the Türk Ocağı in Ankara and wrote a work titled Halk Terbiyesi. Since the work is a pioneering work on public education written in the early republican period, it is important to understand what are the social and cultural foundations of public education in Turkey. In line with this theoretical background, the aim of the study is to follow the perspective of early republican period on public education from the perspective of a republican intellectual through his work named Halk Terbiyesi.

Method

This study, which examines the approach of early republican period to public education in the context of the work named Halk Terbiyesi, published in 1931 and written by Hamit Zübeyr Koşay, is basically a historical research. Historical research is a study aimed at re-examining an event and situation that happened in the past as clearly and accurately as possible and explaining why the event happened. In this context, the subject of historical research can be an event or a written work. In this research, and public education written in 1931 penned the early republican period in Turkey is aimed at introducing and pioneering work related to the topic. For this purpose, the work has been analyzed with document analysis and the results have been reported.

1 Correspond author's email: saktanus@gmail.com

Findings

Some of the results of the research can be summarized as follows: The work named *Halk Terbiyesi*, written by Hamit Zübeyr Koşay, is one of the first works written with new letters in the early republican period. There is also an obligation to do more intensive work on this issue. Because it could not be determined within the scope of this study whether the work is the first or one of the firsts. However, it can be said that the work is a pioneering work. The life and education of Hamit Zübeyr Koşay led him to write this work. Koşay's familiarity with western and eastern languages, his student life and observations abroad, and his studies in folklore have led him to this field. Therefore, his academic background as an intellectual played an important role in his compilation of such a work. It can be said that the author of the work is a graduate of a teacher school [Darülmualimin] and undertakes important duties in the National Education bureaucracy, which was an important factor in the writing of this work. Likewise, the author's close relationship with Atatürk may have been effective at this point. When the structure of the work is examined, the most striking part is the examples given to public education practices in foreign countries. The author introduces in detail the practices in different countries at the point of mastering foreign languages. This situation is actually both It is generally seen in the works published after the Constitutional Monarchy and in the early republican period.

Keywords: Early republic era, Hamit Zübeyr Koşay, Public education, National education.

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MULTICULTURAL EDUCATION AND PRE-SERVICE TEACHERS: A SYSTEMATIC REVIEW

Yunus Emre ÇİFTÇİ¹ (Ministry of National Education & Dicle University, Turkey)

Zeynel AMAÇ² (Dicle University & Kilis 7 Aralık University, Turkey)

Behçet ORAL³ (Dicle University Ziya Gökalp Faculty of Education, Turkey)

Problem statement

Multiculturalism emerges as an important phenomenon in current times. The distance among countries has shortened with the development of communication technologies and as a result, people's communication and interaction with each other has increased. Also, people immigrate to other countries due to various reasons such as war, disease, famine, and drought. Thus, host countries become more multicultural. The concept of multiculturalism is about individuals from different cultures such as language, religion, age, socio-economic status, ethnicity, disability, and gender living in the same environment as active members of society in peace. Parekh (2002) points out that in a multicultural society, more than one different culture lives together. According to Aydın (2013), multiculturalism attaches importance to the idea that different ethnic and cultural groups in society should live in a harmony by an understanding of accepting and valuing diversity and multicultural education aims to ensure that different cultures live together in harmony and peace. Multicultural education is regarded as an educational change process that leads to changing and reorganizing the educational environment to create equal opportunities for students from different cultural backgrounds (Aydın, 2013). Multicultural education requires stakeholders to take an active role in the process (Arslan & Çalmaşur, 2018).

Preparing teachers for diversity is crucial in multicultural societies (Ladson-Billings, 1994). Teachers should be equipped with the necessary knowledge and skills for diversity in a multicultural society because teachers are important figures to address the multicultural needs of their students. For Adams (2003), teachers should have sufficient knowledge about multicultural education (as cited in Karaçam & Koca, 2012) and are expected to create learning environments sensitive to differences (Bennett, 1999; Ünlü & Örtün, 2013).

The purpose of this study was the methodological and thematic analysis of the scientific studies conducted with pre-service teachers on multicultural education between 2010 and 2020. Examining studies on multicultural education in terms of contents and methods is regarded as important because it can provide the general view in the field and consequently it can play a guiding role for future research.

Method

This qualitative study was designed as a meta-synthesis study. The synthesis studies aim to save "educational research from repetition and disorganization" and to inform "teachers and researchers who wish to follow the developments in educational research" (Çalık & Sözbilir, 2014, p. 36). In meta-synthesis studies, "the data are collected, read, and summarized based on the purpose of the study" (Aküzüm & Averbek, 2020, p. 388). The data for this research were collected according to inclusion-exclusion criteria. The studies within the scope of multicultural education conducted with teacher candidates studying undergraduate programs at the faculty of education in Turkey were examined.

1 emre1988.ye@gmail.com

2 zamac@kilis.edu.tr

3 oralbehcet@dicle.edu.tr

For this research, the published studies in Turkish between 2010 and 2020 were examined. The data included 35 studies accessed from various academic databases such as Google Scholar, ULAKBİM and met the inclusion criteria. The data were analyzed according to descriptive content analysis.

Findings

According to the results, quantitative methods were the most used research method. Subsequently, the qualitative methods and mixed methods were used respectively. It can be inferred that the quantitative methods were preferred because they are practical to collect and analyze the data and are time and cost-effective (Selçuk, et al., 2014). In terms of research designs used in included studies, it was found that the descriptive scanning model was used the most, then the relational scanning and case study designs respectively. The distribution of research patterns, descriptive survey was used the most in quantitative studies. The least used pattern was the case study. The phenomenology design was used the most in qualitative studies. By using the phenomenology design, the researchers preferred to examine prospective teachers' experiences in depth.

Based on the findings of the included studies, the following themes emerged: a) Positive attitudes, b) Negative attitudes, c) Neutral attitudes, and d) Lack of knowledge about multicultural education. In the light of the findings, it was concluded that teacher candidates generally have positive attitudes towards multicultural education.

Keywords: Multicultural education, Pre-service teachers, Systematic review

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REFLECTIONS OF THE COLD WAR PERIOD ON PUBLIC EDUCATION: NUSRET KÖYMEN AND PUBLIC EDUCATION

Sümer AKTAN¹ (Balıkesir University Necatibey Faculty of Education)

Problem statement

Following the end of the Second World War in 1945, the threat from the Soviet Union territorial claims against Turkey and has led Turkey to the United States to dock with it (Armaoğlu, 2011; Gürün,1991). United States have responded positively to Turkey's demands during this period and was located next to Turkey against the Soviet threat. Turkey visit of the USS Missouri battleship is the symbol of the victory against Japan an answer to both Soviet and the beginning of a new era in US-Turkish relations can be considered (Bozkurt, 2007). Before long, American aid began in 1948 under the name Marshall Plan. A total of 138 million \$ aid was made between 1948-1951 (Ertem, 2009). Turkish-American relations during the Democratic Party came to power in 1950, said the rate cut and sent troops to the Korean War and then in Turkey's North Atlantic Treaty Organization (NATO) has gained a different dimension by being a member (Bağcı, 1990). Now the US and Turkey are the two strategic partners and starting the Soviet Union during the Cold War and Communism common enemy. The struggle against communism has been carried out in different dimensions. At this point, public education has also been used as an effective tool. One of the early works on this subject is the work titled *Demokrasiyi Kurtaralım: Demokrasiyi Kurtaracak Halk Eğitimidir* [Let's Save Democracy: Public Education to Save Democracy], written by Nusret Köymen, one of the intellectuals of the republican era, and published in 1952. While the work focuses on the importance of public education and lifelong learning in one aspect, it draws attention with its suggestions on how to direct the society in anti-communist struggle and how to use public education for this task. In this work, Nusret Köymen defends the Turkish-American alliance under the title of democracy, and also includes public education practices in different countries. The work's thinking of public education as an ideological tool and its development of a suggestion system from this perspective distinguishes this work from other pedagogical works. Within this conceptual framework, the purpose of this study is to determine the traces of the Cold War era in the context of the 1952 edition of Nusret Köymen, *Demokrasiyi Kurtaralım: Demokrasiyi Kurtaracak Halk Eğitimidir* [Let's Save Democracy: Public Education to Save Democracy]

Method

This study investigating the traces of the cold war in the book titled Let's Save Democracy: Public Education Will Save Democracy, written by Nusret Köymen and published in 1952, is basically a historical research. Historical research is a study aimed at re-examining an event and situation that happened in the past as clearly, clearly and accurately as possible and explaining why the event occurred. In this context, the subject of historical research can be an event or a written work. In this research, and public education, written in 1952, which was written during the period of the Democratic Party in Turkey is aimed at introducing and pioneering work related to the topic. For this purpose, the work has been analyzed by document analysis and the results are reported.

1 Correspond author's email address: saktanus@gmail.com

Finding

One of the most characteristic features of the Democratic Party period is the use of many elements including the Anti-Communist struggle and education for this struggle in the context of the Turkish-American alliance. The Anti-Communist struggle was supported not only by textbooks but also by conferences in schools. The theme that comes to the fore in this work, which is written on how to use public education and how to raise the awareness of the public within this perspective, is the anti-communist struggle, the emphasis on democracy, and the introduction of democracy as synonymous with America. Again, the emphasis on America in the explanations about public education practices in different countries draws attention as another main theme in the work.

Keywords: Cold war, Democratic Party, Nusret Köymen, Public education,

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EVALUATION OF DISTANCE EDUCATION PRACTICES CONDUCTED AT PRIMARY SCHOOL DURING THE COVID-19 PANDEMIC IN TERMS OF VARIOUS DIMENSIONS ACCORDING TO PARENTS' OPINIONS

Assoc. Prof. Fahriye HAYIRSEVER¹ (Düzce University, Faculty of Education, Department of Curriculum and Instruction, Düzce /TURKEY)

Ceren BAHÇEKAPILI (Graduate Student- Düzce University, Institute of Social Sciences, Department of Curriculum and Instruction, Düzce /TURKEY)

Problem Statement

As of March 2020, education has started to be carried out by distance education at all educational levels due to the COVID-19 pandemic that our country and the whole world are experiencing. In this process, education for primary, secondary and high school levels is carried out by the Ministry of National Education through the Education Information Network (EBA). Teachers, students and parents are the most important stakeholders of this process. It is the fact that education takes place at home causes parents to be more responsible for their children's learning than face-to-face education. As a result, the role of parents has become extremely important in ensuring students' access to education and its continuity. Parents' views on this issue and their evaluation of distance education are important as they will shed light on future applications.

In addition, self-regulation, self-management and self-learning, which are among the most important skills that affect student success, have had more importance in the distance education process. So, self-learning responsibility of students affects the distance education process positively or negatively. It has been revealed once again how important it is to acquire these skills (Deveci, 2019; Kuyumcu-Vardar, A. 2011), which have been emphasized and subject to many studies in the literature, in the distance education process. These skills, to continue lifelong development, means that individuals adapt to changing conditions. Distance education, which can render education independent from limiting factors such as time, environment, and age, emerges as a major step in providing lifelong learning (Tezci and Dikici, 2002).

By determining the observations and opinions of the parents about their children's learning experiences during the distance education process, it was revealed on which subjects they could support their children's education, in which subjects they had difficulties and their reasons. The data of this study are expected to contribute to the realization of future distance education applications in a more qualified way, as well as to the role of parents in acquiring and maintaining self-regulation, self-management and self-control skills of their children, both in the distance and face-to-face education process.

In this study, based on the opinions of the parents, it is aimed to evaluate the distance education practices, which were put into practice in the spring period of 2020, when the COVID-19 pandemic started. Answers to the following questions were sought for this purpose:

1. What are the parents' views on the distance education process based on the Education Information Network (EBA)?
2. What are the parents' opinions regarding communication in the distance education process?
3. What are the parents' suggestions for the distance education process?

It is assumed that the parents' views are sufficient to obtain valid results in the research and they express their opinions sincerely. Since the research was carried out under the conditions Because of the COVID 19 epidemic, it is limited to the volunteer parents of primary school students participating in distance education in Düzce.

Method

The model of the research is descriptive. Descriptive studies are researches that try to explain "what" events, objects, entities and various fields are (Karasar, 1991). This research is a qualitative research.

The study group of the research consists of 28 parents of students studying in six official primary schools affiliated to the Ministry of National Education in Düzce, Central district in the 2019-2020 academic year.

Interview technique was used in the research. "Distance Education Assessment Parent Interview Form" prepared by the researchers was used in the interviews. The form includes three sections consisting of 10 open and closed-ended questions. In the preparation of the interview form, the literature was examined first. Then, the opinions of three experts in the field of Educational Sciences were taken for the content and structure validity of the interview form. In order to test the comprehension of the questions, a pre-application was made with two parents. Interviews were conducted individually with each parent via phone and internet.

Descriptive statistics were used in the analysis of closed-ended questions, and content analysis method was used in the analysis of open-ended questions. The codes and themes determined for the reliability of the qualitative data of the study were re-made by another independent researcher. The themes determined with the researchers were compared.

Findings

According to the first sub-purpose of the research; parents stated that their children watch the distance education lessons published via EBA on television and the internet regularly and every day. Although the parents found the duration of the lessons appropriate, they stated that the course content was not sufficient, the teaching methods used in the process were inefficient, measurement and evaluation were not done.

During the distance education, the majority of parents stated that their children had difficulties in self-learning and managing their own learning processes. The reasons for this situation were stated to be that children could not plan their lessons themselves due to the fact that they are in small age group, they could not attend online lessons alone, the home environment was not suitable, and the technological equipment was inadequate.

According to the second sub-purpose of the research; It has been stated that teacher-student communication is mostly established to share homework, course content and activities, etc. via phone and instant messaging.

According to the third sub-purpose of the research; It is not preferred by the majority of the parents (97.9%) that education and teaching in the future will be carried out through distance education. Parents stated that this distance education can only be used to support face-to-face education.

Key words: *COVID-19, distance education, evaluation of distance education, self-learning.*

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INVESTIGATION OF PROCEDURAL LEVEL TO CRITICAL READING SELF-EFFICACY PERCEPTIONS OF METACOGNITION SKILLS

Pınar ÖZMUTLU¹ (Trakya Üniversitesi, İnterdisipliner Engelli Çalışmaları ABD)

Doç. Dr. Özden DEMİR (Trabzon Üniversitesi, Fatih Eğitim Fakültesi, Eğitim Bilimleri Bölümü)

Problem statement

Having a high level of thinking ability that contributes to the individual's being efficient and talented in every period of her life (Baltaş, 2004) and a perception of critical reading self-efficacy is now a necessity of the age. According to Grabe and Stoller (2002), cognitive awareness of reading strategies will help a reader to understand, plan, organize and monitor academic materials they read. According to the results obtained from the protocols for thinking according to Chutichaiwirath and Sitthitkul (2017), it is recommended to the participants to use cognitive awareness effectively while reading. Because the use of reading strategy reflects reading performance. Joshua (2016) stated that successful readers are considered as good strategy users and that the reading strategies used by successful readers lead the individual to his / her goal of reading comprehension. In many studies it is stated that the concepts of cognitive awareness and critical reading should be included in the curriculum of educational institutions in order for university students to gain the skills to look critically at what they read and to control their own learning processes (Çam, 2006; Demir & Doğanay, 2010; Erol and Erdem, 2017; Kummina and Rahman, 2010; Paul and Elder, 2013;). At this point, determining the differentiation in students' acquisition and use of these skills during their university education was considered important, and first and last year university students were selected as the sample group of the study.

The main purpose of this study is to examine the procedural relations between metacognition skills with self efficacy perceptions on Critical Reading Skills of University Students. The research is designed according to procedural model.

Method

The population of the study consisted of 1590 students studying in the 1st and 4th grades of the undergraduate programs of Tekirdag Namik Kemal University in 2016-2017 academic year. The sample group consists of 403 students (220 females and 183 males) from the Faculty of Medicine, Faculty of Engineering, Faculty of Fine Arts, Faculty of Economics and Administrative Sciences and faculty of fine arts randomly selected from the same population. The data were collected by using critical reading self- efficacy perception scale and metacognition scale. The critical reading self-efficacy perception scale was developed by Karabay (2013) to measure the critical reading self-efficacy perceptions of pre-service teachers. The scale is a 5-point Likert type measuring instrument consisting of 41 items and 3 sub-dimensions. These sub-dimensions are named as "Evaluation", "Research / Analysis" and "Visual". For this study, the Cronbach Alpha internal consistency coefficient of the critical reading self-efficacy perception scale is .92. The reliability coefficients of the subscales were found as .91 for the evaluation, .77 for the research / examination and .73 for the visual.

Cognitive awareness scale was developed by Demir (2013) to measure the cognitive awareness skill levels of pre-service teachers. The scale consists of "Evaluation", "Organization" and "Planning" sub-dimensions and 14 items. For this study, the Cronbach Alpha internal consistency coefficient of the cognitive awareness scale

1 pnrozmumlu@gmail.com

was .89 in total; The reliability coefficients of the subscales were found as .77 in the evaluation sub-dimension, .65 in the organization sub-dimension, and .73 in the planning sub-dimension.

It was determined that the data showed normal distribution and provided homogeneity. In order to determine whether there is a difference according to gender, department, class, faculty or participation level, t test and one way analysis of variance were used for independent groups. In the study, statistical techniques; number, percentage, arithmetic mean, independent groups t-test, one-way analysis of variance and regression analysis techniques were used.

Findings

According to the results of the analysis, there were no differences in the evaluation, organization and planning sub-dimensions of students' metacognition perceptions scale in terms of gender and social participation variables whereas there was a significant difference in the planning sub-dimension according to the class variable, in the evaluation sub-dimension according to the department variable and in the planning and evaluation sub-dimensions according to the faculty variable. There is no significant difference between the students in the evaluation, research/ examination and visual sub-dimensions of the critical reading self-efficacy perception scale while significant differences are found in the evaluation and visual sub-dimensions of the gender variable and in the sub-dimension of the evaluation according to the faculty variable. In the total score of the results concerning metacognition sub-dimensions' predicting self- efficacy perception scores on critical reading scale; the evaluation and research / analysis sub-dimensions were significant only in the planning dimension. However, metacognition does not significantly predict the visual sub-dimension of the Self- efficacy Perception Scale. In the results of regression analysis relation with predicting to the critical reading self-efficacy perception scale scores of the metacognition scale sub-dimensions, while significantly predicting the critical reading self-efficacy perception scale's total score with evaluation and organization sub-dimensions that the metacognition scale's planning sub- dimension, the critical reading self-efficacy perception scale, the evaluation and research / review sub-dimensions and the total scores did not significantly predict was found. Also, the planning, evaluation and organization sub-dimensions of the metacognition scale do not significantly predict the visual sub-dimension of the critical reading self-efficacy perception scale.

Key Words: Metacognition, critical reading, critical reading self-efficacy perception.

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POSTGRADUATE THESES IN THE CONTEXT OF MULTICULTURALISM AND MULTICULTURAL EDUCATION: BIBLIOMETRIC ANALYSIS

*Sinan TARTAR*¹ (Bolu Abant İzzet Baysal University, Turkey)

Mehtap BADEMCİOĞLU (Bolu Abant İzzet Baysal University, Turkey)

Problem statement

The concept of multiculturalism, which shows its effect in all areas of society, especially affects the education and school process (Marangoz, 2014), is important to organize school environments to reflect different cultures and to train teachers and administrators in line with this understanding (Banks et al., 2001). In particular, the impact of the war in Syria in recent years, Turkey is one of the countries affected by the dense refugee exodus. Therefore, it increased further hosting cultural diversity in Turkey in the past to present, multicultural training programs have gained importance (Kamışlı, 2019) and is specifically prepared many graduate thesis in this area (Okmeydan Bitirim, 2020).

It is seen the content analysis of 32 studies and 7 books obtained from the ERIC database and CoHE National Thesis Centre between 2005 and 2014 were made by Günay and Aydın (2015) on multiculturalism and multicultural education when the relevant literature is examined and only 10 of the studies whose content analysis was made consist of postgraduate theses. There is no study in which direct bibliometric analysis of postgraduate theses on multiculturalism and multicultural education has been found. Therefore, in this study, it was aimed to fill this gap in the literature, and it was aimed to contribute to the field about the current trend of multiculturalism and multicultural education.

In this study, it was aimed to investigate postgraduate theses made in Turkey in the context of multiculturalism/multicultural education. The distribution of studies carried out between 2008 and 2020 was analysed and the answers to the below questions were sought: 1) year of publication, 2) university, 3) publication type, 4) the publication language, 5) disciplines, 6) research method, 7) research design, 8) sample/ study group, 9) sampling methods, 10) data collection tool.

Method

This study was conducted according to a case study, one of the qualitative research designs. The study group of the study was determined according to the criterion sampling method, one of the purposeful sampling methods. The criteria for the words “multiculturalism” and “multicultural education” in the titles of the graduate theses examined in the study, the absence of restrictions on access to the theses, the theses are located in the institute of educational sciences and social sciences, and the theses in the institute of social sciences are directly related to the field of education. Therefore, the study group consists of 81 graduate theses, 65 master theses and 16 doctoral dissertations, covering the years 2008-2020, meeting the specified criteria. Document review technique was used from information sources that should be used effectively in qualitative research in the collection of data of the research (Yıldırım & Şimşek, 2016). Theses in CoHE National Thesis Centre were scanned in the field of “multicultural” at certain intervals between 01.01.2021-09.02.2021, and a total of 708 theses were reached under both titles. This number was reduced to 184 as a result of the filtering

1 sinantartar12@gmail.com

made under the title of “education and training” in the subject section. These theses were examined one by one by the researchers, and the theses that did not meet the required criteria were eliminated. 81 theses that meet the required criteria were marked on the thesis criteria form, downloaded, collected in a single folder, and bibliometric analysis was made. Bibliometric and descriptive analysis were used to analyse the data. In this way, the graduate theses have been examined in detail and obtained reliable results (Okmeydan Bitirim, 2020). The information regarding the analysed theses were transferred to Google Sheets and Microsoft Excel programs, and statistical analyses were carried out in accordance with the themes created in line with the research questions.

Findings

When research findings examined, it was concluded that: Multiculturalism and multicultural education in the context of graduate up to 2019 theses (23 theses) were written in Turkey; the most theses written at Marmara University (9 theses); made on postgraduate studies were written at the graduate level the vast majority (65 theses); Turkish language was generally used (71 theses); postgraduate studies were mostly conducted in the Department of Education and Instruction (20 theses); 23 of the postgraduate studies were quantitative, 22 of them are qualitative, and 11 of them are mixed research methods; 25 of them were not specified any research method; 9 of them were not included in the research design in the qualitative research approach and the case study (7 theses) pattern was used the most; the descriptive survey model (9 theses) was mostly used in the quantitative research approach; the most preferred pattern was an explanatory sequential design (2 theses) in the mixed research approach; the majority of the sample/study group consisted of teachers (38 theses) and university students (22 theses); the sampling method was not included in 20 theses in postgraduate studies; the most easily accessible sampling method (15 theses) was preferred; the scale (51 theses) and the interview form (28 theses) were preferred mostly as the means of collection.

Keywords: Multiculturalism; multicultural education; postgraduate thesis; bibliometric analysis

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INVESTIGATION OF PARENTS' OPINIONS ON DISTANCE SCIENCE EDUCATION DURING COVID-19 PANDEMIA

Duygu AKKAN¹ (Ministry of Education, Turkey)

Mustafa ERGUN (Ondokuz Mayıs University, Faculty of Education, Turkey)

Problem statement

The process of coronavirus (COVID-19), which has been under the control of the entire world, has adversely affected the education system of both countries and all industries. Countries have tried to find solutions to this situation, which they suddenly encounter with their educational technology infrastructure. In order to pass this process with the least damage, distance education has been preferred as in our country and all over the world, and distance education has been started at all levels.

Turkey has created the opportunity to students for live lessons through distance education platform with their teachers in this distance education process and with EBA TV and EBA application it enabled them to repeat the subject. During this period, which was carried out as distance education at home, the control of the students' education suddenly passed to the parents and families had great responsibilities. This situation started to cause anxiety among parents who did not have any distance education knowledge and experience before.

Studies conducted on different stakeholders regarding the pandemic process revealed the advantages and disadvantages of distance education in general. While school administrators talk about the advantages of space, time and functionality in the distance education process, underlines the disadvantages of access to technology and assessment (Özdoğan & Berkant, 2020). Teachers from different levels indicate the advantages of effective teaching time and convenient learning environments in the distance education process, and the disadvantages of communication and learning difficulties in the teaching process (Alper, 2020). The sources preferred by students in the distance education process in our country can be listed as EBA TV, EBA application (website), materials shared by the teacher and live lessons, respectively (Gören vd. 2020). It was also understood that teachers faced classroom management problems in their virtual classes during distance education and that there were problems in terms of time management and organization of communication (Arslan & Şumuer, 2020). Studies conducted with science teachers in the distance education process show that the biggest questions are hardware and software problems, and it is very difficult to train the curriculum, and they generally prefer question-answer and direct instruction in distance education (Bakioğlu ve Çevik, 2020). When the literature was examined, it was understood that there were no parents' opinions about distance education of the science course. In this study, it was aimed to examine the parents' views on distance science education implemented in our country during the COVID-19 pandemic process.

Method

In this study, case study, one of the qualitative research designs, was preferred. In this study, based on purposeful sampling method, parents of students at different levels who take science course in secondary school in a metropolitan city in Black Sea region were selected. 26 parents of 5th and 8th grade students voluntarily participated in the study.

1 dyg5552@gmail.com

An interview form containing 15 questions was used as a data collection tool. The answers to the questions in this interview form were collected through an online interview. Various measures have been taken to minimize the factors affecting the validity and reliability of the data collection tool. A direct quote for internal validity and an explanation of the reason for choosing the method used for external validity were made. Data was recorded for internal reliability and consistency between data was checked for external reliability. Finally, codes and themes were created from the collected data.

Findings

In the light of the findings, although it is stated by the parents that live lessons are the most preferred in terms of the resources students use in the distance education process, it has been determined that the most efficient resource is websites and lecture videos. It is observed that the parents have assumed the supervision task since they have declared that they have to control the student continuously during this process. It was understood that the parents did not agree on the duration of the course, some found the course time sufficient and some found it insufficient. It has been observed that the most important problem in science distance education is that the experiments cannot be done and the communication between students affects learning. It was also emphasized by the parents that it is of great importance to experiment with science at home in accordance with the possibilities for students. Among the positive aspects declared by the parents are that distance education minimizes the risk of contamination due to their health conditions and provides flexibility during the course. It was observed that some of the parents requested additional studies including problem solving and subject repetition as required by the science course.

Key words: Science education, COVID-19, Parents' opinions, Distance education

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DIFFICULTIES ENCOUNTERED BY TEACHERS OF SYRIAN STUDENTS UNDER TEMPORARY PROTECTION IN LEARNING AND TEACHING PROCESSES

*Durmuş Ziya GÖRÜR*¹ (Reyhanlı Secondary School, Hatay, Turkey)

*Assist. Prof. Dr. Mustafa Cem BABADOĞAN*² (Ankara University, Ankara, Turkey)

Problem statement

The act of individuals' leaving the place of residence or communities for social, political or economic reasons and going to a different settlement or country is called migration (Turkish Language Society, 2021). According to Emiroğlu and Aydın (2003), the definition of migration is the geographical mobility of the human and the population dynamics caused by this geographical mobility.

Starting from the political turmoil started at 2011 in Syria to today, Turkey has hosted Syrian citizens increasing in number day by day. According to data of Immigration Administration General Directorate of the Ministry of Interior, number of registered Syrians in the scope of temporarily protection has reached 3 million 645 thousand 557 until 2021. 47 percent (1 million 732 thousand 44 people) of these almost four million people are in 0-18 age span and 1 million 211 thousand 933 children are of educational age (Refugees Association, 2021). Education is one of the most important integration problems that occur within the migration process (Yalçın, 2017). While there are 72 million children who cannot continue their education worldwide, children who cannot attend school due to natural or man-made disasters constitute half of them (Yavuz & Mızrak, 2016).

Considering the education system in Turkey, it is seen that a common program is implemented in Turkey. Considering this structure of the Turkish education system, it is noticed that some problems have occurred in education with the inclusion of Syrian students under temporary protection into the education system. Considering all these conditions, the problem of this study is the difficulties faced by teachers who teach Syrian students under temporary protection in their learning and teaching processes.

Method

Case study method which is one of the qualitative research patterns was used in this research. According to Yıldırım and Şimşek (2016), case study is a widely used approach in qualitative research. Case studies are methods in which one or more events, settings, programs, social groups or other interconnected systems are examined in depth (McMillan, 2000).

According to the data of the Refugees Association (2021), among the first three provinces with the highest number of Syrians, Hatay was chosen as the province where the study will be conducted because of its highest number of Syrians compared to city population. In order to create a study group among teachers working in Hatay with Syrian students in their class, the district with the highest concentration of Syrian students was researched and a study group was formed from 35 teachers who work in Reyhanlı, which has 15.490 Syrian students and are willing to participate in the study.

Interview technique, one of the qualitative research methods, was used to collect teachers' opinions. The semi-structured interview form used in the interviews consists of two parts. In the first part, there are

1 Correspond author's email address: gorurdurmus@gmail.com

2 cbabadogan@gmail.com

questions about teachers' personal information, while in the second part there are research questions. Research questions; It was prepared to determine what difficulties teachers have in terms of goals, content, learning, teaching and evaluation. After the interview form was submitted to the opinion of four experts, one of them from the Curriculum and Instruction and three from the field of Measurement and Evaluation, it was rearranged and a pilot application was conducted with three teachers.

Content analysis was used to analyze the data obtained from the interviews conducted within the scope of this research. The basic process in content analysis is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Yıldırım and Şimşek, 2016).

Findings

The problems experienced by teachers have been changing based on such criteria as number of Syrian students in classrooms and schools, being or not being in the same class with Turkish students or working in schools consisting of only Syrian students. Difficulties in learning and teaching processes obtained from interviews with teachers who teach Syrian students are addressed in 4 categories. These categories are classroom culture and management, the effects of Syrian and Turkish students on each other, changes in the implementation of the programs, and volunteer Syrian educators.

The tendency of Syrian students not to comply with classroom and school rules triggers disciplinary problems. In addition, Turkish students are ignored in classes with a high concentration of Syrian students during the course. As it does not serve the purpose of inclusive education, and keeping Turkish students and Syrian students in separate environments also poses serious problems in terms of integration. Almost all schools in Reyhanlı have Syrian volunteer educators. Syrian volunteer educators generally facilitate teachers' work at the point of homework and parent communication, as a kind of translator. However, Syrian educators' presence in schools for reasons such as hindering student integration and language development, and undermining teachers' authority in the eyes of the student is also considered negatively.

Key words: Temporarily protection, Syrian student, instructional program, teaching process, teacher problems

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“CHILDREN WITH SPECIAL NEEDS AND THEIR PARENTS IN THE PANDEMIC” PARENTS’ RESPONSES

Assoc. Prof. Dr. Fatma ÇALIŞANDEMİR (Burdur Mehmet Akif Ersoy University, Turkey)

Master Student, Ecem Nur SAVAŞ¹ (Burdur Mehmet Akif Ersoy University Institute of Educational Sciences, Burdur, Turkey)

Problem statement

While the prevalence of a disease in the society in a certain period is expressed as an “epidemic”; large epidemics affecting large geographies and continents are expressed as “pandemics”. The World Health Organization defines the pandemic as “large-scale epidemics affecting millions of people in more than one country and sometimes spreading around the world”. According to UNESCO, even more, strong interruptions are expected in times to come for Covid-19 the health crisis that has resulted in shutting down schools and universities and affecting more than %90 of students in the world. Even if schools and universities start to continue their operations, the economic recession that has risen as the result of the pandemic has a hazardous role to intensify inequalities that have already been and to fade back the improvement of expanded education access and reformed global education quality progression.

UNESCO has made a statement that “We see that online distance learning cannot be the sole solution, as it tends to exacerbate already existing inequalities that are partly levelled in school settings. This will be of interest for this Commission whose task is rethinking the future of education, including appropriate articulation between distance and classroom learning.” While considering the future of education, special attention should be paid to education for children with special needs.

Pandemic processes have many psychological effects on individuals. All these things that the source of the pandemic is unknowable; it increases beyond control; multiple deaths are seen; each individual is under risk; the perception has been lost, “the world is safe”, turn the process into global traumas. (Bozkurt, Zeybek & Aşkın, 2020) The results of the pandemic affect every child and family. However, Children with special needs and their families are at higher risk in this period. Karip (2020) states that individuals with special needs are one of the most affected masses by the pandemic and it will not be easy to close these gaps in the normalization process due to the increase in learning gaps of individuals with special needs at the end of the process. Sudden endings of the treatments to the individuals with disabilities will cause greater problems. Karabulut (2020) stated that according to the responses from families, the education of individuals with special needs was interrupted during the pandemic process, resulting in deterioration in their routine, behavioral problems, and decline in acquired skills. This situation may cause an increase in parents’ concerns about the process. In this study, it was tried to investigate what parents who have children with special needs experienced during the pandemic process, the positive and negative behaviours they observed in their children, how their relationships with their children were affected, and the concerns they experienced in the pandemic process.

Method

The study is a qualitative effort to determine how the pandemic process affects parents and their children with special needs. In the study, a typical case study method was used from qualitative research types and a semi-structured questionnaire was used to collect data. In order to determine the suitability of the questions

1 ecemnsavas@gmail.com

in the semi-structured interview form, expert opinion was consulted. Corrections have been made within the framework of feedback. As part of the research, data was transmitted online to the parents of children studying at the special education and Rehabilitation Center associated with the National Education Directorate, and was collected. Analysis of research data was carried out through descriptive analysis, one of the qualitative analysis techniques. After the breakdown of semi-structured interview records in the study was also made by a second researcher, the code that would best represent it was determined. The same work was done at the stage of creating a theme from the codes, thus trying to provide reliability for the analysis of the data. The study interviewed 55 parents with special needs children according to the purposeful sampling technique. 35 of the participants were mothers and 20 were fathers.

Findings

Although the majority of parents stated that they were “negatively” affected by the pandemic process, there are also those who stated that they were “positively” affected by this situation. Parents who stated that they were negatively affected by the process stated that they were most afraid of their health being negatively affected and of contracting the disease. In addition, parents expressed concern about their children’s special circumstances. They noted that their children regressed during the pandemic process and observed an increase in problem behavior. Parents who expressed positive influence emphasized that their domestic relationships were strengthening and that they observed improvements in their children in a positive way. They gave answers that they knew each other better and learned to spend quality time. In addition, according to the statements of parents, it was a positive situation for children to be at home. They noted that their children are progressing in terms of language and speech and in terms of expressing themselves.

Key words: Covid 19, pandemic, parents with special needs children, children with special needs

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PARENTAL PARTICIPATION ON READING-WRITING LEARNING PROCESS FOR THE CHILDREN WITH SPECIFIC LEARNING DISABILITIES*

*Assist. Prof. Dr. Didem Kayahan YÜKSEL*¹ (Sivas Cumhuriyet University Faculty of Education, Turkey)

Assoc. Prof. Dr. Esma EMMİÖĞLU SARIKAYA (Tokat Gaziosmanpaşa University Faculty of Education, Turkey)

Problem Statement

The term learning disability was first introduced in 1962 by Samuel Kirk (MEB, 2014). A person with a learning disability, despite the necessary interventions, for at least six months; exhibit behaviors such as reading incorrectly or slowly, difficulty in reading comprehension, writing difficulty, difficulty in learning, using, and calculating numbers, and difficulty in mathematical reasoning (APA, 2013). Learning disabilities in an individual can occur in learning language skills or in learning mathematics, as well as in both areas. Studies show that learning disability mostly occurs in learning to read and write (Ergül, 2012; MEB, 2014). The literacy directly affects the success in many courses, it especially impacts the Turkish course (Erginer, 1996). Studies show that children with learning disabilities can learn to read and write when necessary support and assistance is provided (Akyol v& Yıldız, 2010; Duran & Sezgin, 2012). According to Özyürek (2009), in the literacy education process of children with specific learning disabilities; making adaptations in teaching methods and materials, providing students with successful daily live experiences, cooperating with family, school management, and other teachers in the preparation and implementation of individualized education programs, ensuring the participation of the family in education, and employing supportive education services contribute to student learning. Similarly, Uçgun (2003), in his study examining specific learning disabilities in terms of teaching Turkish, states that the role of family and teacher is very important in eliminating learning difficulties and that students with learning disabilities should receive appropriate therapies. Literature review reveals that studies on parental participation in literacy education are generally limited to healthy children, and there are not enough studies on this subject regarding students with special needs (Gül, 2007). However, individuals with special needs are generally one of the groups that need family participation the most. Başal and Batu (2002) in their studies with private school teachers teaching elementary grades; they stated that families of children with special needs should be included in students' literacy learning process and families should receive education because they have insufficient knowledge on this subject. Families should be encouraged to participate in children's literacy education. The purpose of this research is examining parental participation in the literacy learning process of students with specific learning disabilities, based on the views of parents and teachers.

Method

This study is designed as a phenomenological research. Interviews were used to collect data. While determining the participants of the study, criterion sampling method, one of the purposeful sampling methods, was used. The participants of this study are four parents with children diagnosed with specific learning disabilities and their children's teachers. Participants volunteered to participate in the study. In the research, semi-structured interview forms were developed by the researchers as data collection tools to make interviews

* This research has been produced from the first author's doctoral thesis titled "Özel Öğrenme Güçlüğü Yaşayan Çocukların Okuma Yazma Eğitimine Anne Katılımı: Bir Eğitim Programı Taslağı" prepared under the supervision of the second author.

1 didemkayahan@cumhuriyet.edu.tr,

with parents and teachers. Parents interview form consists of nine items and probe questions; teacher interview form consists of five items and probe questions. The research was carried out in a private education institution operating in Sivas Province Central District for 11 years. The meeting date and time for the interview with the parents and teachers to be interviewed was scheduled in advance, and the researcher and each participant were found to be one-to-one during the interviews. The interviews were recorded with a voice recorder and the interviews took about 30 minutes. The data were analyzed with the MAXQDA 18 program using the descriptive qualitative analysis technique.

Findings

Parents stated that their children with specific learning disabilities experience negative experiences when studying due to the difficulties and unwillingness of the child in learning academic skills during the literacy education process. Teachers stated that they could not get the support they expected from the families due to the insufficient teacher-parent communication and cooperation, and due to the families' inadequate and incorrect information in the literacy education process of the child. In addition, teachers stated that they need to cooperate with families and to have their children do homework and practice their studies at home. Parents stated that to participate in the education of their children, they need to have the knowledge and skills about specific learning disabilities, and about the sound-based sentence teaching method and about the principles of instruction. All the teachers emphasized the need for family participation in the literacy education process and for families to receive education on this issue; however, they stated that they had not given such education to the parents before. Parents stated that they felt inadequate to cope with the difficulties encountered in the education of their child with specific learning disabilities.

Keywords: Specific learning disability, reading and writing education, parental participation in education.

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INVESTIGATION OF RESEARCH UNIVERSITIES' LIBRARIES IN TURKEY ACCORDING TO VARIOUS VARIABLES

Prof. Dr. Nurdan KALAYCI¹ (Gazi University, Faculty of Education, Ankara, Turkey)

Arş. Gör. Yeliz ABBAK (Erciyes University, Faculty of Education, Kayseri, Turkey)

Problem statement

Higher education institutions have very important roles in building scientific knowledge and increasing the socio-cultural and economic levels of the society. In our country by the increase of young population, the demand for higher education which is responsible for raising qualified manpower rises day by day (Bakioğlu & Tatık, 2020). There are 207 state and private universities in Turkey (YÖK, 2020). In 2017, 10 universities in Turkey were identified as “research university” by the Higher Education Institution (YÖK). Today, research universities are seen as elite institutions with multiple academic and social roles, and they have become the center of the knowledge economy, have high research focused support, pioneering research, and provide considerable contribution to science, economy and technology of Turkey (Erdoğan, 2018). It is vital for research universities to access information, to provide appropriate learning and research conditions to accomplish their missions. University libraries are the institutions that directly support teaching and scientific research in parallel with the aims and functions of universities and make the current data of science available through constantly developing information resources and technologies (Çukadar, Gürdal, Çelik, Kahvecioğlu, 2011). In this context, university libraries have become an integral part of higher education in information era, the lifelong learning approach, which defends the view that the production of knowledge is increasing rapidly with the effect of information technologies and that education will not end regardless of time and place. The importance of the libraries of universities, which have significant tasks such as being a main source for scientific study, research, education and training, creating suitable learning conditions for scientific studies has increased even more in the COVID-19 pandemic to make education more effective, sustainable, accessible and research-based with the research university status. In this study it is aimed to analyze 10 research university libraries in Turkey according to various variables. For this purpose, answers to the following questions were sought:

1. What are the budgets allocated and spent by research universities for libraries?
2. What are the physical and structural characteristics of universities libraries?
3. What is the total number of publications (printed and electronic) and the rate of publications per student in research universities?
4. What services do libraries offer to universities and public?

Method

In this research descriptive model has been used since the status of research universities libraries in Turkey has been carefully analyzed (Büyükoztürk, Çakmak, Akgün, Karadeniz & Demirel, 2014). In addition, the research is qualitative as qualitative research techniques are used in the research, and it is also a comparative educational research since it compares the libraries of the research universities. The research universe of this study consists of all universities in Turkey; the sample was the 10 universities given the status of research

1 kalayci@gazi.edu.tr

university by YÖK in 2017 – namely Ankara, Boğaziçi, Erciyes, Gazi, Gebze Teknik, Hacettepe, Istanbul, Istanbul Technical, Middle East Technical Universities (METU) and Izmir Institute of Technology. Criterion sampling method, one of the purposeful sampling methods, was used in the study. In accordance with this sampling method, the criterion is to be the library of a research university. The source of data of the research is the websites of research universities, 2019 activity and internal evaluation reports. As a data collection tool, a document review form was developed by the researchers and this data collection tool was used. The data of the research were analyzed according to the sub-goals created in line with the purpose of the research and the principles of document analysis method. In addition, the opinions experts in the field were consulted to ensure validity and reliability in the analysis process.

Findings

In relation with the first sub-purpose of the research, Gazi University allocates the highest budget (10.136.000,00 TL) among 10 university library and uses almost all of them. For the second sub-purpose of the research, it was found that Ankara University does not have a central library and the largest usable area belongs to the METU central library (12.280 m²). At the same time, Hacettepe University has the most library staff (105) among these universities. For the third sub-purpose of the research, the number of publications of libraries and the total publication rate per student are examined in this study. It is found that the highest number of publications among research universities belongs to Ankara University (1.461.891) and the highest publication rate per student belongs to Boğaziçi University (84.8). For the fourth sub-purpose of the research, it is determined what services the libraries offer. Regarding online services of research universities, providing 7/24 service has become an important need, especially during the COVID-19 pandemic. In terms of the services offered by university libraries, it has been seen that all research universities and their libraries are remotely accessed, generally continue their educational services online with the pandemic period and provide convenience to students. When the online databases owned by universities are compared, it is determined that the most online databases belong to Istanbul Technical University (223) and the least databases belong to Gebze Technical University (46). It has been determined that most of the research universities provide remote access to their students and continue their online education, especially during the pandemic period. More cooperation can be established among research university libraries and the number of university libraries' online databases should be increased.

Keywords: Research universities, libraries, higher education, Covid-19 pandemic.

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STUDENT-RELATED FACTORS EXPLAINING MATHS ACHIEVEMENT in the RESEARCH of MONITORING and EVALUATING ACADEMIC SKILLS

Asst. Prof. Dr. Recep GÜR¹ (Erzincan Binali Yıldırım University, Turkey)

Dr. Ahmet YILDIRIM² (Ministry of National Education, Turkey)

Problem Statement

Multi-dimensional nature of learning requires measuring affective properties of students as well as cognitive properties. Effect of affective and psychomotor properties on student achievement render the use of questionnaires together with achievement tests and determination of the relationship between academic achievement and contextual factors through these questionnaires compulsory. It is possible to observe this fact in both international studies such as PISA (Programme for International Student Assessment), TIMSS (Trends in International Mathematics and Science Study) and in ABIDE (Monitoring and Evaluating Academic Skills) which is a national large-scale assessment. ABIDE is a national research which is conducted by Ministry of National Education (MoNE) in order to investigate academic skills of students in the domains of Turkish, maths, science and social studies and the relationship between these skills and contextual factors. First administration of ABIDE was conducted in 2016 and the report of this administration was published in December 2017 by MoNE (Ministry of National Education, 2017).

Yıldız (1999) found out that well-educated parents establish good relationships with their children and increase their motivation for success; existence of a peaceful study environment at home increases students' achievement; academic failure of students results from the socio-economic and cultural inadequacy. Factors such as success and failure in maths which is perceived as a hard subject influence the learning and teaching process. That's why, it is necessary to address the affective factors and to examine the relationship between academic achievement and affective factors (Cantimer and Şengül, 2020).

In ABIDE report, it was seen that variables which might influence student achievement are addressed individually. In this study, it was planned that student-related variables that might affect maths achievement of students in ABIDE 2016 be addressed altogether. In this respect, this study may contribute to existing knowledge of institutions, researchers and policy makers regarding development of curriculum and organization of learning environment in order to increase student achievement since this study aims to examine how students can transfer school learning to everyday life and how contextual factors influence academic skills of students. As a result, general aim of this research is to determine student-related variables that explain maths achievement of students in ABIDE 2016. In accordance with this general aim, following research questions were addressed:

1. What is the variable which explains the maths academic scores of students the best?
2. What are the student-related variables that explain maths academic scores of students respectively?

Method

This research is a quantitative research which is designed in accordance with the correlational survey model. Correlational survey models are models which aim to examine the existence and the degree of correlation between two or more variables (Fraenkel and Wallen, 2006; Karasar, 2012).

1 Correspond author's email address: verianalizirehberi@gmail.com

2 Correspond author's email address: verianalizirehberi@gmail.com

The population consists of 34.658 eighth grade students who participated in ABIDE 2016, and the sample consists of 5.000 students who were randomly selected by employing simple random sampling technique.

Data from achievement tests and questionnaires belonging to ABIDE 2016 were acquired by MoNE through correspondence. In this study, the variable “maths achievement scores” was addressed as predicted variable while the variables “educational target”, “number of siblings”, “number of books at home except for magazines, newspapers and textbooks”, “socio-economic status”, “frequency of nonattendance” and “maths self-efficacy” were addressed as predictors.

In order to analyze data, CHAID analysis (Chi-squared Automatic Interaction Detector) was employed. CHAID is an explanatory statistical technique used to examine the relationship between predicted variable and the predictors (Diepen and Franses, 2005; Doğan and Özdamar, 2003; Kass, 1980). CHAID analysis summarizes the latent relationship among variables by employing tree diagrams (Hoare, 2004; Yağız, 2003).

Findings

Mean of the maths scores in ABIDE was calculated 493.99. Research findings indicate that student-related factors that explain maths achievement of students in ABIDE are “educational target”, “number of siblings”, “number of books at home except for magazines, newspapers and textbooks”, “socio-economic status”, “frequency of nonattendance” and “maths self-efficacy” respectively.

In estimation of “socio-economic status” indice, variables of “monthly income of family”, “educational level of mother”, “educational level of father”, “having a personal computer or tablet”, “having a personal room”, “having internet connection at home” and “having centrally heated heating system” were used. When findings are examined within the framework of “socio-economic status” for those students who target to complete university; as socio-economic status of students increases, the mean of maths scores increases as well.

As a result, findings vary by subcategories of each explanatory variable. However, as socio-economic status of students, number of books at home except for magazines, newspapers and textbooks and maths self-efficacy increase; mean of maths scores increase as well. Moreover, it was discovered that as number of siblings increases and frequency of nonattendance decreases, the mean of maths scores decreases. Consequently, students might be encouraged in terms of attendance.

Keywords: ABIDE, Maths Achievement, CHAID Analysis

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VILLAGE INSTITUTES WITH TEACHER TRAINING POLICIES

Dr. Okay DEMİR¹ (Milli Eğitim Bakanlığı, Türkiye)

Problem Statement

After the establishment of the Republic of Turkey, it was time for building the basis of the new country with an education system that prioritizes culture and training individuals that understood and adopted new values. School curriculums were accordingly shaped and put into practice in line with these ideals. Community Schools, Public Education Institutions, and Village Institutes were included in the education of villages aiming at forming the new type of individuals and training conscious citizens (Demircioğlu, 2008).

Tonguç (2017) emphasizes that the ideas that form the basis of the functioning of Village Institutes aren't shaped easily; it is thus necessary to ask the opinions of famous educators, experienced teachers, and students studying at the institutions that train teachers. It will be possible to understand the necessities of villages and form an education style that fits the structure of villages.

Tonguç considered all these significant points and formed an understanding. The basis of Tonguç's education philosophy is creating "A home of education where the theory is put into practice" (Tonguç, 1938; cit. Çetin and Kahya, 2017). Tonguç was affected by some foreign thinkers and education scientists; Pestalozzi, Kerschensteiner, and Dewey are some of them. "Democratic education, free-thinking and discussion environment in education, participation in administration, work education, professional training, education for practical purpose, education for raising the ability to work" are some of the educational views that affected Tonguç (Tonguç, 1969). All these factors were the cornerstones of Village Institutes.

It is thought that the teacher training practice carried out in the Village Institutes will contribute to the training programs of the teachers who will work in rural areas today. When the conditions of the specific era after the establishment of the Republic is taken into consideration, it can be said that Village Institutes had one of the most significant roles in education; the purpose of this research is to analyze the teacher training practice through the viewpoint of İsmail Hakkı Tonguç, who is one of the architects of Village Institute system.

Method

The document analysis method is used in this research. The document analysis method is based on analyzing the written materials that involve information about the target phenomena/phenomenon (Yıldırım and Şimşek, 2011). The document involves anything in hand before the research process; official records, letters, newspapers, poems, songs, records, historical documents, diaries, autobiographies are some of these documents (Merriam, 2013). Within the scope of the research, İsmail Hakkı Tonguç's comprehensive work titled "The Village to Be Revived", in which he collected his views on village institutes, was used as the main source. The data obtained through document analysis were analyzed using descriptive analysis approach. The purpose of descriptive analysis is to present the collected data by organizing and interpreting it. The data collected for this purpose were described systematically and clearly, and then these descriptions were interpreted and some results presented under the title of findings were reached.

1 okay4425@gmail.com.

Findings

It can be said that the basic purpose of establishing Village Institutes and practice this new type of educational understanding is to evoke villages. There were 21 Village Institutes established between 1940 and 1948, with an equalitarian understanding, all over the country. The Institutes were especially located near railroads and areas that are close to the antique geography. Architectural project contests were organized and after that step, institutes were constructed with the cooperation between students, master trainers, and teachers (Kocabaş, 2019).

According to Tonguç (2017), most of the processes followed in these institutes are social works; this is why cooperation and teamwork involving all members of the country is necessary. Teachers that have on-the-job training, who knows the working technique, who have work instruments, who believe in the ideal of vitalizing villages, who are willing to give effort and work hard for the good of the community, who loves villages are the basic cornerstones of this education system; it is thus impossible to support, develop, vitalize villages by educating great, enthusiastic teachers (Tonguç, 2017).

According to Tonguç, the success of Village Institutes depends mostly on self-sacrificing teachers that are willing to work under village conditions. The teaching staff in Village Institutes are equal to the teaching staff in secondary education institutes in terms of quantity and quality; these institutes couldn't be established, sustained, and be vital instruments in the development of the country without the great efforts and sacrifices of teaching members. Teachers, who are children of the village, carried out significant missions in the development and enlightenment of villages besides their contributions in education and they left an ideal for the future generations.

Keywords: Village Institutes, Teacher Training, Teachers.

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ANALYSIS OF PROSPECTIVE TEACHERS' TEACHING-LEARNING PROCESS COMPETENCIES IN TERMS OF VARIOUS VARIABLES*

Assist. Prof. Serkan ASLAN¹ (Süleyman Demirel University, Department of Educational
Sciences, Isparta)

Problem statement

The main role in the arrangement of the educational environment is in the teacher. In this regard, the teacher should design the teaching environment well and manage the teaching-learning process in order to be able to teach effectively. In order to achieve this, it is extremely important that the teacher has information about how the teaching-learning process should be organized. Likewise, the high efficiency of the teacher's teaching-learning process is an indicator that the teaching environment can be organized effectively and efficiently. Teachers should have some competencies while organizing the teaching-learning process. These competencies are grouped under the following headings by the Ministry of National Education (MEB, 2008):

1. Planning the lesson,
2. Preparation of material,
3. Organizing learning environments,
4. Organizing extracurricular activities,
5. Considering individual differences,
6. Time management,
7. It is behavior management.

The competencies of teachers regarding the teaching-learning process are revealed by showing the various performances under the headings above.

It is important for teachers to organize the teaching-learning process in an effective and qualified manner in raising qualified students. It was stated above that teachers should have certain competencies in order to organize and maintain the teaching-learning process effectively. Teachers can gain these competencies in pre-service training. For this, teachers should be informed about these competencies in their pre-service training and faculty members should try to gain these competencies to prospective teachers. It was thought that conducting a research on these competencies, which are considered important in the professional development of teachers, would contribute to the literature and it was decided by the researcher to conduct such a study. In addition, when the literature was examined, it was seen as a deficiency by the researcher that there were not enough studies on this subject. In this respect, it is thought that such a study will fill the gap in the literature. It is hoped that the results to be obtained as a result of this research will give feedback to prospective teachers, faculty members working in teacher training programs and curriculum development experts.

The purpose of this study is to examine the competencies of prospective teachers for the teaching-learning process in terms of various variables. In this context, answers to the following questions were sought:

1. What are the prospective teachers' competencies levels in the teaching-learning process?
2. Is there a significant difference between prospective teachers' competencies in the teaching-learning process in terms of gender, classroom level, department, high school graduated from, university entrance score type and academic achievement variables?

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1 **Correspond author's email:** serkanaslan@sdu.edu.tr

Method

In the study, cross-sectional survey model, which is one of the descriptive survey models, was used. In cross-sectional survey, the data collection process is performed at once (Atalmış, 2019; Fraenkel, Wallen & Hyun, 2014), and the characteristics of the studied case are described as they exist (Özdemir, 2014). In this study, the data collection process was carried out in one go, and prospective teachers' teaching-learning process competencies were described as they exist in terms of various variables. Participants of the study consist of 241 prospective teachers studying in 3rd and 4th grades at Süleyman Demirel University, Faculty of Education. Participants of the study were determined according to the criterion sampling method. The basic understanding in this sampling method is to study or review all situations that meet a predetermined set of criteria (Yazar & Keskin, 2020: 235). The criterion in sampling is to work with a sample group that is created by the researcher or meets the criteria or criteria previously created (Yıldırım & Şimşek, 2018). In this study, the criteria for studying in 3rd and 4th grades were determined. The main reason for this is that the prospective teachers studying in these classes have taken the teaching courses and therefore the idea that healthier results will be obtained as a result of the research. "Teaching-Learning Process Competencies Form" developed by Taşgın (2015) was used as data collection tool in the study. Before starting the data analysis, it was checked whether the univariate normality assumption was met and it was determined that this assumption was met. Descriptive statistics, t-test, univariate analysis of variance were used in the research.

Findings

As a result of the research, the result was obtained that prospective teachers consider themselves very competent in teaching-learning process competencies. This result is an important result of this research. The fact that the prospective teachers see themselves as competent in the teaching-learning process may indicate that they will organize the teaching-learning process in a qualified, student-centered approach when they start their duty. As a result of the research, a significant difference was found in favor of female prospective teachers in terms of gender variable between the teaching-teaching process competencies of the prospective teachers. Based on this result, it can be said that female prospective teachers consider themselves more competent in the teaching-learning process. As a result of the research, there was no significant difference between the teaching-learning process competencies of the prospective teachers in terms of the variables of the grade level of education and the type of high school graduated from, but a significant difference was found in terms of the department of education, the type of university entrance score and the variables of academic achievement. Based on these results, it can be interpreted that the variables of the grade level of education and the type of high school graduated from do not make a significant difference on the teaching-learning process competencies of the prospective teachers, but the department of education, the type of university entrance score and the academic achievement variables make a significant difference.

Keywords: Teaching-learning process, competence, teacher candidate.

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AN EXAMINATION OF TEACHERS' PERCEPTIONS TOWARDS PROFESSIONAL COMMITMENT ACCORDING TO VARIOUS VARIABLES

Yeliz Özkan HIDIROĞLU¹ (Ministry of National Education, Turkey)

Abdurrahman TANRIÖĞEN (Pamukkale University, Turkey)

Problem Statement

Professional commitment is a less studied topic than organizational commitment. When the years of publication are examined, more studies on professional commitment have begun to be conducted in recent years. Blau and Holladay (2006) stated that employees shifted their commitment to their professions, which they saw as more stable, and gave more importance to professional commitment than other types of commitment. This situation has been interpreted as professional commitment means more than an organizational commitment for some employees and doing the profession is more determinant than the organization in which the profession is performed. On the other hand, Balay (2014) stated that professional commitment and organizational commitment are mutually exclusive attitudes. As the reason for this situation, he stated that the norms and values of commitment to the profession and organization are fundamentally incompatible. Thornton (1970) argued that sacrificing one of the organizational and professional commitments is not a compulsory behavior, and employees can also show commitment to both their organizations and their professions.

The concept of professional commitment was first considered as a one-dimensional structure, but over time it was examined by researchers (Morrow,1983; Blau,2003) to create a multidimensional structure (Utkan&Kırdök, 2018). Morrow (1983) discussed professional commitment in three dimensions as “general attitude towards work”, “professional planning” and “relative importance of work”. Meyer, Allen, and Smith (1993) adapted the dimensions of organizational commitment to professional commitment of Allen and Meyer (1990) and discussed professional commitment in three dimensions as “emotional commitment”, “continuance commitment”, “normative commitment”. Blau (2003), on the other hand, discussed professional commitment in four dimensions as “emotional commitment”, “normative commitment”, “accumulated cost” and “limitation of alternatives”. In this study, “professional pleasure”, “social gain”, “professional career” were accepted as dimensions of professional commitment.

The study aims to determine teachers' perceptions of their professional commitment and whether these perceptions differ significantly depending on their gender, age, branch, professional seniority, length of service at their school, education status, union membership, and the size of the number of students present at the school. The following search questions determined for this purpose:

- a) What are the teachers' perceptions towards their professional commitment?
- b) Do teachers' perceptions of their professional commitment differ significantly according to their gender, age, branch, professional seniority, length of service at their school, education status, union membership, and the size of the number of students present at the school?

Method

The research is a descriptive survey model study among quantitative research. The population of the study is 2276 secondary school teachers working in the middle schools of Denizli's Merkezefendi (1159) and Pamukkale (1117) districts in the 2019-2020 academic year. A simple random sampling method was used in the

1 yelizozkan09@gmail.com

study. The sample of the study was selected online from only volunteer teachers working in public secondary schools in both districts. According to the sample calculation Formula (Şahin, 2014), reaching a sample of 329 people is considered sufficient for a population of 2276 people. This research was conducted with 473 volunteer teachers. The study was carried out by over 441 teachers. The “Teachers’ Professional Commitment Scale” developed by Ergen (2016) was used. The scale includes three dimensions such as “professional pleasure”, “social achievement”, “professional career”. The Cronbach’s alpha value of the scale was calculated as 0.84. In this study, the reliability of the professional commitment scale was calculated as 0.87. Besides, in this study, the Cronbach alpha values were calculated as 0.88 for professional “pleasure dimension”, 0.79 for “social gain” and 0.61 for “professional career”. The items in the scale show normal distribution. Descriptive and predictive statistical techniques were applied in the analysis of the data.

Findings

It was determined that teachers perceive their professional commitment at a high level. Besides, it was found that teachers have a very high level of perception in the “professional pleasure” dimension, and a high level of “social gain” and “professional career” dimensions. Among the dimensions of professional commitment, the highest average is in “professional pleasure”, while the lowest average is in “social gain”. When the items with the highest average of teachers about professional commitment were examined, teachers stated that they enjoy training people, love their profession, take care of children, enjoy doing their professions, and enjoy talking about their professions. When the items with the lowest average of teachers about professional commitment are examined, teachers perceive their rights related to their professions, making career plans related to their professions, and the fact that the profession adds prestige in the society, as lower than other items. No significant difference was found in teachers’ perceptions of their professional commitment according to their gender, age, duration of work at their school, education status, union membership, and the number of students in their schools. It was determined that teachers in the verbal branches have a higher perception of professional commitment than those in the numerical branches. Also, it was determined that teachers with a seniority of 21 years or more perceived their professional commitment as the highest, while teachers with seniority between 11 and 15 years perceived it as the lowest.

Keywords: Professional Commitment, Teacher, Commitment”

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EXAMINATION OF TEACHER CANDIDATES' COMPETENCY LEVELS ON CONSTRUCTIVIST LEARNING

Lecturer Mustafa YELER¹ (Burdur Mehmet Akif Ersoy University, Turkey)

Problem statement

There are many theories in the literature that try to explain the formation of learning. These theories can be grouped under three main headings within the approaches they follow in explaining learning and the historical development process. The first one is the behaviorist understanding that deals with learning from the stimulus-response association; the second is the cognitive approach which considers learning in terms of cognitive processes that define learning as the processing of stimulants in mental processes, and the third one is the constructivist learning approach that influences educational services all over the world today (Senemoğlu, 2018; Schunk, 2009). According to the constructivist approach, learning is based on the idea that knowledge does not occur as a result of the transfer of knowledge in the classroom by the teacher, and the basis of this approach is that learners make sense of information and reflect it on their life (Perkins, 1999). Each student who comes to the learning environment with their cognitive structures consisting of their past experiences (Demirci, 2009) interprets their experiences and creates their own knowledge (Doolittle, 2014). Therefore, in this process, it is required for individuals to determine their goals, to take their own responsibilities, to think, to research, to work with mental processes, to make associations, to create new perspectives, ideas and to try them... etc. For this purpose, the learner must be active in the process (Gray, 1997). Therefore, in constructivist learning environments, the guidance and the roles of the teacher in the process are as important as the active role of students.

Ministry of National Education in Turkey has carried out a conversion according to the constructivist approach by organizing the whole curriculum of teaching programs since 2004 -2005 academic year. The training of the learners who will implement the new curriculum in accordance with the perspective and competencies required by the constructivist approach is seen as a priority for the successful implementation of the renewed curriculum according to the desired qualifications. However, studies in the literature reveal that teachers do not properly implement the curriculum based on constructivist understanding or experience various problems. The aim of this study is to determine the competency level of senior teacher candidates in terms of having the qualities by the constructivist learning approach.

Method

In this study, survey method was employed, for in the study teacher candidates' competency level on constructivist learning was examined. This method aims to reflect the characteristics of a situation as it is, and it determines how the opinions, attitudes, skills, etc. of individuals related to a certain event or subject are (Karasar, 2003; Büyüköztürk et al, 2011, Küçükkaya, 2011).

The study group consisted of a total of 284 teacher candidates, 67 males and 187 females, who were randomly selected from the 4th-year students studying at Science, Mathematics, Preschool, Classroom, Social Studies and Turkish Education departments of the education faculty. In this study, the "Scale of Teacher Candidates' Competency on Constructivist Learning" developed by Yeşilyurt (2013) was used. The scale consists of 56 items and eight sub-dimensions prepared to reveal the cognitive awareness level teacher candidates and teachers about constructivist learning theory. The sub-dimensions of the scale were as "nature

1 Correspond author's email: myeler@mehmetkaif.edu.tr

of knowledge (6 items)", "thinking (6 items)", "being active (6 items)", "student-centered (8 items)", "learning and teaching process (10 items)", "assessment and evaluation (6 items)", and "the physical characteristics of the class (6 items)". In this study, the reliability coefficient of the overall scale was found to be $\alpha=.923$. The normality test was conducted to determine the distribution characteristic of the obtained scores. According to the results of this test, it was obtained that the scores were not normally distributed. For this reason, among the non-parametric tests, Mann-Witney U and Kurskal-Wallis tests were conducted in data analysis. Among the descriptive statistics, arithmetic mean, standard deviation, percentage and frequency were used. While the significance level was taken as .05 in the Mann Whitney U tests, Bonferroni correction was applied in the Kuskal-Wallis multiple comparisons.

Findings

As a result of the findings obtained in the study, it was determined that the competency level of the teacher candidates on constructivist learning were low and very low in all sub-dimensions of the scale and in terms of total scores. The findings showed that there was a significant difference in terms of the total scores of the teacher candidates obtained from the scale in terms of gender variable and this difference was detected in favor of male teacher candidates in the sub-dimensions of thinking, being active, student-centered, the role of the teacher, and learning and teaching process. On the other hand, there was no significant difference in the sub-dimensions of the nature of knowledge and the physical characteristics of the classroom.

A significant difference was obtained in the sub-dimensions of the physical characteristics of the classroom according to the department variable. When the source of this difference in this sub-dimension was investigated with Man Whitney U test, there was a significant difference in favor of Science department in pairwise comparisons of Science-Mathematics; Science-Classroom Teaching. In the other sub-dimensions and total scores of the scale, no significant differences were obtained according to the department variable. In terms of the opinions of the teacher candidates regarding whether the teacher candidates will apply the constructivist approach in their professional life, no statistically significant difference was found in both the total scores and the scores in the sub-dimensions. When the scores obtained from the scale were analyzed in terms of taking the philosophy of education course variable, no significant difference was found in the total scores and sub-dimensions.

Keywords: Constructivist learning, competencies of constructivist understanding, teacher candidates' competencies

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AWARENESS OF PRE-SERVICE ELEMENTARY SCHOOL TEACHERS' REGARDING MATHEMATICAL MODELING

H. Beyza CANBAZOĞLU¹ (Çukurova University, Turkey)

Akın EFENDİOĞLU (Çukurova University, Turkey)

Problem statement

It is emphasized that a teaching process should be carried out in the context of the relationship between mathematics and real life by emphasizing the development of the mathematics literacy of individuals with the elementary school mathematics curriculum. Common Core State Standards for Mathematics [CCSSM] states that the use of mathematical modeling is important by emphasizing that “*mathematically competent students can apply the mathematics they know to solve problems that arise in everyday life and society*” (CCSSM, 2010, p. 7). In this context, with the importance of the relationship between mathematics and daily life in mathematics teaching, mathematical model and modeling processes appear in the learning and teaching processes (Lesh, Hamilton & Kaput, 2007).

Researchers in mathematics education define the mathematical model as the tools represented in mathematics to interpret real-world situations (Lesh & Doerr, 2003). Models are among the most important cognitive tools of mathematics teaching (Asempapa, 2015). Mathematical models such as equations, functions, inequalities, variables, tables, graphs and formulas are used to solve problems encountered in daily life in mathematical ways (Lesh & Doerr, 2003; Lingefjård, 2006). Mathematical modeling is a cyclical process that takes place between the real world and mathematics (Blum & Borromeo Ferri, 2009).

It is important for students to develop a deep and meaningful understanding of mathematics, which establishes the relationship between daily life and mathematics. For this reason, mathematical modeling education should start from the elementary school period (Carlson, Wickstrom, Burroughs & Fulton, 2016; Verschaffel & De Corte, 1997; Watters, English & Mahoney, 2004). Considering the importance of developing students' mathematical modeling skills, awareness of elementary school teachers, therefore, pre-service elementary school teachers about their responsibilities in teaching mathematical modeling and mathematical modeling becomes important. Accordingly, the purpose of the research is to determine the awareness of pre-service elementary school teachers on mathematical modeling.

Method

The method of the study was determined as a descriptive phenomenology approach from qualitative research designs. Pre-service elementary school teachers are the participants of the research. Pre-service elementary school teachers were determined by criterion sampling method. The basic understanding in this sampling method is to study all situations that meet a predetermined set of criteria. The criterion in this study is the determination of pre-service elementary school teachers as fourth grade. The reason for choosing the fourth grade pre-service teachers is that the pre-service teachers in this class have taken the Basic Mathematics course and Mathematics Teaching I and II courses. The data of the research were obtained by interview method. Content analysis (inductive analysis) method was used to analyze the data of the research.

1 Correspond author's email adres: beyza.cnbzgl0@gmail.com

Findings

In line with the findings obtained, pre-service elementary school teachers expressed the concept of the model as a sample case, symbolization, tangible object, realistic structures, representation and tool. They made opinions about the concept of modeling, the process of model building, adaptation, design, concretization, simile and relationship building. The pre-service elementary school teachers expressed the mathematical model as mathematical terms, the relationship between mathematics and real life, mathematical explanations, creating graphics and representation. They expressed mathematical modeling as the process of mathematization, building relationships, establishing a relationship between mathematics and real life. Another finding obtained within the scope of the study is the opinions of pre-service elementary school teachers regarding the mathematical modeling applications in elementary school. In this context, pre-service elementary school teachers handled mathematical modeling within the framework of their purpose of use and learning areas. The last finding obtained in the scope of the research is the opinions of the pre-service elementary school teachers regarding the role of the teacher in the mathematical modeling process. In this context, pre-service teachers emphasized that the teacher should have sufficient professional skills and field knowledge while emphasizing the guiding role.

Keywords: Mathematical modeling, mathematical model, elementary school teachers, elementary school period.

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AN ANALYSIS OF AFFECTIVE FACTORS OF IN-SERVICE AND PRESERVICE PRIMARY SCHOOL TEACHERS ABOUT MUSIC EDUCATION

Dr. Hasan AÇILMIŞ¹ (Gaziantep University Turkish Music State Conservatory/Turkey)
Assoc. Prof. Bilge KUŞDEMİR KAYIRAN (Gaziantep University Faculty of Education/
Turkey)

Problem statement

We, as human beings, look for the answer to the question of “How should I live?” during the journey of life. From cradle to grave, we strive to learn how to use our brain, behaviors, and emotions and shape them accordingly (Senemoğlu, 2009, s. xxi). Therefore, we need a source to feed and refresh our soul, and to develop our personality and emotional maturity. This source is music.

Music helps feed cognitive, affective and psychomotor domains, establish a rational communication between emotions and mind, activates muscles and emotions simultaneously during a musical performance (Türkmen, 2016, s. 6) Music is a way of communication as well as a tool of education. Moreover, it can influence and improve people’s behaviors with the help of sharing musical information and impressions (Günay & Özdemir, 2012, s. 50).

Music education carries music interaction to a more planned level. Music education is a journey that is carried out with a planned and programmed study discipline in line with certain purposes and facilitates the individual’s musical expression. Studies in the field of music education include scale development studies about the attitude, interest, literacy and self-efficacy in music (Okay, Gençel Ataman, & Kirtak Ad, 2015), (Şeker & Saygı, 2013), (Afacan Ş. , 2008), (Afacan & Şentürk , 2016) Additionally, there are studies that have investigated the self-efficacy levels of primary school teachers (Çevik, 2011), their attitudes towards music education (Çelik & Yetim , 2017), and their opinions about music education they have received during their undergraduate education (Kurtuldu, 2009). The present study, different than other studies, aims to examine the attitude, interest, and self-efficacy of in-service and preservice primary school teachers regarding music altogether.

This study contributes to the field in the sense that the results provide implications for in-service and preservice teacher education by examining the affective factors in relation to music education with demographic variables such as gender, educational background, and grade level.

The aim of the study is to investigate relationship between in-service and preservice primary school teachers’ attitude, interest and self-efficacy related to music education based on various variables (gender, length of service, grade level etc.).

Method

The present study is a descriptive study. The study aims to investigate the relationship between attitude, interest, and self-efficacy regarding music teaching, therefore the correlational research model is employed. The study group consists of 380 primary school teachers who serve in the primary schools in Adana and Gaziantep during 2019-2020 academic year and 141 3rd and 4th grade preservice teachers from the Department of Primary School Education in the same cities. Data collection tools include “Music Education Self-Efficacy Scale”(Afacan, 2008), “Interest in Music Scale”(Okay, Gençel Ataman, & Kirtak Ad, 2015) and “Attitude towards Teaching Music” (Şeker & Saygı, 2013). Data was collected during the spring term of 2019-2020 academic

year via online forms with aforementioned scales. Data were analyzed via descriptive statistics, independents samples t-test, one way ANOVA and correlation analyses. The significance level was $p < .05$.

Findings

The results showed that mean scores of self-efficacy, interest and attitude scales of in-service and preservice primary school teachers were high. Students interest and attitude scores changed based on their gender, while there was no significant difference in their self-efficacy scores based on gender. Self-efficacy and attitude scores of teachers showed no significant difference based on their educational background, whereas they differed based on their length of service. In addition, interest in music scores did not differ based on length on service, while it differed based on educational background. Preservice teachers, on the other hand, had no significant difference in their self-efficacy, interest and attitude mean scores based on gender, grade level, and the type of high schools they attended. There was a significant difference in favor of the people who played a musical instrument in both groups. Furthermore, there was a positive, significant, and moderate level correlation between self-efficacy and attitude, interest and attitude, and a positive low-level correlation between self-efficacy and interest.

Key words: Music Education, Music Education Self-efficacy, Interest in Music, Attitude towards Music Education, Primary School Education

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AN EXAMINATION OF TEACHERS' PERCEPTIONS ON EMPOWERMENT ACCORDING TO VARIOUS VARIABLES

Yeliz Özkan HİDİROĞLU¹ (Ministry of National Education, Turkey)

Abdurrahman TANRIÖĞEN (Pamukkale University, Turkey)

Problem Statement

With the beginning of the determination of the necessary skills in the 21st century, it becomes important to determine the necessary skills to empower and empower the teachers in this age and to try to eliminate their deficiencies. In this study, teacher empowerment was considered as ensuring the professional development of teachers, increasing their status, ensuring their trust in their organizations and increasing cooperation among organization members. Along with the developing and changing conditions, the opportunity structures, powers and psychologies of teachers should be guided in line with changes. For this reason, teacher empowerment is an issue that requires research and is thought to be up to date as long as there is change.

There are different reasons that make this research original. When the studies on teacher empowerment are examined, the teacher empowerment scale developed by Short and Rinehart (1992) is encountered. In addition, this scale was adapted to Turkish by Baloğlu, Karadağ and Gavuz (2009) and named as "School Stakeholder Empowerment Scale". Genç (2007) stated that there is a wide delegation of authority in empowerment, but the understanding in empowerment is different from authority transfer. The manager is responsible for the delegation of authority and if he deems necessary, he transfers his authority to subordinates temporarily. In empowerment, the person is like the owner of the job and can see the opportunities about the job and make his own decision. For this reason, it is difficult to say that empowerment and delegation of authority exactly coincide. Apart from this, there are also studies in which structural empowerment scales and psychological empowerment scales are used separately. In this study, a more comprehensive, useful, valid and reliable scale about teacher empowerment developed by the researchers, was used. Özkan Hıdıroğlu and Tanrıöğen (2020) determined that the relational scanning model is used extensively in research on teacher empowerment. One of the reasons that makes this research original is that this research is a descriptive survey model.

The purpose of the study is to determine the perceptions of teachers regarding their empowerment and whether these perceptions differ significantly depending on their gender, age, branch, professional seniority, length of service at their school, education status, union membership, and the size of the number of students present at the school. In accordance with this purpose the following sub-problems were tried to be answered:

- a) What are the perceptions of teachers about their empowerment?
- b) Do teachers' perceptions of their empowerment differ significantly according to their gender, age, branch, professional seniority, length of service at their school, education status, union membership, and the size of the number of students present at the school?

Method

The research is a descriptive survey model study among quantitative research. The population of the study is 2276 secondary school teachers working in the middle schools of Denizli's Merkezefendi (1159) and Pamukkale (1117) districts in the 2019-2020 academic year. Simple random sampling method was used in

1 yelizozkan09@gmail.com

the study. While the sample of the study was selected, it was collected online only from volunteer teachers who work in public secondary schools in both districts. The number of samples to represent the universe was calculated by taking into account the formula proposed by Şahin (2014). According to the sample calculation formula, reaching a sample of 329 people is considered sufficient for a population of 2276 people. This research was conducted with 473 volunteer teachers. The study was carried out through 441 teachers. The data of the research were collected with the “Teacher Empowerment Scale” developed by Özkan Hıdıroğlu and Tanrıöğen (2020). Teacher Empowerment Scale consists of 4 dimensions (professional development, status, trust, cooperation) and 37 items. The Cronbach Alpha reliability coefficient of the scale is 0.97. The scale provides convergent and divergent validity (CR=0.999; AVE=0.948). The items in the scale show normal distribution. Descriptive and predictive statistical techniques (Independent Sample t test, One Way ANOVA) were applied in the analysis of the data.

Findings

It has been determined that teachers’ perceptions of teacher empowerment, status, trust and cooperation are high, and their perception of professional development is very high. The first five items with the highest average are in the professional development dimension. Accordingly, teachers perceive their schools as supportive of their professional development. The items that teachers perceive as the lowest are the social status of the teaching profession, the attitudes of the people around them towards teachers, and the profession’s providing reputation to the teacher. Accordingly, teachers perceive their status as lower than other dimensions of teacher empowerment. There is no statistically significant difference in the perceptions of teachers regarding their empowerment according to their gender, branch, educational status and being a union member. It has been revealed that teachers between the ages of 31-40 according to the age variable and teachers with seniority between 6-15 years according to the seniority variable have a lower perception of empowerment than other groups. It has been determined that the teachers who have been working in their school for 6 years or more and the teachers working in schools with over 1000 students have a higher perception of their empowerment than the teachers in other groups.

Keywords: Teacher Empowerment, Teacher, Empowerment

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WHICH ONE IS ETHICAL?: ETHICAL DILEMMA SCENARIOS OF PROSPECTIVE TEACHERS

Özge MAVİŞ SEVİM¹ (Tokat Gaziosmanpaşa University, Curriculum and Instruction Department, Turkey)

Problem Statement

In recent years, it has been observed that concepts such as morality, ethics, business ethics, and professional ethics are more frequently encountered. Especially, studies on teaching professional ethics are increasing day by day. Teaching professional ethics constitutes one of the important steps in making this profession more accurately. This profession is one of the most important professions that require compliance with professional ethics because it is a profession that is intertwined with society and aims to raise healthy individuals for the society. Each teacher must know the ethical and unethical situations required by their profession and behave in accordance with professional ethics. In fact, the knowledge of teaching professional ethics should be known by prospective teachers who have taken the first step into the teaching profession. For this reason, it is aimed to raise the awareness of prospective teachers on this issue by including ‘Moral and Ethics in Education’ courses in the teacher training programs renewed since the 2018-2019 academic year. Teaching is a profession that requires meeting with different situations every new day. Namely, teachers are faced with different student situations every day. In addition, teachers can also have different experiences with administrators, other teachers and parents as stakeholders of education. These different situations can sometimes lead to ethical dilemmas. Teachers’ awareness of these ethical dilemmas and anticipating what can be done to solve them will reduce their chances of engaging in ethical violations. This situation is also valid for prospective teachers. It is important for prospective teachers to be aware of ethical dilemmas and to be able to think about their solutions, in order to determine how they will act in possible situations that they may encounter in the future. For this reason, the purpose of this study was determined as enabling prospective teachers to create ethical dilemma scenarios that they think they might encounter in the teaching profession and to present solutions to these scenarios.

Method

Qualitative research method was employed in the study and descriptive case study design, one of the case study designs, was used. Jackson (2009, p. 85) defined the case study as “a study that aims to examine one or more individuals in depth with the hope of revealing situations that are right for everyone”. The descriptive case study is “used to give information about a situation, to make unfamiliar situations familiar and to explain the connections with real life situations” (Kaleli-Yılmaz, 2014, p. 269). In this study, it was thought that it was suitable for the descriptive case study design as it was requested from the perspective of the prospective teacher to create dilemma scenarios that teachers are likely to experience and develop possible solutions. The research was conducted with 54 prospective teachers (21 male and 33 female) who were studying at the Department of Mathematics Education and Arts and Crafts Education at the Faculty of Education of a university in the Middle Black Sea Region. The data of the study were collected through a structured open-ended questionnaire. First, sample dilemma scenarios were discussed with prospective teachers in the course. Later, the students were asked to create their own scenarios and develop a solution proposal for this scenario.

1 Correspond Author: ozge.mavis@gop.edu.tr

The data were analyzed by descriptive analysis method. During the process, while all processes such as the design of the research, collected data, analysis and reporting of the results were structured by the researcher, this process was constantly controlled by an expert and peer debriefing was performed by giving feedback to the researcher. Another process carried out to ensure consistency was that two researchers made the analyzes in coordination and tried to ensure the consistency of the analysis results by agreeing on common codes and sub-themes. In determining the coefficient of consistency, Miles and Huberman's (1994) formula "Level of Confidence=Participation/Participation+Disagreement" was used. While the number of agreed themes and codes was 13, there were 3 codes with no consensus. The reliability coefficient was determined as $13/13 + 3 = 0.81$.

Findings

Ethical dilemma scenarios created by prospective teachers were evaluated under the themes of 'dilemmas about students', 'dilemmas about teachers' and 'dilemmas about administration'. Discrimination between students, nepotism among students, disaffection, accepting gifts, negligence, reflecting the problem with the parents to the student, staying silent against behaviors considered unethical were seen among the scenarios topics. Based on the findings, it was seen that ethical dilemma scenarios related to discrimination between students and student nepotism were frequently included in the scenarios. Under these categories, prospective teachers stated that there might be situations such as establishing closer relationships with certain students compared to others due to their special conditions or helping students who were in a difficult situation. However, they stated that there might be a risk of injustice to other students in these cases and therefore dilemmas might occur. Apart from this, it is possible to say that one of the most common dilemma among prospective teachers is the situations related to disaffection. In other words, prospective teachers indicated that when they were faced with a situation they thought that was right, but it was outside of their authority, there might experience dilemma about whether to perform that behavior or not.

Keywords: Ethical dilemma, prospective teachers, morality, ethics

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THE PRE-PROFESSIONAL IDENTITY PERCEPTION OF TEACHER CANDIDATES

*Alper YETKİNER*¹ (Kilis 7 Aralık University, Turkey)

Problem statement

Teacher professionalism and the professional identity of the teachers have become an important matter of subject discussed commonly in the U.S, England and Australia and that spread gradually and has become present in research literature (Sachs, 2001). Teacher identity is quite an important matter in terms of the changing professional attitudes of the teachers. It also affects the identity that the teachers hold, the actions which they will take and their learning process (He and Levin, 2008). The professional identity of the teachers is as relevant as how much important they consider themselves in their professional fields and to what extent they establish a reasonable relation between their lives and their professional experiences (Beijaard, Meijer and Verloop, 2004). Arpacı and Bardakçı (2015) state that the basis of forming the identity of the teachers is laid during the teacher training and holding a teacher identity which has steady basics during teacher training will leave a positive impact on their future professions of the teacher candidates. Çöğmen and Köksal (2014) state that the education that the students take should not only be limited to their classes but also in every sense the fact that they become a part of the environment in which they feel supported will ease them to get used to their departments and realize the process of adopting a professional identity. Chong, Low and Goh (2011) in their researches state that the formation of the teachers professional identity shows a constant change during their undergraduate education and also state that a lot of researches need to be conducted by discovering the professional identity perception of the teacher candidates to develop their perception. Defining the concept of “teacher identity” has often been difficult for researchers because it is changeable and shifts under the influence of various internal and external factors. Teacher professional identity is how teachers define as a teacher themselves to themselves and to others. Teacher identity is the sum of how he/she interacts with his/her environment and how he/she uses his/her personal identity when designing and teaching instruction. Teachers who develop a wealthy, well-rounded identity are successful over the long term. Therefore, this study aims to determine teacher candidates’ perceptions of teacher identity. Teacher candidates identities of pre-service teachers were examined in terms of different variables such as gender, grade level, department etc.

Method

In this study, the survey model was used. The sample who was 781 teacher candidates was selected randomly. “Early Teacher Identity Scale”, originally developed by Friesen & Beyles (2013) and adapted to Turkish by Arpacı & Bardakçı (2015), was used as a data collection tool. The original scale consists of 3 dimensions, 17 items and is 5 points Likert type. The data were collected online. Firstly, the results of the normality test were examined. According to the normality test results, the data were not distributed normality. According to these results, to analyze the data Mann Whitney U and Kruskal Wallis H tests which are non-parametric tests were used.

Findings

In this study, the scales of reliability value was .91. This result showed that the reliability of data means was excellent. It was determined that teachers candidates' perception of teacher identity is high ($X=4.05$). Teacher identity mean scores differ significantly ($p=.005$) by gender, and this difference is in favour of female teachers ($X_{female}=4.09 > X_{male}=3.89$). According to the grade level variable, teacher identity scores differ between the second grade and first grade ($p=0.024$) and second grade and fourth grade ($p = 0.003$) students. When the teacher identity of the teacher candidates was compared according to the grade level, the lowest teacher identity scores were found in the secondary grades. It was determined that the teacher identity points of the teachers' candidates who are studying in the guidance and psychological teacher education program ($X_{guidance}=3.82$) are lower than the other programs and it differed significantly from social sciences, elementary school, pre-school, and science teacher education programs ($p < .05$). Similarly, significant differences were found between science and mathematics teacher education programs in terms of teacher identity in favour of science teachers ($p < .05$). There were no significant differences between the teacher candidates' parents' education status and their parents' occupational variables in terms of teacher identities ($p > .05$). It was determined that teacher candidates have high early teacher identities and show significant differences according to gender, class level and teaching program. Identifying teacher candidates' identities may guide the explanations on teacher development, and investigating early teacher identity can reveal important implications vital for classroom practice in teacher education faculties. Studies explaining the effect of different variables on teacher identities can yield useful results in the development of teacher education.

Key words: Teacher candidate, teacher identity, the perception of teacher identity.

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TEACHERS' VIEWS ON THE APPLICABILITY OF PEDAGOGICAL PRINCIPLES IN SYNCHRONOUS LESSONS IN VIRTUAL CLASSROOMS

Abdullah ADIGÜZEL¹ (Düzce University, Faculty of Education, Department of Educational Sciences/Turkey)

Problem Statement

The education given to teacher candidates to gain the knowledge, skills, attitudes and values required by the teaching profession is academically called “teaching profession knowledge”. This education is known as pedagogical formation among the people. The concept of pedagogy, known as “Paidagoge” in Greek, means “managing a child”, “the science and art of teaching children” and “education science and theory”. Formation comes from the English word “Formation”. Its Turkish can be defined as formation, training and formation (TDK, 2014). When Pedagogical Formation is considered as a whole, it can be defined as a competence to be possessed in order to realize teaching learning processes or as an education that should be taken in order to become a teacher (Yapıcı & Yapıcı, 2013). Efficiency of teaching-learning processes is possible only if teachers have sufficient pedagogical qualifications and effective application skills. Effective use of pedagogical approaches in teaching processes in virtual classrooms increases efficiency. The use of new technologies in accordance with pedagogical principles increases motivation (Sherman & Howard, 2012; Chigona & Davids 2014). In addition, it is important for teachers to have a positive attitude towards their profession and to fulfill the roles expected of them (Eren, Çelik & Oğuz, 2014; Kocaarslan, 2014). Considering the pedagogical principles in the lessons taught synchronously in virtual classrooms will make the distance education processes efficient.

The aim of this research is to determine teachers' views on the applicability of pedagogical principles in lessons that are taught synchronously in virtual classrooms. Within the scope of this general purpose, the following questions were sought.

What are the teachers' views on the applicability of pedagogical principles in lessons that are taught synchronously in virtual classrooms?

Do teachers' views on the applicability of pedagogical principles in lessons that are taught synchronously in virtual classrooms differ according to their personal characteristics?

Method

This research was carried out in general scanning model, using singular and relational scanning techniques. Teachers' views on the applicability of pedagogical principles in lessons that are taught synchronously in virtual classrooms were determined with the singular scanning model. With the relational screening technique, it was examined whether the teachers' opinions about the applicability of pedagogical principles in the lessons that are taught synchronously in virtual classrooms differ according to their personal characteristics. The research was carried out with the participation of 120 teachers working in the central district of Düzce City. The teachers were chosen from those who both teach synchronously in virtual classrooms and face-to-face lessons in real classrooms. The data in the study were collected using the “pedagogical competence perception scale” developed by Adigüzel (2017). The scale consists of 4 parts and 29 items. The original reliability coefficient of the scale was calculated as .895, and the reliability coefficient in this study was calculated as .875. The scale,

1 Prof. Dr. abdullahadiguzel@duzce.edu.tr

which is a 5-point Likert type, was graded from “always” to “never”. It was observed that the collected data were suitable for normal distribution, and skewness and kurtosis values ranged from -2 to +2. In the study, arithmetic mean and standard deviation values were used to determine teachers’ views, as well as t-test, one-way analysis of variance (ANOVA), Tukey HSD tests to find the difference between opinions.

Findings

Teachers stated that they could not apply pedagogical principles sufficiently while teaching in virtual classrooms. It is difficult to communicate with the student even if the lessons are in the bush. It is difficult to motivate the student to the lesson. Teachers’ views on applying pedagogical principles in virtual classrooms do not differ according to their personal characteristics. It has been understood that teachers with more distance education experience communicate better with students. The student’s not participating actively in the course makes classroom management difficult

Keywords: Virtual classroom, pedagogy, competence, teacher, synchronous

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THE COMPARISON OF TURKISH AND CHINESE ACCEPTANCE TO TEACHER TRAINING DEPARTMENT, TEACHER TRAINING PROGRAM AND APPOINTMENT SYSTEMS

İmgehan Özkan ELGÜN¹ (Başkent University, Faculty of Education, Ankara, Turkey)

Funda UYSAL (Burdur Mehmet Akif Ersoy University, Faculty of Education, Burdur, Turkey)

Problem Statement

Education is an essential part of human life. Individuals have a wide variety of experiences throughout their education life. According to Özoğlu (2010), societies can only ensure economic development and prosperity and maintaining their cultural existence by raising individuals who know their own value, respect different cultures and renew themselves. In this context, the development of numerical skills that enable individuals to connect with other fields by using problem solving, reasoning, processing skills, numbers and operations among the knowledge, skills and attitudes that individuals should have is within the field of mathematics (Baykul 2014). Teachers have an important role in individuals' gaining these experiences. Teachers are the cornerstone of schools, a social system (Bursalioğlu, 1994). On the other hand various international reports, based on mathematics achievement of students in OECD countries is quite low in Turkey (Ministry of Education (MONE), 2003, 2005, 2010a, 2010b, 2011, 2014, 2015, 2016, 2017; Akt. Özkan Elgün ve Uysal, 2020). In addition to education system, curriculum, family, teacher, etc. teacher training program is also among the sources of student success (Malaty, 2006, Sahlberg, 2007, Simola 2005 cited in Eraslan, 2009). In this sense, the better the teacher educates himself, the more positive the contribution of the individuals they will train to the society.

Although education systems differ in every country and society, the common point of these systems is to determine the qualifications of teachers. From this point of view, societies need to structure their teacher training and selection systems very well in order to train qualified teachers. Many countries of the world give great importance to training teachers. According to Külekçi and Bulut (2010), although there are differences between teacher training systems in societies, the conditions of admission to education faculties, the content of the education programs and the evaluation studies done afterwards should be examined. The aim of this study is to compare Turkey and China in terms of acceptance to primary math teacher training departments, the content of primary math teacher training programs and appointment to teaching post. According to PISA 2018 mathematics results China is in the top of the list. On the other hand, Turkey is in the bottom of the list.. In this respect, to compare China and Turkey is seen as having great importance in terms of improving our system of raising qualified teachers by revealing their similarities and differences.

Method

In order to compare the primary mathematics teacher training policies of Turkey and China descriptive model is used in this study. According to Karasar (2012), descriptive models aim at describing a past to present state as it was, or it is. To collect the data of this study a document analysis technique is use as a qualitative data collection method. Document analysis is the analysis of written documents about the phenomenon to be investigated (Yıldırım & Şimşek, 2006). As the data sources articles, journals on primary Mathematics teacher training systems in terms of conditions of acceptance to teacher training departments, the content of curriculum and the appointment to teaching post in Turkey and China are used.

1 ioelgun@baskent.edu.tr

Findings

In terms of conditions of acceptance to primary mathematics teacher training department, students in Turkey must take a two staged university entrance exam after they completed their high school education. This exam is held by the Center for Evaluation, Selection and Placement (ÖSYM). On the other hand, China has a local system. To be primary mathematics teacher there are various alternatives except education faculties. Those alternatives are teacher colleges having 3-4 years education, 4-year teacher college and university, or MA degree (Orakçı, 2015). As the system is local the conditions of acceptance show variances among different part of China.

In terms of the content of curriculum of primary Mathematics teacher training program, there are 50 compulsory courses and 16 elective courses in the curriculum published in 2018 in Turkey. Students are supposed to take those courses to be a teacher at primary schools. On the other hand, in China there are three different teacher education programs to be a teacher at primary or secondary school. These are Junior College, Undergraduate and Masters. To become a teacher at primary school or junior, students take the courses at Junior College program.

In terms of appointment to the teaching post, in Turkey, students need to take a test called Public Personnel Selection Examination (KPSS). This is a two-staged test. Based on the scores of the KPSS people are appointed schools in different parts of Turkey. In China, the procedures also show variance region to region. In Hong Kong students first need to apply to the Bureau of Education to work as a teacher. These teachers have teaching qualification at the end of teacher training program. Moreover, some people called permitted teachers meeting the minimum education requirements but not having formal training become teachers. When the permitted teachers complete in service training, they become registered teachers. There is no need to pass a test to become a teacher in Hong Kong (NCEE, 2015).

Keywords: Teacher training, acceptance, Turkish, Chinese, appointment

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INVESTIGATION OF THE RELATIONSHIP BETWEEN INDIVIDUAL INNOVATIVENESS LEVELS OF TEACHERS AND INNOVATIVE SCHOOL PERCEPTIONS

Arş. Gör. Yeliz ABBAK¹ (Erciyes University, Faculty of Education, Kayseri, Turkey)

Prof. Dr. Gürcü ERDAMAR (Gazi University, Faculty of Education, Ankara, Turkey)

Problem statement

The 21st century witnesses many innovations and changes in many fields, and these changes affect their understanding of education and teachers who have the most important role in education. Societies need individuals who can think critically, solve problems, be creative, have lifelong learning skills, and are innovative and have technological competencies. Both schools and teachers have a very important role in transforming individuals into the society they need. As a matter of fact, it is possible for societies to keep up with the developments experienced with globalization by spreading the change to the whole society starting from schools (Yurdabakan, 2002). In this context, the changing needs of society have led to some new definitions in the qualifications of teachers. The Ministry of National Education published a teacher strategy document in 2017 and made some updates on the qualifications that teachers should have. In addition, it is the important responsibility expected from education in the 21st century to achieve a sustainable development in global competition, to increase the level of individual and national welfare, to raise individuals with universal qualities who have assimilated their own culture and can approach different cultures with respect (MEB, 2017). In order to fulfill all these requirements, it is very important for teachers, who are the practitioners of education, to adopt innovation levels and perspectives on innovation (Kılıçer, 2011). It can be stated that teachers' individual innovation levels will play an active role in improving themselves, increasing their technological competence, keeping up with contemporary education trends, in short, in coping with all kinds of innovations that will positively reflect on their professional development. On the other hand, school innovation is very important in spreading innovation in education, supporting the professional development of teachers and reflecting on students. It can be said that individual innovativeness is about the ability of teachers to adapt to the change required by the age, it is individual, while school innovativeness is about the diffusion of change to the society. In this context, it is aimed to investigate the relationship between school innovation and teachers' individual innovation levels.

Method

Since the relationship between two variables was tried to be determined in the study, the research was designed with the relational scanning model, one of the quantitative research methods. Relational scanning model among the general scanning model types; It is a research model that aims to determine the existence and / or degree of change between two or more variables (Fraenkel ve Wallen, 2009). The universe of the study consisted of teachers working in state schools in Turkey. In the study, 472 participants were reached with the easily accessible sampling method. The "Individual Innovativeness Scale", which was adapted to Turkish by Kılıçer and Odabaşı (2010) and consists of 20 items, and the 19-item Likert-type "Innovative School Scale" developed by Aslan and Kesik (2016), was prepared as an online form and delivered to the participants via the internet by the researchers. The data obtained from the research were analyzed using the SPSS statistical program. Arithmetic mean, standard deviation, t test for independent groups, one-way analysis of variance and correlation analysis were used to analyze the data.

1 yelizabbak@gmail.com

Findings

As a result of the statistical analysis of the research in which the teachers' individual innovationess levels and their perceptions of innovative school were examined, a negative relationship was found with the individual innovativeness levels of teachers in the barrier dimension of the innovative school scale. However, most of the teachers (44.8%) were included in the "pioneer" category within the innovative categories. Teachers' innovative school perception was found to be at a medium level. It is concluded that there is no significant difference in terms of individual innovationess and innovative school perception and gender, teachers' education level and professional seniority. Preschool and primary school teachers' individual innovationess levels were found to be significantly higher than secondary and high school teachers. In terms of the level of education of teachers, the Innovative School Scale in the atmosphere dimension of the scores of preschool and high school teachers from middle school teachers; In the support dimension, it was concluded that preschool teachers were significantly higher than middle school and high school teachers, and primary school teachers were significantly higher than secondary school teachers.

Keywords: innovationess, school innovation, teachers.

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THE ROLE OF FUTURE TIME PERSPECTIVES IN THE RELATIONSHIP BETWEEN MOTIVATION AND ACADEMIC SELF-EFFICACY OF TEACHER CANDIDATES: THE MEDIATION ANALYSIS

Assist. Prof. Dr. Kasım KARATAŞ¹ (Karamanoğlu Mehmetbey University, TURKEY)

Prof. Dr. Behçet ORAL (Dicle University, TURKEY)

Problem Statement

Motivation is one of the basic emotions that stimulates people an attempt to perform any behavior. Motivation is the factor that determines the process of initiating a targeted behavior and maintaining these behaviors willingly (Ryan & Deci, 2000). At this point, motivation is one of the necessary preconditions for learning action. A student who is not motivated enough is not ready to learn (Akbaba, 2006). Academic self-efficacy is thought to be an important psychological variable for learners to reach their learning goals and achieve learning success. Therefore, the academic self-efficacy of the low motivated student is predicted to be low; on the other hand, the highly motivated student will also have high academic self-efficacy. As a matter of fact, studies have reported that there is a positive correlation between motivation and academic self-efficacy (Alkan & Arslan, 2019). Within an academic context, self-efficacy is frequently described in terms of academic self-efficacy, which defines learner judgements about one's ability to successfully attain educational goals (Elias & MacDonald, 2007). The future time perspectives of the learners are also thought to be an important factor in determining educational goals, maintaining motivation and high academic self-efficacy. The future time perspective is basically defined as making plans for the future, setting goals and focusing on the possible future effects of the issues (Zimbardo & Boyd, 1999). Studies have shown that learners with a positive future time perspective increase their motivation towards learning and their academic success (Doğruyol & Olgaç, 2018). In the light of the explanations in the literature; motivation, academic self-efficacy and future time perspective seem to be interrelated structures. This study investigated the relationship between motivation and academic self-efficacy of teacher candidates. Besides, the mediating role of future time perspective is also explored. The following hypotheses were tested in this study to verify these theoretically interrelated structures:

H1: Motivation will have a positive impact on academic self-efficacy.

H2: Motivation will have a positive impact on future time perspective.

H3: Future time perspective will have a positive impact on academic self-efficacy.

H4: Future time perspective will have a mediating role in the relationship between motivation and academic self-efficacy.

Method

The data were collected from 800 teacher candidates studying in various undergraduate programs (from different faculties in Turkey). 73.1% of the participants were women, while 26.9% were men. In addition, 39 of them are 1st grade; 197 of them are 2nd grade; 431 of them are 3rd grade; 99 of them are 4th grade and 34 are graduates. The data were collected with three different measurement tools: “*Brief Regulation of Motivation Scale*”, “*Academic Self-Efficacy Scale*”, “*Future Time Perspective Scale*”. A SEM-based mediation analysis using SPSS AMOS was employed to test the hypothesized relationships.

1 Corresponding author, e-mail: kasim.karatas@hotmail.com

Findings and Conclusions

First of all, H1 (MOT → ASE) was tested and it was determined that motivation predicted the academic self-efficacy ($\beta = .48$, $p < .001$). In this case, H1 was accepted. Then, H2 (MOT → FTP) was tested. Accordingly, it was seen that motivation predicted future time perspective ($\beta = .39$, $p < .001$). In this case, H2 was accepted. In order to test other hypotheses of the research, a separate model was established in which future time perspective is the mediating variable. Accordingly, the effect of future time perspective, which is the mediating variable, on the academic self-efficacy was found to be significant ($\beta = .48$, $p < .001$). In this case, H3 was accepted. Finally, the H4 hypothesis was tested by establishing a three-variable model. In other words, the mediator role of future time perspective was tested in the relationship between motivation and academic self-efficacy. It can be concluded that the future time perspective has a mediating role in the relationship between motivation and academic self-efficacy. When future time perspective is included in the model as a mediator variable; although motivation predicted academic self-efficacy positively, it was seen that the path coefficient decreased from .48 to .35. However, motivation and future time perspective both together explained 34% of the academic self-efficacy level variance. But when the mediator variable was not included in the model, this ratio was 23%.

In addition, whether the future time perspective has an indirect effect on the relationship between motivation and academic self-efficacy was examined with the bootstrap technique. A bootstrapping technique with 5000 bootstrap samples and 95% confidence interval (Hayes, 2017) was employed to test direct, indirect, and total effects. According to the analysis results, it was seen that the indirect path coefficient was significant and the confidence intervals were not zero ($\beta = .13$; 95% BCA; MOT [0.093, 0.184]). Looking at the fit indices of the structural model, the model has good fit indexes. ($\chi^2 = 1003.93$, $df = 355$, $p < .001$, $\chi^2 / df = 2.82$, RMSEA = .05, AGFI = .89, GFI = .91, IFI = .92, CFI = .92). All these findings indicate that the future time perspective has an indirect effect on the relationship between motivation and academic self-efficacy.

Keywords: Motivation, Academic Self-efficacy, Future Time Perspective, Teacher Candidates

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VIEWS OF THE PRESERVICE PRESCHOOL TEACHERS ON THE SUPPORTING EMOTIONAL COMPETENCE IN CHILDREN

*Sümeyye Kübra İNCE*¹ (Gazi University Gazi Faculty of Education Department of Elementary Education)

*İlkay ULUTAŞ*² (Gazi University Gazi Faculty of Education Department of Elementary Education, Preschool Education Department, Ankara, Turkey)

Problem statement

Emotional competence that emerges at birth in children and develops rapidly in the preschool period; It consists of emotional knowledge, expression of emotion and emotion regulation (Denham, 2007). Emotional competence enables children to regulate their emotions and behaviors and to maintain good relationships with their families and their age. (López-Martínez, Montero-Montero, Moreno-Ruiz, & Martínez-Ferrer, 2019; Saarni, 1999; Şen & Özbey, 2017). In addition, it contributes to being ready for primary school by increasing learning motivation and to be successful in social and academic adaptation by reducing behavioral problems (Albers, Hennemann, Hillenbrand, Schell, & Kries, 2015). Enhancing emotional competence in children is as important as supporting cognitive skills. In this context, teachers should not consider education apart from emotions (Ulutaş & Ömeroğlu, 2007; Ulutaş, & Macun, 2016).

The aim of the study is to determine the views of the preservice preschool teachers on supporting emotional competence in children. The reason for taking the opinions of preservice teachers on supporting emotional competence in children is that they have completed their education and are about to start their professional life. It is thought that the opinions of the preservice teachers will contribute to revealing their perspectives on supporting emotional competence in children and interpreting the gains of the undergraduate teaching program regarding emotional competence, since they have completed their undergraduate program. The following questions will be answered in the research;

1. How do preservice teachers find the competence of their undergraduate program in raising an emotionally competent teacher?
2. What are the opinions of preservice teachers about their own emotional competencies?
3. To what extent do preservice teachers consider themselves competent in preparing emotional activities for children?
4. According to preservice pre-school teachers, what are the activities that support children's emotional competence?

The research is limited to preservice pre-school teachers who have graduated from early childhood education undergraduate program but have not started their duty. It was assumed that the study group answered the interview questions sincerely.

Method

Phenomenology design was used in this study. Study group was created with snowball sampling. The researcher first reached out to nearby preservice teachers who graduated and have not yet started their profession and moved towards other pre-service teachers by taking reference from them. 29 preservice teachers participated in the study on a voluntary basis. The data were collected using the "Interview form

1 sumeyyekubraince@gmail.com

2 uilkay@gazi.edu.tr

for the Enhancing Emotional Competence in Children". Because of the COVID 19 restrictions interviews were carried out by phones and online platforms. The interview form was arranged as a Google form and its link was sent to the participants by e-mail. When the forms were filled, researcher contacted with preserve teachers by phones or online platforms to elaborate the answers. Interview records were transferred to the Excel program. Alphabetic and numeric codes were used for each form of the pre-service teacher (Teacher 1: T1; Teacher 2: T2, etc.). Answers were categorized one by one and content analysis was made. The codes and categories were arranged by the researchers comparing with the literature. Researchers worked collaboratively all process of the research.

Findings

According to the findings of the study, almost half of the preserve teachers found their undergraduate education sufficient in terms of supporting emotional competence. While most teachers find themselves competent in regulating their emotions, most of them find themselves inefficient to support emotional competence of children due to inexperience and not taking any course related it. Some of the preservice teachers stated that happiness and sadness are the emotions that children define and manage most easily. They showed reasons for these feelings, such as frequent encounters and concrete expressions in daily life. Some of the teachers stated that the emotions that children most difficult to recognize, understand and manage were emotions such as anger, sadness, shame, and fear. They stated reasons for these feelings, such as being abstract and not knowing that there is a solution. While the preservice teachers saw themselves as competent in planning activities mostly related to feelings of happiness and sadness; they see inadequate about the feeling of disgust. They stated that the situations that support emotional competence in children are communication, drama, playing and musical activities, family participation and being an appropriate role model. In addition, they pointed out that behaviors that damage children's confidence, ignoring their feelings, not allowing them to express their feelings and live, would negatively affect children's emotional competence. Finally, they suggested that families should ensure that the child understand and express their own emotions, care about the child's feelings, be a role model, and give consistent responses to emotions.

Keywords: Emotional Competence, Emotional Intelligence, Early Childhood Teacher, Early Childhood Education

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A QUALITATIVE PILOT STUDY ON PROJECT WRITING COMPETENCES OF TEACHERS

Emine SELMANOĞLU¹ (Ministry of National Education Turkey)

Prof. Dr. Kerim GÜNDOĞDU² (Aydın Adnan Menderes University)

Problem Statement

With the advancement of the information age, there have been scientific developments in extraordinary intensity. With these developments, the skills that societies expect from individuals to fulfill also change rapidly. It also causes immediate changes in education as well as in different areas. The purpose of all works and procedures carried out by the education system in Turkey is to increase the efficiency in terms of teacher education, effective delivery of lessons, the projects that teachers do in the classroom and similar activities (MEB, 2019).

A project is a set of activities that have certain values, goals, a beginning and an end to be implemented to achieve certain goals and objectives (Ece & Kovancı, 2004). Preparing projects helps us make sense of the environment we live in and the events around us. At the same time, it enables us to obtain information by using research skills, to develop information acquisition strategies, and to analyze and synthesize information (Arabacı & Akıllı, 2019). The aim of the projects is to direct teachers to research and study, to make experiments and observations. The Project preparation process provides skills such as critical thinking, working in collaboration, engaging in creative activities, and developing self-confidence (Arabacı & Akıllı, 2019). It is known that the Ministry of National Education (MoNE [MEB]) wants a scientific data-based transformation. Teachers who will ensure this transformation are expected to be equipped with project presentation in project writing, to master the process in planning, conducting research and organizing information, and also to be equipped in writing reports. The aim of this research is to investigate the competencies of teachers in the project writing process. The study is also important in terms of showing what kind of competences teachers have while preparing projects.

Method

In this qualitative study, which can be seen as a pilot study of a further broader study, the case study method, which provides in-depth information to examine the competencies of teachers in the project writing process was used. Qualitative studies indicate that they provide in-depth information about defining, analyzing and interpreting the behaviors and beliefs of a group or individuals (Creswell, 2002). The main purpose of the case study is to reveal the underlying facts or meanings of events and facts in order to gain in-depth information about a subject (Denzin & Lincoln, 2005; Marshall & Rossman, 2006). Through this study, teachers' opinions on project writing competencies were investigated. Interview form was used as a data collection tool that is primarily used in qualitative case studies. Maximum variation sampling was used to determine the participants. The sample of the study consisted of ten volunteer teachers, including four primary school teachers, two biology teachers, one history teacher, one physics teachers, one Turkish teachers and one mathematics teacher. After having expert opinions about the content validity, a piloting was done with three teachers prior to interviews.

1 emineselmanoglu35@gmail.com

2 kerim.gundogdu@adu.edu.tr

The results obtained from the interviews made as a pilot were evaluated and the suggestions were taken into consideration. As a result, the 8 questions asked in the pilot phase were reduced to 6. Face-to-face interviews were recorded by a tape recorder. These records were transformed into ten full text pages on the computer. Participants also received what they said before during the interviews and all were confirmed. As a result of the content analysis, themes have been constructed through various codes and categories.

Findings

As Baki and Bütüner (2009) stated that teachers should have trainings given by experts in the field in preparation, evaluation and guiding students, teachers emphasized the importance of increasing project qualification courses, seminars or presentations in order to gain more information in project preparation. According to the teachers time setting is very important in project preparation. They generally pay attention to the reasonable duration of the project they prepare. This finding is parallel to what Fleming (2000) and Katz (1994) stated that the Project duration should not take longer. Teachers stated mainly that they pay attention to the educational contribution to society and to have educational importance of the projects they prepare. Another point they pay attention to is that the language they use while writing a project is fluent, simple and understandable. Participant teachers choose to focus on the issues that are felt lacking in the projects and definitely include suggestions at the end of the project.

As a result, the project should be of an educational nature for students and researchers, the project should contribute to its own knowledge, be completed in a reasonable time, the subject of the project should be chosen from the area where it is felt outdated, the language used in project writing should be fluent, simple and understandable. Lastly, teachers drew attention to the importance of providing them with up-to-date scientific project courses, seminars or presentations.

Keywords: Project, Project writing, teachers' project writing competence

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COMPARISON OF PRIMARY SCHOOL MATHEMATICS TEACHERS AND TEACHER CANDIDATES' AWARENESS ON MATHEMATICAL MODELING

Dr. Gülşah SALTİK AYHANÖZ¹ (MEB, Turkey)

Serdar AKMEŞE (MEB, Turkey)

Problem statement

In today's education system, it is known that only success in school is insufficient and it is important to raise successful students in real life. Therefore, it is important for students to use the information they have gained from mathematics lessons at school in their real life in a meaningful way (Dede & Yılmaz, 2013). Mathematical modeling is a dynamic process in which existing concept structures and models are reconsidered in different contexts and new models are revealed (Lesh & Doerr, 2003) in terms of creating static and new structures in terms of containing existing structures. A model for the product formed at the end of this process; the process itself is called modeling (Sriraman, 2006). According to Karpur (1998), mathematical problems interpreting real life problems are problems that turn them into real world problems.

Method

The main factor that directs mathematics educators to work on mathematical modeling is "What kind of mathematics education should be done so that students can have mathematical knowledge and mathematical thinking skills that they can use in real life?" question and the anxiety that traditional methods and problem solving activities will be insufficient to improve students' problem solving skills (Mousoulides, Pittalis & Christou, 2006). Nowadays, Today, the need for individuals who are at peace with technology, problem solving and mathematical modeling in technology, engineering, architecture, economics and many other fields is increasing. (Lingefjard, 2006). In addition, there are statements in MEB's (2007) mathematics education purposes which "They will be able to build models and associate models with verbal and mathematical expressions." and "Have positive feelings and thoughts about problem solving.". These statements show that in parallel with the developments in the new mathematics program around the world, it is important to develop a positive attitude in mathematics lesson and to include modeling in mathematics education.

Findings

The aim of this study is to compare the awareness of Primary Mathematics teachers and teacher candidates about Mathematical Modeling. The study was conducted in the first semester of the 2020-2021 academic year with 12 people, 6 Primary Mathematics teachers and 6 Primary Mathematics teacher candidates living in Niğde. As a case study focusing on qualitative data, semi-structured interviews consisting of 9 questions were conducted. The descriptive approach was used in this study, as the purpose of this study was to describe and explain the investigated situation in detail, to make evaluations in line with the standards, and to reveal possible relationships between events (Çepni, 2007). While determining the sample, detailed information about the problem situation and the purpose of the study was given to the primary school mathematics teachers and candidates by the researcher, and the selection of the participant teachers was taken as a basis. Interviews with 6 elementary school mathematics teachers and 6 elementary mathematics teacher candidates took an average

of 25-30 minutes. How mathematical modeling is evaluated before and after the teachers' service; awareness about modeling and competence situations were examined.

The model definition made by the teachers and teacher candidates is parallel to the model definition found in the literature. It can be said that teachers and candidate teachers have a lack of knowledge about the mathematical model. Based on the interviews conducted, it is thought that teachers do not have sufficient knowledge about mathematical modeling method, they confuse mathematical modeling with the use of mathematical models, and they do not use mathematical modeling in their lessons adequately. It was seen that teacher candidates approached from a wider spectrum to the answers regarding the importance of using mathematical modeling in lessons. It is believed that the reason for this situation is that candidate teachers receive more mathematical modeling training and their knowledge is fresh. Urhan & Dost (2016) emphasized the importance of teachers' awareness of changes that contribute to teaching and innovations that contribute to teaching, such as mathematical modeling. When examining other opinions from teachers, the idea that it is necessary to organize in-service educations for teachers, to increase the duration of mathematical modeling lesson hours in universities and to develop classrooms in accordance with mathematical modeling in schools came to the fore.

Keywords: Awareness, mathematical modeling, elementary mathematics education.

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DESIGNING AND IMPLEMENTING A PROTOTYPE FOR MOBILE TEACHER PROFESSIONAL DEVELOPMENT

Inst. Emrah Baki Başoğlu, (Bülent Ecevit University, Turkey¹)

Asst. Prof. Dr. Nur Akkuş Çakır, (Middle East Technical University, Turkey)

Problem Statement

Providing effective professional development (PD) environments for teachers is an effective way to promote teacher efficacy (Kempen & Steyn, 2015). Teacher professional development (TPD) is a collaborative activity (Molle, 2013) and it aims to enhance teachers' professional knowledge and support student learning and achievement (Borko et al., 2008). Hence, it is important to bring new perspectives to TPD programs which will transform the isolation of teachers into professional learning opportunities and reach them in their busy schedule. In many corners of the world, countries hereby provide school-based, differentiated and collaborative PD programs, leaving aside ineffective PD practices (Darling-Hammond et al., 2017). In order to offer more TPD opportunities for teachers, new technologies have begun to take place as an alternative to traditional ways of TPD (Campbell et al., 2013). Even though there are many PD opportunities available in theory for the teachers, other than the very few PD trainings that are held during the mid-term breaks, teachers cannot continuously find meaningful PD opportunities due to several reasons such as their heavy schedule and mobility (Elliott, 2017). As a consequence of this fact, researchers have begun to implement mobile learning in TPD programs (Dean et al., 2015). The use of mobile technologies in teacher development is increasing all over the world and they have begun to transform the traditional learning and teaching methods into anytime and anywhere learning opportunities (Burns, 2015). Existing work has already provided important findings about how integrating mobile learning into TPD programs can give meaningful perspectives to the instructional framework of learning and teaching processes (Gunter & Reeves, 2017).

Method

This study describes the design of a mobile teacher professional development (mTPD) course that aims to provide language teachers pedagogical support and guidance for integrating digital games to their teaching. The research methodology of this study is developmental research. According to Seels and Richey (1994), developmental research is "a systematic study of designing, developing and evaluating instructional programs, processes and products that must meet the criteria of internal consistency".

The scope of this study will cover the instructional design phases and the implementation of the first iteration and reflections about the design and implementation phases. Language instructors in 17 different universities were sent an invitation email to test the prototype of the course, and 8 language instructors from 3 universities were selected to participate in the implementation of the first prototype. Data collection instruments included interviews, a questionnaire and an achievement test developed by the researcher. Interviews were conducted to investigate the perceptions of language instructor about the mTPD course. The questionnaire and the achievement test were used to understand the effect of the mTPD course before and after the implementation of the first prototype.

Findings

First, the study will focus on insights on the theories of learning and instruction and how they guided the instructional design process. Secondly, the study will focus on describing how a mobile learning framework can enable a more effective design and implementation for mobile professional development. Thirdly, limitations and possibilities for mobile learning for teacher professional development will be discussed.

In conclusion, the results of the study will create awareness about the affordances, possibilities and limitations of mobile learning for teacher professional development. Designing effective learning experiences for mobile learning is a challenge and should be addressed. This study will provide an opportunity to share experiences of planning, design and implementation phases of a mTPD course.

Keywords: mobile learning, teacher professional development, developmental research

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TEACHER OPINIONS ABOUT WEB BASED IN-SERVICE TRAINING

Neşe PEKCAN¹ (Milli Eğitim Bakanlığı, Bilim Uzmanı)

Problem statement

Teachers experience a wide variety of activities and interactions that can increase their knowledge and skills, improve their teaching practice, and contribute to their personal, social and emotional development (Desimone, 2011). Teachers' professional learning is a complex process that requires teachers' individual and collective cognitive and emotional participation, capacity and willingness to examine beliefs, perception and stimulation of suitable alternatives for improvement or change. All this occurs in certain educational policy settings or school cultures, some of which are more appropriate and more conducive to learning than others. The tools used to stimulate development also depend on the goals and needs of teachers and students (Avalos, 2011).

Recent technological trends have a significant impact on teachers' professional development. Many new professional development models combine many technological components, including digital libraries, web-based virtual learning, online and electronic conferencing features. A wide array of online professional development programs serve a large number of teachers. These programs differ in their aims, objectives, content areas, pedagogical approaches and presentation methods. Hybrid models (both online and face-to-face) have also gained popularity (Borko et al. 2010).

It provides Internet-based learning opportunities, including online professional development, training courses, events, workshops, resources, and online interactions with trainers, mentors, and colleagues. Online professional development provides opportunities to participate in professional development activities that may not be available locally. As the context in which teachers work is undergoing rapid change, and this means teachers need better and continuous professional development to keep them updated. There is increasing evidence that teachers are more likely to be more innovative if they are provided with access to continuing professional development programs. While many different technologies have been used to support or provide online professional development, the question remains how much concurrent online discussion can support quality and success in professional development and teacher education. (Chen et al., 2009).

Studies on web-based in-service are limited in the literature. For this purpose, the following questions were sought in the study:

What are the factors that encourage teachers to have web-based in-service training?

What aspects of web-based in-service training do teachers like most?

What are the aspects that teachers criticize about web-based in-service training?

What are teachers' expectations from web-based in-service training?

Can web-based in-service training of teachers be tailored to the needs of teachers? Why is that?

1 npekannn@gmail.com

Method

Research model: This study was conducted using the phenomenological design within the scope of qualitative research. Phenomenology (phenomenology) is a method of analyzing and defining the existence of events (Akturan and Esen, 2013).

Working group: Since the principle of volunteerism was adopted in the study, the sample became a purposeful sample consisting of people who can easily collect data. In purposeful or suitable samples, the probability of participants to enter the sample cannot be calculated. For this reason, they are named as sampling methods whose probability is unknown (Sümbuloğlu and Sümbuloğlu, 2005). Purposeful sampling is created on the basis of working with a part of the population, not all (Şenol, 2012). The study group consists of 17 teachers, 10 females and 7 males, who received web-based in-service training.

Collection of Data: An interview form structured according to the nature of the researched problem was used to collect the research data. Structured interviews are a method that includes questions prepared in advance by the researcher in a certain order, allowing rapid coding and analysis of data, ease of measurement, and comparison with the scope of the research (Büyüköztürk et al., 2016). Due to pandemic processes, data were collected in computer environment.

Data Analysis: In the study, descriptive analysis approach was used. According to the descriptive analysis approach, data are summarized and interpreted according to predetermined themes. Data can be organized by taking into account the interview questions or according to the themes emerging in the analysis of the research questions (Yıldırım and Şimşek, 2008).

Findings

In this study, it was aimed to get teachers' opinions about web-based in-service training. It is thought that revealing the positive and negative aspects of web-based in-service training will contribute to the improvement of web-based in-service training processes. For this purpose, some questions were tried to be answered.

The factors that encourage teachers' web-based in-service training are primarily personal and professional development, curiosity, desire to learn, attractiveness of subjects, follow-up of digital developments, direct assignment.

Teachers' favorite aspect of web-based in-service training is that it is accessibility, time and place flexibility, hygienic and educational, comprehensive content, easy to follow again.

The aspects that teachers criticize about the web-based in-service training are the lack of fluency in the narratives, technological inadequacies (connection disorders, freezes, etc.), the length of the video duration, the lack of educational quality, and the lack of interactive interaction.

Teachers' expectations from web-based in-service trainings are increasing competence and ensuring development, being rewarded, being up-to-date, making it fun, and increasing the frequency.

Teachers who think that in-service trainings are organized according to needs express that this is because it provides educational diversity, but according to those who do not agree with this idea, the number of training is less and the content is limited. In addition to these, teachers stated that the training of trainers should be increased, in-service training should be encouraged, the frequency of training should be increased during holiday periods, it should be planned for more needs, and long videos should be avoided.

Keywords: Web-Based In-Service Training, Online Training, Teacher Meeting

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PROFESSIONAL DEVELOPMENT PROCESS IN TEACHER TRAINING PROGRAMS IN THE CONTEXT OF ETHICS AND MORALITY: OPINIONS OF PRE-SERVICE PRIMARY SCHOOL TEACHERS

Asst. Prof. Derya GİRGIN¹ (Çanakkale Onsekiz Mart University, Çanakkale/Türkiye)

Prof. Dr. Çavuş ŞAHİN² (Çanakkale Onsekiz Mart University, Çanakkale/Türkiye)

Problem statement

Teacher training means providing vocational training to develop professional competencies. In order to fulfill the requirements of the profession and to shape behaviors to cope with many difficulties, teachers should be able to examine the results of their actions and be aware of their missions (Seghedin, 2014). Professional ethics, which has been one of the important issues in recent years, is determined for various professional branches and professional members are expected to comply with these principles (Yılmaz & Altınkurt, 2009). Professional ethics is also defined as the rules of behavior that must be followed especially in human-related professions (Aydın, 2014). Today, it is seen that ethical, moral, and cultural issues gain importance and the problems related to these issues have increased significantly. It has been emphasized that the concept of professional ethics should be included in undergraduate programs. In Turkey, teacher training programs at universities were updated in line with the decisions taken in a series of workshops organized by Higher Education Institution in 2018. Some courses and contents have changed in the updated classroom teaching undergraduate program (YÖK, 2018). In addition to a compulsory course on teaching professional ethics with the title “Ethics and Ethics in Education”, a number of courses that contain content related to professional ethics such as “Science and research ethics” and “Professional ethics and legal issues” were added to all programs in teacher training and it has been implemented since 2018-2019 academic year (YÖK, 2018). In this context, it is very important that primary school teacher candidates are equipped with professional knowledge and skills as well as being equipped with social, cultural, moral, intellectual aspects and a developed personality in training teachers. Therefore, pre-service teachers who will graduate from higher education programs are expected to be a role model in terms of cultural, ethical, moral values and personality and to have graduated as an ethical teacher. Therefore, in the 5th semester of the renewed undergraduate program of classroom teaching, “Morals and Ethics in Education” is included as a vocational knowledge course. Basic concepts and theories such as professional ethics; the teaching profession with its social, cultural, moral and ethical aspects; ethical principles in teaching, learning and evaluation process; ethical principles in relations with educational stakeholders; unethical behaviors in professional life; ethical regulations regarding teachers; unethical behaviors in school and education, ethical dilemmas, problems and solutions; ethics education and ethics committees at school topics are covered within the scope of *Morals and Ethics in Education* course.

The aim of this study was to examine the effect of the course of *Morality and Ethics in Education* on professional development processes of pre-service primary school teachers. For this purpose, the following research questions were sought:

1. What should be the ethical and moral values that a primary school teacher should have?
2. As a pre-service teacher, how did the course of *Ethics and Ethics in Education* contributed to your professional competencies?

1 deryagirgin@comu.edu.tr

2 csahin25240@yahoo.com

Method

This study was designed in a qualitative research model, as it was aimed to examine the perceptions of pre-service teachers about the characteristics of ethics teacher and the Moral and Ethics in Education course in depth and to reflect the opinions of the participants in a holistic manner. The study group of the study consists of 42 teacher candidates from Çanakkale Onsekiz Mart University, Faculty of Education, Department of Classroom Education in the fall semester of the 2020-2021 academic year. The study group was determined on a voluntary basis using the criterion sampling technique, one of the purposeful sampling methods used in qualitative research. In order to obtain research data, the literature on the ethical behavior of teachers was reviewed, a conceptual framework was determined for the interview questions, and semi-structured questions to be asked to the participants during interviews were prepared in accordance with the purpose of the research. Semi-structured interviews were conducted online with the pre-service teachers. The raw data collected was transformed into written form by the researchers and analyzed by content analysis technique. In line with the research questions, the answers of the pre-service teachers were interpreted and the findings were supported by direct quotations from the opinions of the participants in the interviews. Because in such analyzes, it is recommended by different experts to include direct quotations in order to reflect the views of the interviewed or observed individuals in a striking way (Altunışık, Coşkun, Yıldırım, & Bayraktaroğlu, 2001; Yıldırım & Şimşek, 2011). In addition, as a result of the analysis of the obtained data, inferences were made from the direct quotations of the classroom teacher candidates and interpreted below.

Findings

As a result of the research, pre-service primary school teachers emphasized the necessity of teaching ethics and ethics in education in the undergraduate curriculum and stated that giving this course within the scope of vocational knowledge is important in creating and developing their own values. In addition, they stated that they will work at the primary education level after graduation, therefore they have an important role in teaching ethical values and raising individuals with moral values.

Key words: Pre-service primary school teachers, teacher training, new undergraduate program, teaching professional ethics, ethical and moral values

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ENTREPRENEURSHIP IN TEACHER EDUCATION: PRE-SERVICE TEACHERS AS SOCIAL ENTREPRENEURS

Asst. Prof. Derya GİRGIN¹ (Çanakkale Onsekiz Mart University, Çanakkale/Türkiye)

Prof. Dr. Çavuş ŞAHİN² (Çanakkale Onsekiz Mart University, Çanakkale/Türkiye)

Problem statement

Social entrepreneurship implements practical, innovative and sustainable approaches to benefit society. Social entrepreneurs drive transformative change in many different fields and sectors, including health, education, environment and business. They provide opportunities and contribute to the social, human and economic spheres. The need for entrepreneurship studies in primary school curricula is one of the methods that enables students to be confident and self-confident in future situations (Ememe, Ezech & Ekemezie, 2013). Teachers' role is important for students to acquire entrepreneurial characteristics. There should be individuals who can produce, use, present and manage information, and who also see and evaluate the gaps in their schools, take risks, be self-confident, innovative, independent and have high-level entrepreneurial values (Argon & Selvi, 2013). For students to become entrepreneurs, it is very important for teachers to be entrepreneurs. (Peltonen, 2008). In this context, it is important how teachers make sense of entrepreneurship, how they care about it, and their willingness to stimulate new methods. In the successful implementation of entrepreneurship features in the classroom environment, teachers should have acquired knowledge about entrepreneurship education in undergraduate education (European Commission, 2013). In Turkey, teacher training programs at universities were updated in line with the decisions taken in a series of workshops organized by Council of Higher Education (CHE) in 2018. Some courses and content have changed in the updated classroom teaching undergraduate program (YÖK, 2018). A new course titled "Economy and Entrepreneurship" as an elective general culture course was added to the whole undergraduate program in teacher training and it has been implemented since the academic year of 2018-2019 (CHE, 2018). In the context of this course, entrepreneur and entrepreneurship concepts, success factors in entrepreneurship, entrepreneurship culture, entrepreneurship process and entrepreneurship types, business idea development, innovation, business plan making, business plan elements, writing and presentation, issues of preparing a project related to entrepreneurship in a specific field and subject are covered. With the present study, it will be provided to raise awareness about entrepreneurship in teacher education, to develop the entrepreneurial characteristics of teacher candidates and to understand the importance of entrepreneurship. In this context, the aim of this study is to examine the entrepreneurship perceptions and entrepreneurship characteristics of pre-service primary school teachers as social entrepreneurs and to determine their competencies to convey the concept of entrepreneurship.

For this purpose, the following research questions were formulated:

1. What are the opinions of pre-service primary school teachers on the concept of entrepreneurship?
2. What are the opinions of pre-service primary school teachers about the characteristics of an entrepreneur?
3. What are the contributions of the Economics and Entrepreneurship course to the pre-service primary school teachers?
4. What is the role of the concept of entrepreneurship in-class and out-of-class activities and practices?

1 deryagirgin@comu.edu.tr

2 csahin25240@yahoo.com

Method

In this study, the views of pre-service teachers about entrepreneurship, the characteristics of entrepreneurial individuals, and involving entrepreneurship in classroom and out-of-class activities and practices were examined in depth. It was designed in a qualitative research model since it was aimed to reflect the views of the participants in a holistic manner. The research group of this study consists of 18 teacher candidates from Çanakkale Onsekiz Mart University, Faculty of Education, Department of Primary School Teaching in the fall semester of the 2020-2021 academic year. The study group was selected on a voluntary basis using the criterion sampling technique, one of the purposeful sampling methods used in qualitative research. In order to obtain research data, a interview questions was determined in the light of the literature findings on the concept of entrepreneurship, and semi-structured questions to be asked to the participants in interviews were prepared in accordance with the research purpose. Semi-structured interviews were conducted online with the pre-service primary school teachers. The data collected in the research were analyzed by content analysis technique. In qualitative research, the credibility, transferability, reliability and approval criteria of the research should be met (Arastaman, Öztürk Fidan, & Fidan, 2018; Yıldırım & Şimsek, 2011). At the point of ensuring the verification of the research results, the results of the data obtained were tried to be expressed systematically and in a clear, and understandable language. Direct quotations were used to reveal the opinions of the pre-service primary school teachers who participated in the study at the point of meeting the transferability criterion.

Findings

As a result of the research, pre-service primary school teachers emphasized the necessity of giving economics and entrepreneurship courses in the undergraduate curriculum. They also mentioned their perceptions of entrepreneurship and the entrepreneurial characteristics that a teacher should have and demonstrated their competence perceptions to apply the concept of entrepreneurship in educational terms both inside and outside the classroom.

Keywords: Teacher education, social entrepreneur, pre-service primary school teacher, entrepreneurship

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EXAMINING TEACHERS' PERCEPTIONS ABOUT CULTURALLY RESPONSIVE EDUCATION

Engin DEMİR¹ (Bandırma Onyedi Eylül University, Turkey)

Problem Statement

The society, culture, and cultural values we live in effect our thinking system, beliefs, behaviors, learning, and teaching styles (Gay, 2010). Each individual makes sense of the world through their different cultural experiences. Therefore, culture; shapes the individual's communication, interaction with other people, and behaviors. One should not ignore the effect of culture on student learning (Nieto, 2002). According to Banks and Banks (2010), teaching without having information about the sociocultural processes of learning and the cultural background of students is inadequate. The number of refugee students studying in different schools and grades in Turkey is very high. For this reason, it has been determined that there are many problems in the education system. In the Turkish education system, there are many students with different socioeconomic levels, ethnic identity, primitive language, religious beliefs and some of them are refugees (approximately 700 thousand) (Koltuk & Kocakaya, 2019). It is inevitable for these students to have cultural and individual differences and different cultural values. Teachers are the practitioners of curriculum in the education system and their readiness to approach students with different cultural values can prevent possible problems that may arise. In this framework, culturally responsive education envisages a process in which individual differences and cultural values are taken into account in the axis of equality and social justice at all stages of the education process. This approach accepts human beings as a bio-cultural asset and evaluates them within their own cultural context (Karataş & Oral, 2016). According to Villegas and Lucas (2002), at the point of providing culturally responsive education, teachers should have competencies such as being socio-culturally conscious and able to design the teaching process in line with students' cultural experiences. From this point of view, the study aims to examine teachers' perceptions of culturally responsive education. For this purpose, answers to the following questions are sought:

- What are teachers' perceptions of culturally responsive education?
- Do teachers' perceptions of culturally responsive education differ significantly according to various variables (gender, professional experience, school grade, type of school they graduated from, and postgraduate education status)?

Method

This research was conducted based on descriptive survey model, one of the quantitative research methods. Screening models are research approaches that aim to describe a past or current situation as it is. The event, individual, or object that is the subject of research is tried to be defined as it exists without the effort to change and influence it in its own conditions (Karasar, 2016). The data collection process was conducted with an online survey due to the Covid 19 pandemic. Teachers participating in the survey were asked to accept the informed consent form. Questionnaire items were not shown to teachers who did not accept. It has been determined that the scale consisting of three factors and 14 items explains 61.53% of the total variance. Cronbach's alpha

1 engindemir@bandirma.edu.tr

($\alpha = 0.89$) for the whole scale and coefficients for three sub-dimensions (Pedagogical $\alpha = .84$, Awareness $\alpha = .74$, Responsiveness $\alpha = .78$) were calculated.

Within the scope of this research, Cronbach's Alpha ($\alpha = 0.94$) for the overall scale and Pedagogical $\alpha = .84$ for the sub-dimensions, Awareness $\alpha = .84$, Sensitivity $\alpha = .89$ were calculated. These findings reveal that the scale is valid and reliable. It was determined that the data were not distributed normally and nonparametric analyzes were made. The datum was analyzed with descriptive statistics, Kruskal Wallis-H, and Mann Whitney-U tests.

Findings

As a result of the research, it was determined that teachers' perceptions of culturally responsive education are at a high level. Similarly, in the studies of Rengi and Polat's (2014) on the cultural difference levels of the classroom teachers, the intercultural sensitivity of the teachers is at a high level. Despite these results, Karataş and Oral (2016) state that teachers often lack the self-efficacy to provide culturally responsive education. This may be related to the fact that the scale used in the study is a self-assessment scale. A significant difference was found in the awareness, responsiveness, and scale total scores of the teachers participating in the study according to their gender, and this difference is in favor of the female teachers. Despite this, Gökçe and Oğuz (2015) and Ersoy (2019) found that gender variable did not make a significant difference in teachers' perceptions of culturally responsive education. In the study, teachers' professional experiences, school grades, the type of school they graduated from, and postgraduate education status are not determinant in their culturally responsive education perceptions. Considering refugee movements experienced in recent years in Turkey, different ethnic identities, primitive language, to individual differences such as religious beliefs and there are many students with different cultural values. Since there are very few studies have been carried out in Turkey on the research topic, especially in schools where students from different cultures density culturally responsive education is seen necessary to carry out research. It is important in terms of revealing the current situation in Turkey. It is recommended to add courses on cultural differences, multicultural education, culturally responsive education to teacher education programs, and to train teachers on the subject through in-service training.

Keywords: Culturally Responsive Education, Multicultural Education, Cultural Values, Teachers

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CONTRIBUTION OF LOCAL IN-SERVICE TRAINING TO PROFESSIONAL DEVELOPMENT

Umut IŞIK¹ (Aydın Provincial Directorate of National Education)

Ruken Akar VURAL (Aydın Adnan Menderes University, Education Programs and Instruction Division)

Problem Statement

In this century, science and technology are advancing and knowledge is rapidly being produced and consumed. In this period, the role of education in keeping up with the requirements of the age and competing with strong and developed countries cannot be denied. The most important factor in conducting education is the teacher. In this case, it is very important for teachers to be trained to meet the needs of the age. In this context, in-service teacher training in Turkey has started with the Teacher Training Bureau depending on the Ministry of National Education in 1960 (Kumar, 2013). In 2011, with the Decree Law on the Organization and Duties of the Ministry of National Education, the Department of In-Service Education was abolished and its powers were transferred to the General Directorate of Teacher Training and Development Department (ÖYGM, 2019 a). The General Directorate of Teacher Training and Development has prepared the “in-service training” “standard training (activity)” program to learn the language of in-service training programs. The standard training program prepared by Teacher Training and Development covers four main areas: Personal development, teacher training, management and corporate training, and special quality education (ÖYGM, 2019b). An individual who is assigned to a certain position in an institution constantly needs training in order not to fall behind the developments related to her profession from the day she has started working until she leaves. Lifelong education has emerged from the combination of continuity and multidimensionality features of education. In-service training as a requirement of lifelong education aims to provide employees with knowledge, skills and attitudes that will make them more successful, productive and happy in their profession (Yalın, 2001). This study is important in terms of revealing classroom teachers’ opinions about in-service training, determining how effective in-service training and its deficiencies, suggesting solutions to improve these deficiencies, and being first in Aydın province Efeler district. Accordingly, the main question of the research is “How do classroom teachers evaluate local in-service education programs that they attended in terms of their professional development” The sub-questions of the research are as follows:

1. How do classroom teachers evaluate the contribution of local in-service education programs to their professional development?
2. How do classroom teachers see the reflection of the local in-service education programs they receive on their classroom and their students’ development?
3. What are the motivations of classroom teachers to participate in future in-service education programs?
4. What are the opinions of classroom teachers about the quality of local in-service education programs?

This research is limited to the opinions of 15 teachers working in the public primary schools of the district of Efeler in Aydın.

Method

This study has been designed as an explanatory case study based on a qualitative approach. A case study is a qualitative research design that examines a real situation with a holistic approach that collects detailed information about a current situation or phenomenon with defined limits (Creswell, 2013). A single case was studied in this study is the state of the contribution of in-service education programs to the professional development of classroom teachers. In this study, data were collected from the participants about the contribution of service training to professional development and unknown cases were tried to be revealed.

Within the scope of the study, the data are the classroom teachers working in public schools, having at least 10 years of working in the district of Efeler in Aydın. Maximum variation sampling technique was used in order to capture the pattern emerging from differences by ensuring heterogeneity in the study group (Patton, 2014). The data collection tool-a semi structured interview form- was prepared by the researchers. Information was given for the interviews and online interviews via Zoom were made at the specified time with the participants who accepted the interview. Inductive content analysis was implied for analyzing the data. In content analysis, concepts and categories can be obtained entirely from the data, as well as from research questions and literature (Çetin, 2016). The researchers coded separately, then came together and reached a consensus by discussing the themes.

To ensure the validity of the research, depth-oriented data collection, and presenting the data collection tool and coding to the expert review were made. To ensure reliability, expert opinion was taken at every stage of the study; the rate of separate coding made by the researcher.

Findings

Looking at the findings of the study in general, most of the teachers stated that in-service education programs contributed to their professional development, and that the practices and knowledge learned in in-service training increased the academic success of students. They also stated that their willingness for participation to in-service training was high. However, most of teachers found the qualifications of the trainers running in-service education programs as insufficient. The most important reasons why in-service education programs do not meet the learning needs of the participants are listed as limited time, planning problems and organization, not taking the training into serious, and not doing the work carefully. The majority of teachers stated that the physical environment of learning was not suitable for adults. As the most important reasons for not being suitable; They stated that the classes were crowded, small, too cold or too hot, stuffy, and the tone of voice of the trainers could not reach all participants as well. With the lights of the findings, it can be said that in service training programs should be developed according to classroom teachers' needs. School based in service training programs should be developed as well.

Keywords: Local in-service education programs, classroom teachers, professional development.

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THE PRE-SERVICE TEACHERS OPINIONS on MULTIPLE ASSESSMENTS USING as A TEACHING-LEARNING METHOD

Kenan DEMİR¹ (Burdur Mehmet Akif Ersoy University, TURKEY)

Problem statement

In this study, the performance assignments of the pre-service teachers were evaluated by the instructor and the pre-service teachers themselves and their peers. In the study, the scores obtained from three different sources were compared and then it was aimed to determine whether self and peer assessment contributed to pre-service teachers in terms of personal and professional aspects. Curriculums developed with today's understanding of education emphasize that the learner should take responsibility not only in the teaching-learning process but also in the evaluation process. Evaluation, which is one of the most important and integral parts of an educational process, is generally carried out to evaluate readiness, learning, teaching, success, interest, talent and the curriculum (Turgut & Baykul, 2013; Gürten, Boztunç-Öztürk, & Eminoğlu, 2019) .

It seems possible for the learners to take responsibility for their own learning by actively participating in all stages of planning, implementation and evaluation in teaching-learning process. Participation of learners in the assessment process also contributes to the creation of a healthy teaching-learning environment and provides information about how the learners think and therefore how they can learn (Gürten, Boztunç-Öztürk, & Eminoğlu, 2019). In teaching-learning process, alternative approaches such as self, peer, group assessment are also gaining importance in addition to the traditional assessment tools and methods (Özan & Yurdabakan, 2008; Uyar, Demir, & Aksekioğlu, 2016; Şahin, & Şahin, 2018; Aslanoğlu, Karakaya and Sata, 2020). Multiple assessments in the teaching-learning process provide more reliable and valid evidence for teachers to make appropriate decisions (Davis, 2003). Students 'evaluation of both their own and other students' performance tasks; it is of great importance as it contributes to structure their knowledge and skills on the subject, to see their deficiencies and mistakes and to complete and correct them (Yılmaz, 2012; Yurdabakan & Cihanoğlu, 2009).

Method

This study was conducted using the convergent parallel design, which is one of the mixed method designs. The quantitative data of the study were obtained with an analytical rubric developed by researchers. Qualitative data was collected by using a semi-structured opinion form, developed according to expert opinions.

The study group of the research was determined on the basis of easy accessibility and volunteerism in line with the purposeful sampling principles. The study was carried out with 69 pre-service teachers studying in the classroom teaching department (3 different branches at the 2nd grade level).

Within the scope of the Teaching Principles and Methods lesson, prospective teachers prepared a lesson plan on the objectives they chose from primary school Life Studies or Turkish lessons. How to do self and peer evaluations on the lesson plans was planned with the pre-service teachers. Within the framework of this plan, the purpose and criteria of the assessment were defined and three sample plans were evaluated in detail with the pre-service teachers. For peer evaluation, descriptive expressions such as name, surname, and branch in the plans were deleted and given to another pre-service teacher in a different class. The pre-service

1 Correspond Author: Assoc. Prof. Dr. kenandemir@mehmetakif.edu.tr and kenandemirkfe@gmail.com

teachers evaluated their own plans and the plans of the other pre-service teachers by using the analytical rubric. After they completed the evaluations, they explained the contributions of this evaluation process on their professional, social and personal development. The quantitative data of the study were compared with nonparametric tests. The qualitative data of the study were analyzed by content analysis. Qualitative data were coded word by word and themes were reached using these codes.

Findings

As a result of the research, it was determined that pre-service teachers gave themselves higher scores than both their peers and the instructor. It has been found out that the scores, pre-service teachers gave to their peers, are also higher than the scores given by the instructor. A significant difference was found between self and peer assessment scores in favor of self-assessment scores, and in between peer and instructor evaluation scores in favor of peer evaluation scores.

The pre-service teachers stated that thanks to self and peer evaluation, they realized their mistakes and shortcomings and started to plan more accurately. In addition, pre-service teachers stated that their active participation in this evaluation process helped them using the strategies, methods, and techniques they have learnt in the Teaching Principles and Methods lesson better in their lesson plans. The pre-service teachers also stated that they participated in the assessment process for the first time and felt like teachers. They stated that evaluating the plans of pre-service teachers whom they did not know contributed to their empathy and critical thinking skills to improve. They stated that other pre-service teachers saw different activities while evaluating their plans, and by this way their creative thinking skills developed.

Keywords: Self-assessment, peer assessment, analytical rubric, multiple assessments, pre-service teachers.

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PROSPECTIVE TEACHERS' VIEWS ON LESSONS, CREATIVE DRAMA EDUCATION AND OUT-OF-SCHOOL PRACTICES

*Emine AÇAR*¹ (Burdur Mehmet Akif Ersoy University, Master Student-Turkey)

*Doç. Dr. Kenan DEMİR*² (Burdur Mehmet Akif Ersoy University, Faculty of Education-Turkey)

Problem statement

In this study, it was aimed to determine the contribution of pre-service teachers' creative drama education they received outside of the faculty and school and the applications they performed in schools.

In line with the needs of the society and the conditions of the day, the profession competencies that teachers should have are constantly updated (Gültekin, 2020; Akcaoğlu, Külekçi, & Mor-Dilek, 2020). Teaching profession competencies in line with the latest update; It is composed of 65 indicators and three holistic and interrelated competence areas as "professional knowledge", "professional skills" and "attitudes and values" (MEB, 2017). The desired level of these competencies depends on the quality and quality of the education teachers receive during their training. In a qualified teacher education, the opportunity of an educational environment where teacher candidates can translate this knowledge into practice should be provided with general culture, field knowledge and professional knowledge (Polat, Eyceyurt Türk, & Altaylı Özgül, 2020).

Education faculties are responsible for educating teacher candidates holistically within the framework of the task of training teachers, conducting research and serving the society. These institutions should confront prospective teachers not only with their own lectures, but also with extracurricular activities. In this context, many universities carry out activities to ensure the holistic education of students through student communities etc.

Method

This study was carried out in order to determine the opinions of teacher candidates who are studying at the faculty of education, taking drama education and practicing in schools, on school and out of school practices.

In the study, the quantitative and qualitative opinions of teacher candidates, which were collected recently, and the contribution of school and out-of-school education activities were compared. In this context, the opinions of the teacher candidates were collected and analyzed using the convergent parallel design from mixed method studies. Since it is thought that the deficiency in one data group will be complemented by the other data group in the study, mixed method research was adopted (Cresswell, 2003/2017). What and how much in the quantitative design of the study; In the qualitative dimension, answers were sought to why and how questions. In determining the working group, attention was paid to the criteria for the participants to be teacher candidates, to receive drama training and to participate in practices in schools. In addition to the purposeful sampling principles, the data were collected taking into account easy accessibility and volunteerism.

21 teacher candidates in the study group were students of the education faculty and received training in the drama instructor program between 48-320 hours. The same students practiced in real schools for 6-120 hours using what they learned.

1 emineacar96@hotmail.com

2 kenandemirfe@gmail.com

The form used as a quantitative data collection tool in the study was created by considering Karacaoğlu (2008) and MEB (2017) teaching profession competencies. This form, where necessary arrangements have been made with expert opinions, consists of 63 Likert 5-grade items. This form was filled out by 21 teacher candidates who studied at the education faculty, received drama training and practiced in schools. The opinion form used in the study was composed of questions that were not structured according to expert opinions. With this form, written opinions of 13 pre-service teachers were taken, and then an individual interview was conducted with 3 pre-service teachers.

Quantitative data were analyzed by determining only frequency and percentage. Qualitative data obtained in two different ways through written opinions and individual interviews were separately analyzed by content analysis. In this examination, codes were created over words and codes with the same meaning were brought together and themed.

Findings

According to the opinions obtained from the quantitative opinion form, it was determined that drama-based education and practice in schools made more contribution to prospective teachers than the courses in the faculty. With the analysis of qualitative data, drama-based education and practice in schools, “ensuring the student’s recognition and development”, “planning educational situations”, “conducting the teaching learning process”, “improving individual characteristics”, “contributing to social skills”, “improving thinking skills. It has been found that it contributes more in subjects such as “learning”.

After analyzing the quantitative and qualitative data, it was concluded that drama-based trainings and practices in schools contributed more and more to the development of prospective teachers.

Keywords: Teacher candidate, creative drama, teaching profession skills.

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A CASE STUDY ON PROSPECTIVE TURKISH TEACHERS' TEXT SUMMARISING STYLES

Latife YÜKSEL¹ (Burdur Mehmet Akif Ersoy University, Master Student-Turkey)

Doç. Dr. Kenan DEMİR² (Burdur Mehmet Akif Ersoy University, Faculty of Education-Turkey)

Problem Statement

This study identifies how Turkish teaching department 2nd-grade prospective teachers summarise a text.

In today's world where the information sources increase and the access to these sources become easy, summarising is one of the strategic skills that ensure learning by understanding the information. Strategic skills such as summarising enable individuals to distinguish between important and unimportant information, realise repeating expressions and to make inferences from data (Turgut and Baykul, 2014). To correctly summarise a text, it is necessary to read the text with purpose, follow the text structure when summarising, stating the text with own sentences, choose a suitable title for the text, create a short and clear text and to re-read (Eyüp et. 2012; Çıkrıkçı, 2008; Epçapan, 2018; Doğan and Özçakmak, 2015; Okur, 2011; Bulut, 2014). In elementary Turkish class curriculum (MEB, 2019), learning outcomes such as "students can summarise what they listen/watch/read" shows that summarising is a skill that can be and must be taught.

Method

This study identified how prospective teachers in Turkish department summarise a text by using a case study among qualitative research methods. The study group was created from 52 prospective teachers (2nd grade) of Turkish department. The study conducted under teaching principles and methods class ask prospective teachers to summarise 4757-word content consisting of 11 chapters on page 3-19 of Turkish class teaching program (MEB, 2019). For this study, prospective teachers are selected as volunteers and necessary permissions are collected for summary analysis.

The summarised texts sent by prospective teachers via electronic mail were descriptively analysed under "properties that must exist in summary texts" obtained from the literature review. In this analysis process, 6 main themes such as style, content, grammar, review, summary approach and reading were obtained but it was also seen that the main themes can be expanded. Then the texts were re-analysed with content analysis and 16 sub-themes are identified. The summary texts were analysed in terms of sentences and context for both descriptive and content analysis.

Findings

As a result of this analysis, prospective teachers' summary properties were revealed in sub-themes such as using the title, preserving the text structure, select, expressing subjective thought, stylistic saturation, creating minimal text, reading text and reading text with purpose. Also prospective teachers' summary properties were revealed showing purpose and result, summarising strategies and expression, coherence, writing, punctuation, reviewing mistakes, and listing.

1 latifeozsoy@gmail.com

2 kenandemirfe@gmail.com

As a result of qualitative data analysis, it was determined that prospective teachers' tend to give a title to the summary text stylistically when they summarise a text. Additionally, prospective teachers considering the title-sub-title structure of the text reflect the main text structure to the summary text; yet, they did not include purpose specification in the introduction and to finalise the text in the conclusion.

It was determined that prospective teachers used multiple strategies when they reflected the main text content to the summary text but they tended to preserve the text narrative style. It was found that summary text contained grammar mistakes and prospective teachers had different text summary understandings. Additionally, it was found that prospective teachers read the entire text to be summarised but did not review the summary text again after summarising.

Keywords: Prospective Turkish teachers, Turkish curriculum, summarising the text, summarising strategies

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INVESTIGATING THE CHANGES CARRIED OUT IN EARLY CHILDHOOD EDUCATION CLASSES IN LINE WITH THE NEW NORMALIZATION PROCESS THROUGH TEACHERS' OPINIONS

Nilüfer YÜKSEL¹ (Ondokuz Mayıs University, Basic Education/Class Education Postgraduate Student)

Beyzanur OK² (Ondokuz Mayıs University, Basic Education/Class Education Postgraduate Student)

Elif Mercan UZUN³ (Ondokuz Mayıs University, Faculty of Education Asst. Prof. Dr.)

Problem statement

All the countries in the world including Turkey and citizens living in these countries have been negatively affected by the coronavirus disease (Covid-19) that occurred recently in many aspects such as mental health, social life, and educational life. In addition, a new normalization process has started with the suspension of education and commencement of distance education due to this pandemic. The transition to distance education has brought along many problems. Children's confinement to home, disconnection of peer interaction, and changes in routines have affected all areas of development of the child such as psychosocial, mental, language, and motor (Haleemunnissa, Didel, Swami, Singh & Vyas, 2020).

2019-2020 school year has been concluded through distance education and it has been decided that schools are going to be opened gradually for the 2020-2021 school year by taking required precautions. Students receiving early childhood education and first graders have been given precedence. New arrangements have been carried out in the early childhood education institutions and classes; papers about the precautions taken have been prepared, and booklets inclusively describing these precautions have been delivered to all schools. Schools have started education again with the new normalization process following the enforcement of the required precautions in the institutions (MEB, 2020).

Restrictions imposed with the new normalization may cause an increase in anxiety and the occurrence of new problems among children (Abukan, Yıldırım & Ozturk, 2020). From this point of view, this study aims to specify the changes that occurred in the early childhood education classes following the new normalization through teachers' opinions.

Method

This study, which was conducted with the aim of revealing the changes performed by early childhood teachers in the class environment during the new normalization process, was created in qualitative research design. Qualitative research is defined as "the research through which a qualitative process is followed in order to reveal the perceptions and events in a realist and holistic way in the natural environment by using methods such as observation, interview, and document analysis" (Yıldırım & Simsek, 2018). In this study, the basic qualitative research design was used among the qualitative research methods. Basic qualitative research is the most common research design applied in education since it is used in many disciplines and fields of application. In basic qualitative research, researchers are interested in people's ways of interpreting their lives and the

1 nlfryksl55@gmail.com

2 beyznurok@hotmail.com

3 emercan@omu.edu.tr

meanings they add to their experiences (Merriam, 2018). 16 early childhood teachers were determined by using maximum variation sampling and their opinions were received through the interview method within the scope of the study. A "Personal Information Form" was prepared in order to obtain general information on teachers and participants were reached through Google Forms. In addition, data were collected through voice records taken by conducting telephone interviews. Open-ended interview questions prepared were sent to the teachers, who did not want to perform telephone interviews, through Google Forms and it was ensured that teachers filled out the form and answered the questions. The study conducted through qualitative research design was analyzed through content analysis method.

Findings

The new normalization was generally defined in the negative sense by the teachers while some teachers used positive expressions in their definitions. Teachers have applied certain changes in the class environment in order to provide adaptation to the new normalization during this process. Distant seating order, minimizing the use of common areas, reducing/removing the toys in the class, and increasing hygiene practices are the leading ones among these changes. Reducing the number of group activities and preferring more contactless activities, turning to more individual activities, carrying the class environment into the yard, and leaning to materials found in nature in the daily plans of education are among the findings standing out. It was pointed out that teachers changed their school entry-exit hours and decided to allow the students in the class one by one. It was also observed that the answers given regarding the changes that occurred in the emotions and behaviors of children were categorized as self-care, motor, participation in class, and problem behaviors. It was expressed by the teachers that positive development is observed in the self-care skills of students while a pause is experienced in their motor skills and interest in the class. It was concluded that some students experience emotional problems such as introversion, worry, and getting ill-tempered.

The new normalization process has caused certain changes not only in the educational environment but also in communication with parents. Some teachers stated that support by parents has increased in this process while some of them expressed that misunderstandings occur since the communication is not face-to-face.

Keywords: new normalization, preschool education, pandemic and education

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SUMMER HOLIDAYS OF PRE-SCHOOL TEACHERS IN TERMS OF PROFESSIONAL DEVELOPMENT: OBSTACLES AND RECOMMENDATIONS

Assist. Prof. Dr. Semra TİCAN BAŞARAN¹ (Muğla Sıtkı Koçman University, Faculty of Education, Turkey)

Başak DİNÇMAN (Muğla Sıtkı Koçman University, Institute of Educational Sciences, Turkey)

Problem statement

Teacher professional development is considered as a term including all educational activities that a teacher has been involved in throughout his/her career (TEDMEM, 2019). Professional development of teachers is seen as a lifelong learning process that includes pre-service, induction, and in-service training (Schleicher, 2018).

One of the ways to keep teachers up to date in line with the changing needs in the later years of the profession is in-service training activities. However, studies have revealed that teachers' professional development activities are not efficient contrary to what was expected in Turkey (OECD, 2019). One of the periods, when teachers can participate in professional development activities, is their summer holiday. Teachers were given a two-month summer holiday from July 1 to September 1 with Article 43 of the Primary Education and Education Law No. 222 (MEB, 2006). Summer holidays are an opportunity for teachers for professional development. In today's world, where change continues at a dizzying pace and competition based on the knowledge economy is very tough, knowing how summer holidays are spent is important for the sustainability of the professional development of teachers so that they can prepare new generations for the unpredictable future.

Because of the rapid development of a child in the early childhood period and contributions of the experiences in this period to the future life, the quality of pre-school teachers is of great importance (OECD, 2011). Decades of studies have shown that the learning and development of the child are related to the quality of the teacher (NAEYC, 2019) and the quality of the teacher depends on his/her professional development (OECD, 2006). In this regard, the purpose of the current study is to investigate the professional development of pre-school teachers during summer holidays and to develop recommendations for a more effective summer holiday in terms of professional development. To this end, answers to the following questions were sought:

1. What is the meaning attached to the term "summer holiday" by pre-school teachers?
2. What are the opinions of pre-school teachers about participating in professional development activities in their summer holidays?
3. What are the professional development activities pre-school teachers participate in their summer holidays?
4. What are the obstacles preventing pre-school teachers from participating in the professional development activities organized in the summer holidays?
5. What are the expectations and recommendations of pre-school teachers about spending their summer holidays more effectively in terms of professional development?

Method

The current study employed the phenomenological design, one of the qualitative research methods. It was aimed to investigate the phenomenon of professional development of pre-school teachers in the summer holidays. The study group is comprised of 24 volunteer pre-school teachers working in different cities of Turkey in the 2020-2021 school year. In the selection of the study group, maximum variation sampling was used. In the sampling school type, province of duty, gender and seniority were considered. The data were collected in the semester break of the 2020-2021 school year through online interviews due to the Covid-19 pandemic. A semi-structured interview form developed by the researchers was used in the interviews. The draft interview form based on literature and research questions took its final form after the reviews of two experts specialized in teacher training and qualitative research methods. In the analysis of the data, content analysis was employed. The data were rendered more comprehensible through open coding in the first stage and axis coding in the second stage. For reliability and validity purposes expert opinions and confirmations from the participants were taken, direct quotations from participants' responses were given and the context of the study was described in detail.

Findings

The preliminary analysis of the data obtained in the study shows that pre-school teachers cannot spend their summer holidays effectively in terms of professional development. Pre-school teachers stated that they could not participate in professional development activities due to the obstacles grouped in the themes of family reasons, not being able to allocate time, and the low quality of professional development activities in the summer period. They made recommendations gathered in the themes of determining appropriate places for professional development activities and ensuring interaction with colleagues from different cities to make summer holidays more productive in terms of professional development.

The study is limited to the professional development activities of pre-school teachers during the summer holiday, and it would be useful to repeat it with different research methods and larger study groups.

Keywords: Pre-school teacher, professional development, teachers' summer holidays.

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INFLUENCE OF THE PROJECT SUPERVISION TRAINING ON BIOLOGY TEACHERS' VIEWS ABOUT THE TRAINING AND THE NATURE OF SCIENTIFIC RESEARCH

Alev ÖZDEMİR¹ (The Ministry of National Education, Science Teacher)

Semra MİRİCİ (Department of Mathematics and Science Education, Gazi University)

Problem statement

Scientific literate individuals should have knowledge of the nature of scientific research as well as the nature of science (Schwartz, 2004). The nature of science and scientific research are themes that contain common features. While the nature of science focuses on the products obtained in scientific study processes, the nature of scientific research is concerned with the scientific study process itself (Karaman & Apaydın, 2014). There are six characteristics regarding the nature of scientific research that Schwab (1962) generally put forth. These features constitute the problem of the research. In order to improve students' perception and knowledge of science, it is necessary to learn the characteristics of scientific knowledge, namely the nature of science, as well as how they comprehend scientific research, that is, the nature and properties of scientific research. Many academic studies have been conducted investigating the role of teachers in teaching the nature of science (Aslan, Yalçın & Taşar 2009). On the other hand, the nature of scientific research is a relatively new research subject, and there are few studies in this area in our country (Aydemir, 2012; Tuncel, 2012).

One of the frequently used methods in teaching scientific literacy, the nature of science and scientific research is project supervision training. It is known that teachers are one of the most important steps in conveying the nature of science and scientific research. Within the scope of this research, the effect of project supervision training organized for biology teachers on their professional development and their views on the nature of scientific research was examined.

Method

This research was conducted with 13 volunteer teachers who participated in the 'Project Supervision Training Workshop for Biology Teachers' (BÖPD) within the scope of the 2013 and 2014 TÜBİTAK-BİDEB 2229 Program. In the research, a qualitative research approach was adopted in order to get the opinions of teachers on the nature of scientific research. In the study, the 'Opinion Survey on Scientific Research (VOSI) prepared by Schwartz, Lederman and Lederman (2008) was translated into Turkish by Kaya (2010) and the questionnaire with a Cronbach Alpha reliability coefficient of 0.79 was used. The answers given by the teachers to the questions in the data obtained from the VOSI scale were determined by Schwartz et al. (2008) based on the codes they created and analyzing the codes determined by three researchers according to the results of the questionnaire, the answers of the teachers were classified in three categories as inadequate, acceptable and knowledgeable. At the end of the BÖPD Workshop, the results obtained from the 'Opinion Survey on Scientific Research' applied to teachers and the change of their opinions at the end of the process were compared.

A semi-structured interview questionnaire consisting of four main questions, which was finalized with expert opinion prepared by the researcher, was used to understand the performance of teachers who received project supervision training over the years.

1 Correspond author's email address: alvarslan@hotmail.com

Findings

Seven years after the training, according to the results of the “Opinion Survey on Scientific Research”; it has been determined that there is an increase in the rate of teachers who expressed an opinion about themes of the nature of scientific research at the “knowledgeable” level. The themes that indicate that scientific research starts with questions and the variety of methods in research have been the themes that teachers develop the most opinions after the training. It was determined that the teachers’ misconceptions continued in the theme stating that scientific data and evidence are different. It was determined that there was no change in the misconceptions of some of the teachers, such as that it is the only universal method in scientific research, that scientists who conduct the same research should reach the same results, and that science is objective. The theme that science is the practice of a scientific community has been the theme in which the least and shallow data is received at the end of the training and later on.

In the research, in semi-structured interviews conducted to evaluate the work of teachers from education to today; All teachers stated that education is beneficial for their professional lives and that they use the outcomes that they acquired in preparing projects. It has been determined that all teachers, after receiving project supervision training, have prepared students for various project competitions and provided supervision services until today. Teachers’ expressing their needs for this and similar training is also consistent with the results of this study. The inclusion of practical trainings such as project supervision within the scope of in-service trainings reveals the necessity of revised / developed trainings to meet the current needs of teachers by following them in the process.

Keywords: project supervision, nature of science, nature of scientific research, in-service teacher training

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AN ANALYSIS ABOUT INFORMATION LITERACY OF PRE-SERVICE TEACHERS IN TURKEY¹

Res. Ass. Selime DELİKTAŞ², (Istanbul University-Cerrahpasa, Turkey)

Prof. Dr. Mustafa Sami TOPÇU, (Yıldız Technical University, Turkey)

Problem Statement

Nowadays, information technologies and systems are developing day by day and consequently large amount of information is produced which people could reach independently from time and place (Eren, Kaygısız, & Benzer, 2019). As an explanatory statement done by Akkoyunlu (2008) which is that the age we live in is called as 'Information Era' and this is the most valuable thing for all the world. On the other hand, credibility issue emerged due to not having enough control mechanism on all information sources (Sayers, 2006) because having access to this information cloud, individuals may even courage to contribute it regardless of their area of expertise.

At this point, individuals need to set their own control mechanism and filter the information during choosing and using stages of information (Eren, Kaygısız, & Benzer, 2019). According to the literature, conscious information election and usage is only possible through information literacy (Dedebali, Daşdemir, & Şan, 2019; Tuncer & Balci, 2013) and it is necessary to gain this ability for all people.

Information literacy is used in USA for the first time in 1970s (Tuncer & Balci, 2013). Although there are different definitions for information literacy, the most agreed definition is made by American Librarian Association (ALA) in 1989 which is explained as information literate persons notice the needed information, find it, evaluate, and finally use it in an efficient way (ALA, 1989). It means that individuals have an active role during use of information process. In an information society, all the disciplines technology, education, health, and psychology are producing plenty of information every day that are novel for publics. Thus, the public is expected to follow the information produced and renew themselves because today's societies always need to reconstruct and develop themselves (Tuncer & Balci, 2013). This is a vital condition for survival because individuals should adapt the changes and the flow of information in the society, they live in. Otherwise, the society will remain the same and could not keep up with the rest of the world.

In this context, it is asked how people could be information literate and who are the responsible. First question is answered in Alexandria Proclamation and information literacy is evaluated as a human right and a lifelong process (UNESCO, 2016). According to the proclamation, people encounter many changes and new developments throughout their lives. They must catch them and arrange their lives and minds according to the new rules. It is possible with a conscious mind and analyzing the situations correctly. The status makes people to be information literate so that they can renew themselves. This skill is gained by education and people are prepared to criticize newly changes and ideas on their own. Here, the point is that the cycle continues for the whole life and thus, information literacy is a must for a lifelong process and development.

The other question is answered in (Kurbanoğlu & Akkoyunlu, 2009) study. They viewed the responsible as educational institutions. For this purpose, this study aims to examine the information literacy levels of preservice teachers in Turkey and reveal that according to which variables their levels change, and which measures must be taken to idealize the levels of all preservice teachers.

¹ This study is produced from Res. Ass. Selime Deliktaş's Master Thesis under the supervision of Prof. Dr. Mustafa Sami Topçu.

² Correspond author's email address: selime.deliktas@iuc.edu.tr

Since educational foundations are the number one responsible for an information literate society, information literacy levels of pre-service teachers live in Turkey were examined in this study to analyze the situation in Turkey.

Method

In this study, content analysis was used, and articles were used about information literacy published between 2001-2019 in Turkey as data tools. They were examined to indicate preservice teachers' information literacy levels and the variables affecting it. To make more descriptive explanations about the problem, content analysis was applied which is one of the qualitative methods (Yıldırım & Şimşek, 2006). Articles were reviewed by each researcher independently and they were classified according to the variables affecting participants' information literacy levels and in which way they affect their levels. Eventually, the data were evaluated, and results were explained.

Findings

According to the results of analysis, there are differences in pre-service teachers' information literacy levels in some respects. Firstly, there is not much study about information literacy and generally it is studied with another variable such as use of internet or science literacy. However, commonly gender, grade level and department were examined in selected studies which were used in this research as data tool.

According to results, there is not a definite description of information literacy levels of pre-services teachers' information literacy levels. In some studies, girls have higher scores than boys but in some it is opposite. Similarly, department and grade level have not precise results and vary among studies. However, all studies have a common idea on the necessity of information literacy. It is an important skill, and all people are aimed to have and use it efficiently.

For this purpose, all preservice teachers regardless of gender, grade level or department are expected to have higher information literacy levels so that they will educate their students and so further generations will be well information literate.

Keywords: Information literacy, preservice teachers, lifelong learning

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THE INVESTIGATION OF PRE-SERVICE TEACHERS' LEARNING APPROACHES AND ENGAGEMENT LEVELS IN TEACHER TRAINING PROGRAMS

Melike ÖZÜDOĞRU¹ (Manisa Celal Bayar University, Turkey)

Problem Statement

This study investigated whether the learning approaches and engagement of pre-service teachers differed according to gender, department, the type of educational sciences course, and the type of university. Teachers were seemed to be the sole owners of knowledge and only ones who transfer information to learners in the past but they are now expected to raise individuals who access information and construct their knowledge, make independent and autonomous interpretations, becoming aware of taken for granted assumptions, cope with the rapid pace of change and obsolescence of knowledge and skills, in other words, become life-long learners (Halasz & Michel, 2011). In order to achieve desired educational outcomes, the teacher education programs are expected to foster deep learning by using higher-level learning strategies such as self-reflection and critical thinking to internalize and actively integrate the material being studied instead of surface learning which requires minimum effort and low levels of cognitive activity by memorizing course content and thus resulting in the reproduction of knowledge in the required form as revealed in the literature (Berberoglu & Hei, 2003; Biggs, Kember, & Leung, 2001).

It was stated that the quality of the teaching-learning environment affected learners' approaches to learning, their engagement in the learning process, and as a result affected the quality of learning outcomes (Fredricks, Blumenfeld, & Paris, 2004; Onder & Besoluk, 2010). The engagement was conceptualized as agentic, behavioral, cognitive, and emotional engagement (Reeve & Tseng, 2011). Many researchers revealed engagement as a way to increase achievement, decrease boredom, and drop-out rates (Fredricks, Blumenfeld, & Paris, 2004).

In addition, when gender-related studies were reviewed, the effect of this variable on the acceptance of learning approaches and engagement is inconclusive in different learning environments (Chou, Wu, & Chen, 2011; Ory, Bullock & Burnaska, 1997). Also, the cultural and contextual characteristics of universities and the departments pre-service teachers enrolled might interact subtly and affect the use of learning approaches and the engagement of learners differently (Berberoglu & Hei, 2003). For these reasons, there might be differences in the way pre-service teachers perceive the learning process as a function of the diversity of different cultural settings of their universities. Hence, this study investigated learning approaches and engagement levels of pre-service teachers in terms of gender, departments, the type of educational sciences course, and the type of universities.

Method

This study was designed according to survey research design and included 353 pre-service teachers chosen according to the purposive sampling method. The Learning Approaches Questionnaire was used to measure approaches of pre-service teachers to learning. The questionnaire was developed by Biggs, Kember, and Leung (2001) and adapted into Turkish by Onder and Besoluk (2010). The Engagement Questionnaire was developed by Reeve and Tseng (2011) and used to assess student engagement. The adaptation study of the questionnaire was realized by the researcher after conducting the translation into Turkish and back to original language by taking the opinions of experts in terms of sentence structure, grammar, and clearness of items. The Cronbach's

alpha reliability coefficients of the Turkish version were $\alpha = .87$ for agentic engagement, $\alpha = .88$ for behavioral engagement, $\alpha = .86$ for emotional engagement, $\alpha = .89$ for cognitive engagement. In order to investigate the effects of gender, department, the type of educational sciences course and the type of university on learning approaches and engagement separate Multivariate analysis of Variance (MANOVA) was conducted after checking the assumptions (Tabachnick & Fidell, 2007). The statistical significance level was set at .05.

Findings

According to MANOVA results, it was revealed that pre-service teachers differed significantly according to their gender in terms of the use of the surface learning approach in which male pre-service teachers obtained significantly higher scores than females. Although the behavioral, emotional, and cognitive engagement levels of female pre-service teachers were higher than male pre-service teachers, they did not differ according to gender. In addition, pre-service teachers who enrolled in the Social Sciences Teaching Department adapted surface learning approaches significantly higher than those who enrolled in the Psychological Counselling and Guidance Department. Finally, the agentic engagement of pre-service teachers who enrolled in the Curriculum Development course and the university located in the rural settlement was significantly higher than those who enrolled in the university located in the city center. In this sense, it is suggested to instructors to design instruction in a way to foster pre-service teachers' enjoyment, strategic thinking, use of deep learning, and extent their efforts when they were involved in the tasks provided in teaching-learning environments.

Keywords: Agentic engagement, behavioral engagement, cognitive engagement, deep /surface learning, emotional engagement.

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EXAMINATION OF LANGUAGE LEARNING STRATEGIES USED BY TEACHER CANDIDATES IN TERMS OF VARIOUS VARIABLES¹

Derya KILIÇ (English Teacher, PhD student, Gazi University-Turkey)

Doç. Dr. Kenan DEMİR¹ (Burdur Mehmet Akif Ersoy University, Faculty of Education-Turkey)

Problem Statement

This study was conducted to determine the language learning strategies of the students studying at the education faculty.

Our world is developing day by day in the field of communication as it is in education, health and industry. Due to the communication needs of communities with different languages, the need to learn foreign languages has increased. It is seen that English is a language that has spread widely from Europe to Japan since the 19th century and has international importance and is desired to be learned more by individuals (Graddol, 2006). In these days, where the collective education of the past has gradually shifted to student-specific education as a result of the dizzying developments in our world, Davis et al. (2009:15) emphasize that education is individual and in the process of realizing individualized education, each individual should be educated with appropriate methods and evaluated accordingly. The ways that learners follow to make their learning processes more permanent by determining their own unique methods can be named as learning strategies. O'Malley and Chamot's (1990) studies on the effects of learning strategies on foreign language learning emphasize the need for students to know how to organize their own learning in order to achieve foreign language learning too. Language learning strategies are actions carried out by individuals themselves and often used consciously that make the target language learning process easier, faster and more fun (Oxford, 1990). Rubin (1987) defined language learning strategies that contribute directly or indirectly to the language learning process under three headings: learning, communication and social strategies. The "Language Learning Strategies" (DÖS) classification, known by most researchers in this field, was made by Oxford (1990). This classification consists of two basic dimensions as direct and indirect strategies. There are different factors that play a role in the choice of different or similar language learning strategies by learners; some of them are motivation, gender, cultural background, attitudes and beliefs, type of job / task, age and foreign language level, learning style, and uncertainty tolerance (Oxford, 1990). Uyar Uslan (2006) determined in her research that individual differences such as intelligence, age, language ability, personality, attitude, motivation and learning strategies affect language learning.

Method

In this study, by using descriptive survey research model, it was determined which language learning strategies used by pre-service teachers in the first year of education faculty and whether there was a significant difference between these strategies. A total of 417 first year students studying in different departments of the faculty of education participated in the study and formed the sample of the study. Easy accessibility and volunteerism were taken into account in determining the study sample. The data in the study, in which quantitative descriptive scanning method was used, was obtained by Oxford Language Learning Strategies Scale (DÖSE), which was adapted to Turkish by Cesur in 2008.

1 deeniiiz4@hotmail.com

2 kenandemirfe@gmail.com

In the scale used, there are a total of 50 items related to both direct language learning strategies, composed of memory, cognitive, and compensation strategies, and indirect language learning strategies, composed of metacognitive, affective and social strategies. The Cronbach's Alpha reliability coefficient obtained by applying the scale was found as .95.

It was determined that the data obtained in our study showed normal distribution, their variances were homogeneous, and therefore t-test and one-way ANOVA from independent parametric tests were used in comparison of data. The data obtained were compared according to the departments of the students, the type of high school they graduated from, their age, gender and whether they took an English course.

Findings

As a result of these comparisons, it was determined that the students of English department frequently used language learning strategies; among them, they preferred the most intensive metacognitive strategies and the least affective strategies. In addition, it was revealed that the students in English department used memory and affective strategies at a medium level, and others frequently. It was determined that students in other departments used these strategies at a medium level. In addition, it was revealed that the students of the primary school teaching department used language learning strategies more intensely than the students in science teaching department. When the strategy usage levels of the departments were examined, it was found that except for the students of the Mathematics and Science departments, other students preferred indirect strategies the most, and the students in these departments preferred direct strategies the most. On the other hand, it has been found that students use language learning strategies at a similar level, regardless of the type of high school they graduate from. In the study, it was determined that students of all ages use language learning strategies at a similar level. In addition, it was revealed that male students used language learning strategies except for compensation and social strategies more than female students. On the other hand, it was found that students who took an English course used all sub-strategies more intensely than those who didn't take a course, except compensation strategies.

Keywords: Foreign Language Learning, Language Learning Strategies, Learning Strategies

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FACTORS AFFECTING 21ST CENTURY SKILLS OF PRE-SERVICE AND IN-SERVICE PRESCHOOL TEACHERS: A SYSTEMATIC REVIEW STUDY

Bahar Su GEMİCİ¹ (Burdur Mehmet Akif Ersoy University, Turkey)

Dr. Esra ÇAKAR ÖZKAN (Burdur Mehmet Akif Ersoy University, Turkey)

Problem statement

With the developing technology, the fact that computers are a part of human life has brought a new perspective to the expectations from people and has opened the doors to a period where human-specific mental activities such as communication and creativity, which computers can not do anymore, have been more prominent (Levy & Murmane, 2004). The demands of the labor markets have also changed, and accordingly, the human criteria they want to employ have changed in this period. The needs of the changing era and labor markets have also influenced education and revealed the 21st century skills that are aimed to be acquired by students (Dede, 2010). On the other hand, in the STEM Education Turkey Report (MEB, 2016), it is pointed out that the period of “individual industry” will start in the next decade by terminating industrial period, and these 21st Century skills which are defined as a kind of “universal literacy” in order to survive are necessary in this transformation process. Although these skills are listed in different ways as many different institutions and organizations, there are some common skills. These skills are creativity, critical thinking, cooperation, communication and problem solving (Dede, 2010). The preschool period, in which human development is the fastest in life (Yavuzer, 1988), has a significant effect on the child (Mialeret, 2001). Some of the important elements of the education provided in this period are teachers and in-service and pre-service training of teachers. 21st Century skills that are aimed to be acquired by teachers and preservice teachers through these trainings are considered crucial. Thereby, it is aimed to provide a general perspective by examining the articles and graduate theses conducted regarding the extent the teachers and pre-service teachers have the 21st century skills (i.e., creativity, communication, collaboration, problem solving and critical thinking).

With the results, the general tendencies, similarities and differences regarding the subject of the study were attempted to identify. It is hoped that these tendencies, similarities and differences will contribute to the literature and shed light on the deficiencies that are to be studied. With this in mind, the aim of this study is to identify the distribution of the studies in accordance with the method, the history and the sample of the research, and to identify the factors affecting the 21st century skills of preschool teachers/preservice teachers which are put forward by examining the scientific studies (e.g., articles and theses) published in the context of Turkey.

Method

The descriptive content analysis method was used in this study conducted as a systematic review study. Systematic review studies are the synthesis of publications on the subject within the framework of predetermined criteria in order to find an answer to the research question, and the scanning of studies on a specific subject and the compilation of the findings of these studies (Bellibaş & Gümüş, 2018). The descriptive content analysis method is a systematic review method that the researcher conducts in order to reveal the general tendency and research results regarding any subject or discipline (Bellibaş, 2018).

1 Corresponding author's e-mail: baharsugemici@gmail.com

Databases of Google Scholar, Ulakbim and The Council of Higher Education National Thesis Center were used to determine the scientific studies to be included in the study. As a result, 72 articles and graduate theses were reached. However, 8 of them were not included in the scope of the study for some reasons.

Findings

It was found out that quantitative approaches were mostly preferred in the articles and theses examining the factors affecting the 21st century skills of preschool teachers / pre-service teachers; the first study was conducted in 2006, and this topic gained momentum after 2015, and it was the most preferred research topic in 2016. As sample/study group, studies were mostly conducted with pre-service teachers in the articles and with teachers in the theses. On the other hand, mostly communication skills of teachers and critical thinking skills of pre-service teachers were examined. However, the number of studies on cooperation skills were limited.

In addition, the results yielded that preschool teachers' critical thinking skills were influenced by their professional knowledge and skills, professional development programs, demographic characteristics and problem solving skills. As for pre-service teachers, professional knowledge and skills, demographic characteristics, affective characteristics and problem solving skills were the factors affecting their critical thinking skills. Professional knowledge and skills, professional development and demographic characteristics were effective on the creativity skills of preschool teachers. Demographic characteristics, professional development programs, affective characteristics and critical thinking skills were effective factors in pre-service teacher. Occupational knowledge and skills, demographic characteristics, affective characteristics, empathy and problem solving skills were effective factors on the communication skills of preschool teachers. Creativity, empathy, affective and demographic characteristics turned out to be effective factors in pre-service teachers. Demographic characteristics, professional knowledge and skills, and critical thinking skills were the factors that affect the problem solving skills of preschool teachers. In preservice teachers, on the other hand, creativity skills as well as demographic, social and affective characteristics were effective factors. Family participation, colleague relations and school-family cooperation were effective factors on the cooperation skills of preschool teachers. For teacher candidates, family education, family participation and school-family cooperation were effective factors.

Keywords: 21st Century Skills, Pre-service Preschool Teachers, In-service Preschool Teachers

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AN ANALYSIS OF THE AWARENESS OF SCIENCE TEACHER CANDIDATES REGARDING BIOLOGICAL WARFARES

Dilber POLAT¹ (Kırşehir Ahi Evran University, TURKEY)

Volkan Hasan KAYA (Ministry of National Education, TURKEY)

Yasemin GÖDEK (Ministry of Youth and Sports, TURKEY)

Problem statement

The starting date of the wars is as old as the history of mankind who started to live together as a hunter and gatherer society. What is clearly known is that once the wars started, did not stop afterwards. While the first wars in history were experienced as hot wars based on physical contact and demonstrations of power, with the progress of technology they were replaced by biological, chemical and psychological wars.

Biological Warfare is the deliberate use of macro and microorganisms or their toxins to cause death or damage to humans, animals and plants, and to damage the materials. Biological Warfare Equipment (BWE) reduces the enemy's ability to wage war either directly or indirectly. Biological warfare is preferred to other wars due to its relatively low cost, and the factors including its easy spreading, its ability to spread through insidious ways, and its great damage in a short time.

The most primitive use of biological warfare in history dates back to the BC VII. Century. The Assyrians used Ryn ergot (Rye spurs) to poison the enemy's water supplies. In the BC VI. Century, laxative plants and poisonous animals were used for the enemy; in the BC 184 the jugs filled with snakes were used in the battle of Carthaginian King Hannibal and Greek King Eumenus; in 1346, human corpses with plague were used in the Tatar Army's war with Genovese; in the XV. century, during the conquest of South America, gifts of clothes with smallpox virus were given to local people, in 1495, wine mixed with leprosy blood were served by the Spanish for the French in Naples; in 1710, the Russians threw plague corpses on the Swedish army; German originated cholera in Italy and plague in Russia, were some of the biological wars known in history (Christopher Cieslak, Pavlin & Eitzen, 1997; Riedel, 2004; Erkekoğlu & Koçer-Gümüşel, 2018).

Sars virus, avian flu, ebola, and more recently, Covid-19 are the microorganisms that have the potential to be used as biological weapons. In this study, it was aimed to increase science teacher candidates' awareness regarding biological warfare tools and the precautions they should take in a possible biological attack. The sub-questions were that:

1. Prior and after the training, is there any changes in the views of science teacher candidates on biological warfare, suspicion of attack and the precautions to be taken? If so, in what direction did this change occurred?
2. What are the views and suggestions of the teacher candidates regarding the instruction concerning biological warfare?

This study was carried out because the teacher candidates have rather extensive knowledge on chemical weapons but relatively limited knowledge on biological warfare. It determines what the teacher candidates know and do not know about biological warfare, and ensures that they become aware of BWE. This study contributes science teacher candidates to learn about BWE, which has become the most important agenda of the world with Covid-19 epidemic, and how to manage this kind of crisis in case of a possible attack suspicion

1 Correspond author's email address: d.polat218@gmail.com

in the most accurate way and how to guide their students in the future. This type of studies might be useful to increase the awareness of the society.

Method

32 science teacher candidates in their 4th grades participated to this study. They were pre-tested in the scope of the biological warfare in the “Elective AL-2: Microorganisms Used in Industry” course. After four hours of training a post-test was conducted. As a data collection tool, a structured questionnaire consisting of five open-ended questions was used, and the answers were received in the form of written feedback.

Case Study, as one the qualitative research methods, was used in this study. It was designed based on single case-holistic design. According to Yin (1994); Case Study is a research design that works on a current phenomenon within its real life context. The data were analyzed by content analysis and the level of agreement between coders was calculated as 0.94 by using the Miles & Huberman (1994) formula. The sample of the study was determined by the criterion sampling method, which is one of the non-random sample types. Patton (2001) defines criterion sampling as the selection of cases that meet some predetermined criteria.

Findings

As a result of this study, prior to the training on biological warfare, there were 2 scientific responses about the definition of biological warfare, 9 scientific responses about biological weapon samples, 1 scientific response regarding suspicion of attack, and only 1 scientific response on precautions. After the training, it was determined that the teacher candidates gave 30 scientific responses to the definition of biological warfare, 72 scientific responses about biological weapon samples, 56 scientific responses about suspicion of attack, and 60 scientific responses about precautions. These results prove that the science teacher candidates gained awareness about biological wars. In order to raise awareness of the society, it is recommended to provide similar training to teacher candidates in other subject areas.

Keywords: Biological weapons, Biological warfare, Teacher candidates

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EXAMINING THE RELATIONSHIP BETWEEN TEACHERS' IDEALISTIC LEVELS AND PROFESSIONAL ETHICAL BEHAVIORS

Şenol GÖKSOY¹ (Burdur Mehmet Akif Ersoy University, Turkey)

Dr. Esra ÇAKAR ÖZKAN (Burdur Mehmet Akif Ersoy University, Turkey)

Problem Statement

Education is the foremost of the areas focused on in the world and in our country. Nations try to train qualified manpower through education because the greatest wealth is qualified manpower (Maya, 2019).

One of the most important goals of the educational activities that are done and being done is to raise the ideal human type. When we look at the second article of the section of general purposes of the Basic Law on National Education, we come across the expression "Having a well-balanced and well-developed personality and character in terms of body, mind, morality, spirit and emotion, the power of free and scientific thinking, a broad world view, respectful of human rights, valuing personality and enterprise, having responsibility towards society; to train as constructive, creative and productive people..." This article sheds light on what the ideal person and teacher should be.

It is not easy to train the ideal person. Teachers who will train the ideal person must be ideal people and idealists (Çelikten, Şanal, & Yeni, 2005). Our national poet defines the ideal teacher as follows; "*Being a teacher requires being a believer, decent, then competent, then conscientious, not without these four because the task is great*" (Ersoy, 2011, p.244). As the national poet said, the task is really great.

Another concept that affects the quality of our teachers and their education is the concepts of ethics and professional ethics. Today, the concept of ethics appears in many areas of our lives.

Business life, social life, trade life are some of them. When we look at the historical process of the word 'ethics', we see that it derives from the word 'ethos', which means character and personality in ancient Greek (Gözütok, 1999).

As for the concept of professional ethics, it is the set of rules that direct the actions of the members of the profession and determine what can and cannot be done in that profession. The most important aspect of professional ethics is that people who perform that profession act in accordance with the standards of behavior wherever they are in the world (Şentürk, 2009).

Undoubtedly, there is a much deeper relationship between the teaching profession and ethics compared to other professions because the teaching profession has a direct effect on the whole society. This impact is of vital importance in shaping society. A healthcare professional's mistake could lead to the loss of a patient, while a teacher's mistake could lead to the loss of future generations. Therefore, teachers are required to act in accordance with certain ethical principles.

Based on the literature, it has become compulsory for teachers to be open to new learning and to improve themselves continuously. In addition, ethical principles and values should not be compromised while doing all these. When the relevant literature is examined, it is noteworthy that there are few studies on idealistic teaching and teachers' professional ethics. To this end, with this study, it is aimed to fill the gap in the literature. The purpose of this study is to determine the relationship between teachers' idealistic levels and their professional ethical behavior.

1 Corresponding author's e-mail: senolgoksoy@hotmail.com

Method

The research was carried out to determine the relationship between idealism levels and professional ethical behaviors of teachers working in any province in Isparta, Turkey and whether they show significant differences according to different variables. The research was designed according to the relational model, one of the descriptive research method. Relational model is a research model that aims to determine the existence and degree of change between multiple variables (Karasar, 2008). The population of the study involves teachers working in public institutions in Isparta, Turkey in 2020-2021 academic year. The sample of the study consists of 151 teachers chosen by "simple random sampling technique". The data collection form involved 3 parts. There was "Personal Information Form" in the first part, "Idealist Teacher Scale" (Can, Yıldırım, Bedir & Atalmış, 2019) in the second part, and "Ethical Behaviors Scale for Teachers" (Çelebi & Akdağ, 2012) in the third part. Due to the coronavirus (Covid-19) pandemic, participants were reached via online tools. Besides descriptive statistics (arithmetic mean, standard deviation), t-test, ANOVA and correlation analysis were administered in order to find answers to the research questions. SPSS 15 program was run for data analysis.

Findings

The findings of the study revealed that the idealistic levels of the teachers participating in the study were quite high. The result of the scores from the scale appeared to be 4.44 that corresponded to the statement "Strongly Agree" and at the same time it was the highest level in this case. In addition, we found that there was no significant difference between the idealistic level of teachers, and the variables of gender and seniority. The results yielded that, the teachers participating in the study evaluated themselves as acting in accordance with ethical principles. Also, a significant difference was observed in favor of female teachers in the "moral thought" dimension, one of the sub-dimensions of the teachers' professional ethical behaviors scale. Concerning seniority variable, no significant difference was found between the sub-dimensions of the professional ethics behavior scale and the seniority status variable. On the other hand, the results displayed a positive and highly significant relationship between idealism levels and task awareness, which was one of the sub-dimensions of the ethical behavior scale. Similarly, there was a positive and moderately significant relationship between idealistic levels and other dimensions (virtue, moral thought, professional obligation, human sensitivity). As a result, there was a statistically positive and significant relationship between teachers' idealistic levels and their professional ethical behavior.

Keywords: Teacher, Idealistic Teacher, Ethics, Professional Ethics

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THE COMBINED RELATIONSHIP OF LEARNING AND TEACHING CONCEPTIONS AND EPISTEMOLOGICAL BELIEFS WITH LEARNER AUTONOMY SUPPORT PERCEIVED BY THE PRESERVICE TEACHERS

Meltem ÇENGEL SCHOVILLE¹ (Adnan Menderes University, Turkey)

Serap YILMAZ ÖZELÇİ (Necmettin Erbakan University, Turkey)

Suna ÇÖĞMEN (Pamukkale University, Turkey)

Problem Statement

The concept of learner autonomy has been widely used in research of learning and teaching to underline the importance of learners' "learning to learn skill". This is pretty much important in constructivist learning environments as learners feel themselves autonomous and responsible for their own learning processes. In its mostly accepted description, learner autonomy can be referred to take more responsibility for and take charge of learners' own learning (Thanasoulas, 2000). What is meant by the learner autonomy support is the encouragement given by the teachers for their learners to become more self-determinant and have greater control on their learning. In this respect, teachers should be aware and careful enough to understand and track the experiences of the learners. Teaching and learning conceptions are the beliefs on preferred teaching and learning ways of teachers (Postareff & Lindblom Ylane, 2008; Vermunt & Vermetten, 2004). As Prawatt (1992) and Pajares (1992) outlined, the teaching and learning conceptions of the teachers affect their pedagogical preferences in the classroom such as teaching strategies, classroom management...etc. Alongside with the teaching and learning conceptions, epistemological beliefs also shape the teachers' instructional behaviors (Turner, et al, 2009). In other words, existing epistemological beliefs are strong determinants of learning and teaching conceptions. At the very beginning of their training and as freshmen, preservice teachers are welcomed with their existing beliefs and conceptions about learning and teaching. Hence, thinking the teaching and learning conceptions and epistemological beliefs together might influence whether preservice teachers are supportive enough for the learners' autonomy. In this concept, the current study aims to understand the relationship of learning and teaching conceptions and epistemological beliefs, and whether this relationship predict the perceived learner autonomy support of preservice teachers. In the light of literature, the research question is determined as "How well can you predict learner autonomy from a combination of learning and teaching approach and epistemological beliefs of pre-service teachers?"

Method

The current study is designed as a quantitative study in descriptive model aiming to search possible relations between the variables. The participants of the study are from pre-service teachers attending the Faculties of Education in three different universities in Turkey. As a sampling method, convenience sampling is preferred. The data will be collected in the spring semester of the 2020-2021 academic year.

The Teaching and Learning Conception Questionnaire developed by Chan and Elliott (2004) and adapted to Turkish by Aypay (2011) will be used to determine the teaching and learning conceptions of preservice teachers. Preservice teachers' epistemological beliefs will be determined with Epistemological Beliefs Questionnaire developed by Deryakulu and Büyüköztürk (2002). Learner Autonomy Support Scale developed by Oğuz (2013) is also going to be used for the study.

1 Corresponder author, meltemcengel@gmail.com

Multiple regression analysis will be conducted to understand the relationship of the three concepts. Moreover, descriptive statistics will also be used to determine the relations of demographic variables and the concepts.

Findings

The research is still on the process. It has been expected that this research will help us to have a better understanding about learner autonomy support. Many of the studies on teaching and learning conceptions categorizes the conceptions into two main side named student-centered conceptions and teacher-centered conceptions (Kember&Kwan, 2000; Levin&Nevo, 2009; Postareff&Lindblom-Ylanne, 2008). With this research, it is speculated that student-centered conceptions can predict a better learner autonomy support. Even though learner autonomy is one of the important skills try to be gained by the curriculum, how teachers approaches and epistemological beliefs affecting this skill has not been investigated enough. So, it has been expected that this research is going to fill this gap. Findings will be discussed from the perspective of teacher education, teacher education curriculum, curriculum development and curriculum development literature.

Keywords: learning and teacher conceptions, epistemological beliefs, learner autonomy support, pre-service teachers.

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- Each author acknowledges that she is ethically responsible for the papersubmitted.

EXAMINATION OF THE RELATIONSHIP BETWEEN EDUCATIONAL BELIEFS AND DEMOCRATIC ATTITUDES OF TEACHER CANDIDATES

*Okan YOLCU*¹ (MoNE - Ministry of National Education, Turkey)

Problem statement

Teachers are undoubtedly one of the main determinants in shaping educational environments. While teachers carry out many activities for the process, the educational beliefs they develop as a result of pre-service and in-service experiences guide them. Teachers' philosophies, opinions, principles and opinions about the whole educational process constitute their educational beliefs (Haney, Lumpe, & Czerniak, 2003). In this respect, it can be thought that educational beliefs will play an effective role in all stages of the planning, execution and evaluation of the teaching process. For this reason, determining the educational beliefs associated with the philosophical tendencies of teachers is considered important in understanding teacher behavior and improving teacher education (Riggs & Enochs, 1990; Pajares, 1992).

Teachers' democratic attitudes is considered one of the important educational beliefs. Democracy and education are linked to each other holistically (Kwan & Tse, 2009). Basic assumptions of democratic education such as "education for all" and "equality of opportunity in education" and "access to resources and fair distribution" (Gutmann, 1999) are clearly related to educational philosophies.

Democratic education understanding has an important place in today's education policies. In democratic education, the existence of teachers who have adopted democratic education is extremely important. The attitudes and beliefs that teachers develop before starting their profession have the potential to affect their professional careers. In this case, it is important to reveal the relationship between pre-service teachers' educational beliefs and democratic attitudes in terms of improving pre-service education.

Although there are many studies in the literature that reveal the relationship between teacher candidates' educational beliefs and different skills (Gökbulut, 2020) the literature is yet to develop exactly understanding that reveals the relationship between teacher candidates' educational beliefs and their democratic attitudes.

The main aim of this study is to examine the relationship between teacher candidates' educational beliefs and democratic attitudes. In line with the aim of the research are explored the following research questions:

1. What is the distribution of teacher candidates' philosophy of education beliefs?
2. Do teacher candidates' educational beliefs differ in terms of various variables (grade level, gender, branch, etc.)?
3. What are the democratic attitudes of the teacher candidates?
4. Do teacher candidates' democratic attitudes differ in terms of various variables (grade level, gender, branch, etc.)?
5. Is there a relationship between teacher candidates' educational beliefs and their democratic attitudes?

1 Correspond author's email address: okangor@hotmail.com

Method

In this study, correlational survey model have been used to determine the relationship between teacher candidates' educational beliefs and their democratic attitudes descriptively.

Participants: In order to descriptively investigate relationship between teacher candidate's educational beliefs and democratic attitudes, scales was administered to a sample of 300 preservice teachers from different university in İzmir. This sample consists of teacher candidate's from different branches, gender and graduation status.

Data Collection Tools:The research data were collected using the "Educational Beliefs Scale (EBS)" developed by Yılmaz, Altınkurt, and Çokluk (2011) and the "Democratic Attitude Scale (DAS)" developed by Tutkun and Genç (2013). EBS, It consists of 40 items and 5 sub-dimensions: Perennialism, Essentialism, Progressiveness, Reconstructivism and Existentialism. The scale consists of 36 items and 3 sub-dimensions: "personal" (11 items), "educational" (11 items) and "professional" (14 items).

Analysis of Data: Descriptive statistics, t-test for paired comparisons, one-way analysis of variance (ANOVA) for comparisons with three or more dimensions were used in the study to determine the level of democratic attitude and participation in educational beliefs of teacher candidates. Pearson's correlation analysis was used to determine the relationship between educational beliefs and democratic attitude.

Findings

As a result of the analysis of the data, it is expected that the educational beliefs of teacher candidates will differ in terms of many variables. A positive and strong relationship is expected between teacher candidates' educational beliefs and their democratic attitudes.

Keywords: educational beliefs, democratic attitudes, teachers

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UTILIZING ACTION RESEARCH TO SUPPORT EARLY CHILDHOOD PRESERVICE TEACHERS' FORMATIVE ASSESSMENT PRACTICES

Assist. Prof. Dr. Selda ARAS¹ (Hacettepe University, Turkey)

Problem Statement

There are challenges in supporting preservice early childhood teachers' competencies assessment of young children's development and learning. Inquiry-based experiences that prepare preservice teachers to engage effectively and proactively with teaching practices are needed in teacher education programs (Darling-Hammond, 2006; Zeicher, 2017; Flores, 2018). These practices help teachers to use, critique, and adapt curriculum-embedded assessment practices in the classroom. Professional learning must include *"the voices of teachers themselves, the questions that teachers ask, and interpretative frames that teachers use to understand and to improve their own classroom practices"* (Cochran-Smith & Lytle, 1993, p. 7). With this perspective, action research is critically recommended to build up effective practices (Cheng & Li, 2020; Manfra, 2019; Cochran-Smith and Lytle 2009; Ulvik et al., 2018). Action research enables theory to be emerged from systematic and intentional reflection (Ronen, 2020; Kemmis et al., 2014).

The aim of this study is to investigate the reflections of preservice early childhood teachers on their classroom assessment practices as they practiced collaborative action research. Two major assumptions connected to preservice early childhood teachers' learning about assessment undergird this study. First, if teacher candidates' early attempts and reflections on assessing young children's development and learning were more curriculum-embedded ways, this would affect their later assessment practices during their teaching years. Second, preservice teachers establish a research disposition and make evidence-based decisions about their teaching when they engaged in teacher research through field experiences (Willegems, 2017). Research suggests that improvements in teachers' practices can only occur over time and with collaboration and support (Lieberman, 1995). In this regard, this study aims to shed light on action research as a professional learning experience to build on early childhood teachers' formative assessment practices.

Method

A collaborative action research process on developing formative assessment practices was carried out with six early childhood pre-service teachers. Data included reflective journals written by student teachers each week and memos recorded from meetings conducted with student teachers. The data were transcribed verbatim and were read for three times. The codes were put under categories for the first review of the data (Saldana 2009). Then the themes were constructed when the related data were brought together and examined as a whole (Saldana 2013). The data were utilized through triangulated content analysis (Marshall and Rossman 2011). The themes that would capture and unify the nature of the experiences of preservice teachers on formative assessment through collaborative action research were identified to be bring into a meaningful whole.

Findings

The findings provide evidence that collaborative action research can provide valuable opportunities for professional learning which is not just about gaining theoretical knowledge but about developing practice.

1 seldaaaras@hacettepe.edu.tr

Analysis of the data offers implications about the kind of support preservice teachers need to improve their formative assessment practices. Involvement in action research framed by reflection and inquiry, provided preservice early childhood teachers with rich reflections for building up knowledge and improving skills on formative assessment through a process with similar features to the key features of effective professional learning. The preliminary findings of the present study revealed that implementation of action research in and during field experiences provides a platform for reflecting on and improving teaching practices in initial teacher education.

Keywords: action research; formative assessment; professional learning; early childhood education; teacher education

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AN ACTION RESEARCH ON GETTING TO KNOW PRESERVICE TEACHERS AND THEIR TEACHING ANXIETY

*Mert Nedim MERCAN*¹ (Middle East Technical University, Turkey)

Esra ERET (Middle East Technical University, Turkey)

Problem statement

Anxiety is defined as “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future”, “something that causes a feeling of fear and worry” (Merriam-Webster’s Collegiate Dictionary, 2021). Common elements in these definitions of anxiety is that it appears as a negative emotional reaction and this reaction may be towards an aspect of life, such as occupation. Decreasing those anxious feelings appears as a contributing factor in improving the quality of people’s lives in many areas that they function (Kyriacou & Sutcliffe, 1978). Previous research indicate that individuals, especially university students who are at the very beginning of pre-service education, may feel anxious about their future professional life regarding school to work transition, career choices, future of their occupations in terms of uncertainty related to employment, and revenues (Doğan & Çoban, 2009; Antoniou, Ploumpi, & Ntalla, 2013; Pisarik, Rowell, & Thompson, 2017; Yetişensoy & Şahin, 2019). As the main concern of this study, anxiety towards teaching might appear as a crucial factor affecting preservice teachers’ attitude towards their future profession and their potential during pre-service years since there are many situations that can cause anxious feelings nowadays. Among these situations causing anxiety, we can mention the increased number of students in faculties of education, challenges in the learning environment due to compulsory online education, job-related insecurities, and efficacy feelings towards teaching (Tümkiye, Aybek, & Çelik, 2007). According to Cabı and Yalçınalp (2009, 2013), there are eight different factors of teaching anxiety including task-related anxieties, economic and social based anxieties, student and communication based anxieties, colleague and parent related anxieties, personal development based anxieties, job placement anxieties, adaptation based anxieties, and management based anxieties. It is seen that current literature falls short in discovering and explaining the teaching-related anxiety of preservice teachers during compulsory online education. Thus, this action study aims to examine the profile of preservice teachers and their current occupational anxieties more closely. The study might guide researchers, practitioners, and decision makers in the field of teacher education for essential actions by taking their attention to the issue.

Method

The study was designed as an action research and the researchers as the instructors of the course involved the students who were enrolled to the course. The participants were 34 first year preservice teachers taking the online Introduction to Education Course in the 2020-2021 Fall semester. At the very beginning of the semester, the instructors administered a questionnaire to all students to identify their certain characteristics and teaching anxiety. The questionnaire included Occupational Anxiety Scale for Prospective Teachers prepared by Cabı and Yalçınalp (2013). Besides this scale, the questionnaire involved teaching attitude scale (Eret, 2013) and items to reveal teaching-related profile of preservice teachers. At the end of the semester, the preservice teachers were

1 mercan@metu.edu.tr

given a form in which they were asked about the effect of the course on their teaching anxiety. The quantitative data obtained through the questionnaire and the qualitative data obtained through open-ended questions were analyzed using descriptive analysis.

Findings

The data analysis process has not completed yet. However, the initial findings indicated that most of the preservice teachers taking the course were satisfied with choosing a teaching department ($n=19$, % 57.6) and they planned to do teaching after graduation ($n=26$, % 78.8). The main reasons for choosing teaching were the job security (%57.6), working conditions (% 51.5), and desire to teach (% 42.4). Their main concerns in relation to teaching profession were uncertainty for attainment as a teacher (%48.5), conditions of the work setting (% 42.4), and coping with students (% 39.4). They mostly wanted work at metropolitan cities (% 30.3). Their major anxieties were not being prepared for courses ($M=3.64$, $SD=1.48$), not being able to communicate with colleagues ($M=3.61$, $SD=1.41$), being uncertain to choose teaching ($M=3.61$, $SD=1.11$), being observed by others while teaching ($M=3.58$, $SD=1.30$), and having problems with school administration ($M=3.58$, $SD=1.39$). At the end of the semester, the preservice teachers reported that they got rid of some of their anxieties through the course. The guest teachers, activities and discussions during the lesson, and the course content helped them to feel closer to the teaching profession and overcome some of their negative feelings in relation to teaching. As one of the cores and entry lesson in teacher education programs, Introduction to Education course could not only affect preservice teachers' anxieties towards teaching but also broaden their visions on teaching when it provides enough room for cases, reflections, visitors, audiovisuals, and interactive/experiential activities.

Keywords: preservice teachers, teaching anxiety, teacher education

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THE FACTORS PREDICTING ONLINE LEARNING SATISFACTION OF PRE-SERVICE TEACHERS IN TURKEY

*Suat KAYA*¹ (Ağrı İbrahim Çeçen University, Turkey)

Problem Statement

As the COVID-19 pandemic, which started in China in late 2019 and spread to all around the world, restricted face to face education, most of the educational institutions were obliged to continue their education through online learning, which was utilized mainly as an alternative or complement to face-to-face education in the recent past in the mode of blended learning (Kaya, 2021). This urgent transition to wholly online learning caused problems. In his recent qualitative research, Kaya (2020) reported the causes of these problems under three themes: student-related, faculty-related and institution-related reasons. Some of the reasons included incompetence and inexperience of both students and teaching staff in information technologies, difficulties in preparing curricula suitable for online learning, inexperience of the faculty and the students in online learning, difficulty of student supervision in assessment, lack of internet infrastructure in the university, inadequacy of the university in distance education, insufficient distance education material, connection problems caused by the system, students' lack of student participation/engagement in online courses, lack of basic computer skills, lack of sufficient internet limit, lack of online learning readiness etc. Despite these difficulties and problems, literature shows that in terms of learning outcomes, online learning can be as effective as traditional face to face instruction (Allen, Bourhis, Burrell & Mabry, 2002; Lou, Bernard & Abrami, 2006) and even more effective (Allen, Mabry, Mattrey, Bourhis, Titsworth & Burrell, 2004). Many predictors of success in online learning have been reported in literature. Online learning satisfaction is one of them and it is reported to be one of the most important indicator of the quality of online courses (Bolliger & Halupa 2012), because "students with high satisfaction are expected to be more persistent and successful in online learning compared to their counterparts with low satisfaction" (Kuo, 2010, p. 10). The corresponding literature has presented various factors predicting learners' online learning satisfaction, however the results are not conclusive. This study was undertaken to investigate the pre-service teachers' satisfaction level and the factors predicting their satisfaction. The following research question was formulated to guide the study:

1. What are the factors predicting pre-service teachers' online learning satisfaction?

Method

Exploratory survey was utilized to investigate relationships among variables. The sample was composed of 710 pre-service teachers from two public universities in Turkey. Data collection instruments included "Technological anxiety and satisfaction scale", "internet self-efficacy sub-scale", "The Online Self-regulation Questionnaire (OSRQ) in Three Types of Interaction". The independent variables included computer anxiety, internet anxiety, online course anxiety, internet self-efficacy and transactions including, learner-instructor interaction, learner-content interaction and learner-learner interaction, while the dependent variable was online learning satisfaction. Data were analyzed through descriptive and inferential statistics.

1 Correspond author's email address: kayasuat2002@gmail.com

Findings

The findings revealed that online learning satisfaction level of pre-service teachers was rather low. Further findings obtained from Multiple Regression Analysis indicated a significant negative relationship between online course anxiety and the outcome variable (online learning satisfaction), while the other predictors were found to be insignificant. In other words, the only factor hampering online learning satisfaction of this sample was online course anxiety. This predictor explained 14% of the variance in the outcome variable, so further research was suggested to be undertaken to find out the unexplained predictors of the outcome variable.

Keywords: Online learning satisfaction, technological anxiety, interactions.

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ANOTHER NEW TERM IN INITIAL TEACHER TRAINING: VIEWS AND SUGGESTIONS OF CURRICULUM AND INSTRUCTION SPECIALISTS

Assist. Prof. Dr. Semra TİCAN BAŞARAN¹ (Muğla Sıtkı Koçman University, Faculty of Education, Turkey)

Prof. Dr. Kerim GÜNDOĞDU (Adnan Menderes University, Faculty of Education, Turkey)

Res. Assist. Dr. Bilge ASLAN ALTAN (Muğla Sıtkı Koçman University, Faculty of Education, Turkey)

Problem Statement

In the future, more is expected from the teachers than ever before. Societies have gone through a qualitative change in their teacher training programs. Initial teacher training programs are the ones in great demand. Turkey has an ancient history in teacher training. The reform movements in 1982 (Ulubey & Tican-Başaran, 2019), 1997, 2006 and 2018 (Tican-Başaran & Aykaç, 2020) were the important milestones in initial teacher training in Turkey. In 2020, a new teacher training reform has been emerged although the previous programs were updated in 2018, and even they haven't had their first graduates, yet.

In line with the vision of "New Higher Education Council (HEC)", HEC took decisions to develop and update the initial teacher training curricula at the Higher Education General Assembly meeting dated 10.08.2020. These curricula were decided to be developed by the relevant institutions of higher education. New HEC announced that it will only undertake the tasks of monitoring, evaluating and supervising the process.

The acceptance of educational policies dependson how stakeholders perceive them to some extend. (Aksit, 2007). Perhaps, the most important group expected to take part in reforms is the experts of Curriculum and Instruction (C&I). However, the researchers' observations show that the specialists at C&I are not benefitted enough. It is important how C&I specialists perceive the decision of HEC. C&I specialists' opinions on possible contributions or problems of the delegation of decision-making authority should be taken into account. Their suggestions on managing the process during and after the transition phase can shed light on the sustainability of the reforms..

Consequently, the purpose of the study is to reveal the opinions and suggestions of C&I specialists for the new period of teacher training programs initially regarding the decision of HEC. For this purpose, the following questions were sought:

1. What are the opinions of C&I specialists about training teachers with their own programs at the faculties of education?
2. What are the suggestions of C&I specialists about training teachers with their own programs at the faculties of education?
3. What are the opinions and suggestions of C&I specialists regarding their possible responsibilities for teacher training during and after in this transition period?

Method

The study is designed as a descriptive survey model and aims to describe the opinions and suggestions of the specialists in the field of C&I regarding the "decision of HEC about transferring the authority to develop and update teacher training programs to Education Faculties.

The sample consists of 385 academic staff and administrators who are members of the Curriculum and Instruction Association (EPÖDER) and work in the faculties of education at various universities. The participants were chosen through “criterion sampling”, one of the purposeful sampling methods. The criteria of being a member of the Turkish EPÖDER was taken as a basis for determining the teaching staff. The data were collected with an instrument that includes items for demographic characteristics of the participants, and open-ended questions related to the research questions developed by the reserachers. Due to the Covid-19 Pandemic, the researchers created an electronic form of the data collection tool via Google Forms and sent to the e-mail addresses of the instructors. It was planned to analyze the obtained quantitative data for demographic information by using descriptive statistics, and for the theopen-ended items by using content analyze methods..

Findings

Though the data analysis is still under process, overall reviews reflect that participants are mainly satisfied with faculty-based autonomy in designing initial teacher education programs. However, the common concern in the procedure is stated as standardization in the content and the competencies of graduates on a national scale.

According to the preliminary analysis of the collected data, academicians of the curriculum and instruction suggest that the teacher education programs should be organized based on curriculum development components. Besides, cooperation, scientific research and theoretical background should be structured and determined clearly. In order to sustain the effective curriculum design procedure, participants emphasize that systematic revisions should be complementary. The whole curriculum design and maintenance in authentic initial teacher education programs are considered applicable with the agency provided by academic staff in the curriculum and instruction field. The subject of study is fairly new and no study has been done in this field. The findings of the study are expected to contribute to the vision of the HEC, regarding the transfer of the authority about the teacher training programs.

Keywords: teacher training, initial teacher training, teacher training reform, curriculum and instruction specialist.

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INVESTIGATION OF TEACHERS' ATTITUDES TOWARDS DISTANCE EDUCATION ACCORDING TO SOME VARIABLES: AYDIN PROVINCE SAMPLE

Dr. Berkay ÇELİK¹ (İncirliova Ahmet Çallıoğlu Multi-Program Anatolian High School, AYDIN)

Problem statement

Some measures taken during the coronavirus disease (Covid-19) pandemic period caused changes in many areas of the society. Changes in the society affect the field of education as in every field. In this context, distance education has begun to be given instead of formal education in primary, secondary, high school and universities in our country.

Distance education can be defined as the educational process carried out using information technologies in which teachers and learners are in different environments (synchronous or asynchronous) (Buselic, 2012; İşman, 2011; Özen and Baran, 2019). When the literature is examined, it is seen that the latest research on distance education is mostly aimed at determining the attitudes of university students towards distance education and the problems encountered (Arslan, 2019; Bao, 2020; Fojtik, 2018; Kara, 2018) or to determine students' attitudes towards distance education applied at any school level (primary school, secondary school, high school) (Basilaia and Kvavadze, 2020; Ülkü, 2018).

It has been decided by the Ministry of National Education that the education process will be carried out through distance education at all levels of primary, secondary and high schools until the pandemic period ends. With this sudden decision, it is inevitable that some problems will arise in the distance education process. In this case, it has become important to investigate, reveal and offer solutions to these problems in the distance education process. In this context, it is thought that carrying out studies trying to measure the attitudes of all teachers working in primary, secondary and high schools towards distance education will contribute to the literature (Özen and Baran, 2019).

In this study, it is aimed to investigate the attitudes of teachers towards distance education according to some variables. The problem statement of this study is: What level of teachers' attitudes towards distance education? The sub-problems determined according to the purpose determined in the research are as follows:

1. According to the teachers, what level are the features of distance education in terms of importance?
2. What level are teachers' attitudes towards distance education on the whole scale and between scale dimensions?
3. Do teachers' attitudes towards distance education differ significantly in terms of gender, professional seniority, education level, branch, school level and distance education knowledge variables?

Method

The research was carried out by using descriptive scanning model, which is one of the quantitative research methods. The target population of the research is the branch and classroom teachers (N = 11269) who work in the official education institutions in Aydın in the 2019-2020 academic year. The sample of the study consists of 465 teachers determined by choosing stratified sampling approach in primary, secondary and high school levels.

1 Correspond author's email address: berkaycelik09@gmail.com

In the research, Attitude Scale Towards Distance Education, developed by Ağır (2007) was used to determine the attitude levels of teachers towards distance education (Cronbach Alpha = 0.83). As schools are not open, the data were collected on the internet with the help of Google forms. According to the calculations made on 465 scale forms obtained in the study, Cronbach Alpha was calculated as 0.88.

Frequency and percentage calculations were made on the data of the personal information in the scale. Descriptive statistics (mean, standard deviation, limit value ratings) were used in the analysis of data on distance education features. In the analysis of quantitative data, t-test and one-way anova were used for independent groups. The data were analyzed with SPSS 23.00 program and scale dimensions are given in tables.

Findings

According to the findings obtained from the first sub-problem of the study, the teachers think that it is important that distance education is carried out with the support of information technologies and that individuals who are not in formal education are included in the education process.

According to the findings obtained from the second sub-problem, it is seen that teachers think distance education is advantageous in terms of rapid access to information and repeatability, but stated that distance education is not as effective and beneficial as face-to-face education.

According to the findings obtained from the third sub-problem, it is seen that there is a statistically significant difference between master graduated teachers and bachelor's graduated teachers in favor of master graduated teachers in terms of advantages dimension. According to the distance education knowledge of the teachers, there is a statistically significant difference between teachers with high and sufficient knowledge about distance education and teachers with little knowledge in favor of teachers with high and sufficient knowledge (advantage dimension). There is no significant difference in the attitudes of teachers towards distance education in terms of gender, professional seniority, branch and school level variables.

Keywords: Distance education, distance learning, e-learning, teacher, attitude.

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AN INQUIRY INTO TEACHERS' PERCEPTIONS OF DISTANCE EDUCATION

*Dr. Alper AYTAÇ*¹ (Ministry of National Education, Turkey)

Problem statement

Distance education is any form of education where information and communication technologies are included in learning-teaching processes (Akyürek, 2020). As such, distance education can be considered both a practice and a phenomenon that progresses concomitantly with the demands of the current era. It is, in a sense, a phenomenon that can be seen as an inevitable byproduct of present-day conditions (Alkan, 1987; İşman, 2011). Distance education enables learners to make use of various mediums of mass communication in order to obtain information and make progress in their studies without relying on an instructor or teacher (Holmberg, 1995). Distance education has been employed all over the world using various mediums and techniques for many years; one of these mediums is the internet. Accordingly, a variety of internet-based, distance-education software programs have been developed over the years (Erturgut, 2008). In Turkey, the Ministry of National Education developed a program called EIN (Educational Informatics Network) in accordance with best practices for distance education. The EIN serves as a platform that contains both course content for students to access and training programs and content for teachers to develop professionally (Ministry of National Education, 2015).

One of the many benefits of online education is the fact that it can easily come to the forefront whenever students are unable to receive traditional education in a physical school setting (Özdil, 1986). Many countries were forced to shut down schools and switch to online education due to the COVID-19 pandemic, which has been a matter of worldwide concern since the end of 2019 (Sözen and Özil, 2020). Turkey has started an intensive online education program via EIN, the aforementioned virtual platform which enables teachers and students to meet for live lessons. During the distance-education process, teachers have had to undertake several additional responsibilities such as assigning classes via the EIN portal, determining which students lack internet access, and providing solutions for those students. For this reason, teachers' views regarding the distance-education process carry significant weight, for teachers, who are the implementers of the process, directly experience problems and deficiencies that emerge during implementation and have become familiar with how to use the EIN portal. Thusly, the purpose of this study is to examine teachers' perceptions of distance education based on a number of variables. Within the purview of this study, answers to the following questions were sought:

1. How well and at what level do teachers perceive all aspects of distance education?
2. Do teachers' perceptions of distance education vary significantly according to their years of teaching experience?
3. Do teachers' perceptions of distance education vary significantly according to the grade level they teach?
4. Do teachers' perceptions of distance education vary significantly based on whether or not they have received in-service training on education technologies?

Method

A general survey model was used to design this study, while a single survey was chosen as a method of data collection. The evaluation group of the study consisted of 958 teachers working in public schools in various provinces of Turkey during the fall semester of the 2020 – 2021 academic year. The data collection was conducted via social media during the month of December due to the COVID-19 pandemic. The Teachers' Views on the Distance-Education Process Scale, which contains two sub-dimensions and fifteen items, was developed by Sözen and Özil (2020) and was used during data collection. The Cronbach's alpha value of the scale was calculated to be 0.850, while it was found to be 0.837 and 0.859 for the two sub-dimensions. The data was first tested to check if it was normally distributed; it was found that the kurtosis and skewness values of the data fell within an acceptable range. After these analyses, parametric tests were used to analyze the data. During these parametric tests, descriptive statistics (arithmetic mean, standard deviation), the independent t-test, and the multivariate analysis of variance were all utilized.

Findings

Based on the results gathered from these analyses have been listed below:

- Teachers' views of distance education were found to be moderately positive overall. Their views on the EIN proficiency sub-dimension were positive, while their views on the teacher responsibility sub-dimension were moderately positive.
- The more years of experience teachers have in their field, the more positively they perceive and approach distance education. More experienced teachers tend to view themselves as proficient in the process of distance education and believe that they fulfill their professional responsibilities.
- Elementary-school teachers' perceptions of distance education were found to be more positive than middle-school and high-school teachers. Teachers who work both in elementary and middle schools view themselves as more proficient and believe that they fulfill their professional responsibilities.
- Teachers who had received in-service training on education technologies were found to hold more positive views of distance education. These teachers believe that the EIN portal functions properly and at a sufficient capacity. They also view themselves as more proficient and believe that they fulfill their professional responsibilities.

Key words: Distance education, teachers, perceptions.

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EVALUATION OF DISTANCE EDUCATION APPLICATIONS IN TERMS OF EFFICIENCY AND TEACHER WORK LOAD IN THE PANDEMIA PROCESS

Abdullah ADIGÜZEL¹ (Düzce University, Faculty of Education, Department of Educational Sciences/
Turkey)

Problem Statement

Distance education practices are essentially carried out in two main areas as synchronous and asynchronous (Adigüzel and Adigüzel, 2020). Thus, teachers can conduct their lessons simultaneously with the student at a predetermined time, as well as conduct them simultaneously in different places and times (Fidalgo et al., 2020). When the literature is examined with the pandemic process, it is seen that some of the studies on distance education are aimed at comparing face-to-face education and distance education in various aspects, especially quality and efficiency, and some of it is aimed at evaluating the efficiency of education practices made only through distance education (Özdoğan and Berkant, 2020). Despite all the possibilities offered by technology, the perception that quality and efficiency are higher in pedagogically supported face-to-face education is always at the forefront. For this reason, it is emphasized by researchers that student experiences and outputs in the teaching-learning process should be as close as possible to the level in face-to-face educational environments in order to realize distance education applications suitable for the purpose of education (Moore, 2007). On the other hand, the workload that distance education practices bring to teachers has been a matter of curiosity

The aim of this study is to evaluate the efficiency of distance education practices and the workload on teachers when compared to Face-to-Face education practices. For this purpose, the following questions were sought.

1. Compared to face-to-face education applications, distance education applications; What is the level of efficiency in terms of achievements, content, teaching-learning process and testing situations?
2. How can the workload of distance education on teachers compared to face-to-face education be defined?

Method

This study aims to examine the state of productivity in distance education practices and the workload of teachers in distance education compared to face-to-face education practices according to teachers' opinions. Since it was aimed to reach research method and goal-oriented data, it was carried out with a case study design. Thus, while choosing the teachers to be included in the research, in accordance with the criterion sampling design to have realized distance education applications and in accordance with the contradictory situation pattern, it has been determined that the teachers have implemented both distance education applications and face-to-face education applications. The study group of the research consists of 20 teachers working in primary education secondary education institutions in Düzce province and from different branches. The data in the study were collected with a questionnaire form consisting of open-ended questions. While analyzing the opinions of teachers within the scope of the research, each teacher was coded as T1, T2, T3,... T19, T20. In order to ensure validity and reliability in the study, the collected data were coded separately by the researcher,

1 Correspond Author: Prof. Dr., abdullahadiguzel@duzce.edu.tr

and the main theme and sub-themes were formed based on the principle of consensus and dissent according to the coding

Findings

It was determined that the teachers were seriously hesitant about the level of realization of the course outcomes and they had uncertainty about the evaluation of their success. In the second sub-theme, the teachers pointed out that the feature of the course in distance education should be taken into account and distance education should be chosen accordingly. The third sub-theme teachers stated that they reinforce classroom management, communication skills and behavioral forms suitable for pedagogical approach by supporting them with discourse and body movements in face-to-face education and that they affect the student and take them to their magnetic fields; they stated that they could not do the same in distance education practices and they could not be effective enough on the student. They stated that control of learning, feedback and corrections, which is the fourth sub-theme, occur partially more in distance education than other sub-themes, but are not as effective as educational practices in face-to-face environments. According to the results obtained, it is seen that the workload of teachers does not decrease, but increases with distance education applications and this turns into stress and anxiety. In distance education, while teachers are trying to develop the skills of using computers and technologies with their derivatives, on the other hand, they have tried to recognize, get used to and develop the skills of using synchronous and asynchronous applications, which are educational service providers

Keywords: Distance education, productivity, teacher, workload

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UNIVERSITY STUDENTS' ATTITUDES TOWARDS DISTANCE EDUCATION AND PERCEPTIONS OF READINESS FOR E-LEARNING DURING THE COVID-19 PANDEMIC

*Muhammet Esad KULOĞLU*¹ (University of Karabük, Turkey)

Sevilay YILDIZ (Bolu Abant İzzet Baysal University, Turkey)

Problem Statement

Although not fully determined, the new coronavirus, which is thought to have emerged in the Wuhan region of China towards the end of 2019, has affected the whole world in a short time by causing a global pandemic and exposing the world to irreversible changes. Education systems have also failed to resist this change (United Nations, 2020). After the first coronavirus case detected in March 2020, schools are completely closed in Turkey. It has been tried to adapt to the new normal by trying different distance education methods at different levels (TEDMEM, 2020). Though there were problems in the context of education in this period, the distance education models facilitated the transition to the new normal and brought new paradigms to the agenda in education. This led to new beginnings in education as in all areas of life (El Maarouf et al., 2020).

Distance education is thought to be an inevitable method in the world in the 21st century. However, it is obvious that sudden exposure to this critical situation caught both Turkey and the other countries unprepared in terms of the continuity of education (Bozkurt & Sharma, 2020). In addition, it is undeniable that students experience complex and intense emotions in their learning process due to the pandemic psychology, which has three stages: fear of the situation, explanation, and action (Strong, 1990).

Considering that students in Turkey and all the other countries attend distance education courses during the pandemic, studies on pandemic psychology and distance education gain importance. When the relevant literature is examined, it is seen that various studies have been carried out on students' views on distance education during the pandemic period. However, a study examining the relationship between their attitudes towards distance education and e-learning readiness perceptions was not found by the researchers. In the light of this information, it is important to investigate the correlation between these variables. Therefore, this study is important in several aspects. First of all, it is thought that determining some characteristics of the stakeholders in the development of distance education programs, which have become a part of the new normal, will be effective in future action plans. Secondly, it is important to be able to determine the relationships between certain characteristics that underlie digital competencies, one of the basic competences of the 21st century. Thirdly, emphasizing the importance of the affective characteristics of the learner in urgent digital transformations and making it felt that cognitive transformations are also important along with digital transformations are among the possible contributions of the study to the literature. Last but not least, it is thought that this study may be important for reasons such as emphasizing the importance of curriculum development studies to be carried out in crisis situations and directing education policies accordingly.

Method

In this study, correlational design was preferred among quantitative research approaches. Accordingly, the relationship between university students' attitudes towards distance education and their perceptions of e-learning readiness during the COVID-19 pandemic was examined in terms of various variables. Necessary

1 1mekuloglu@karabuk.edu.tr

permissions were obtained from the ethics committee of University of Karabük Institute of Graduate Education for the research. The universe of the study consists of 18.126 students who attended the summer school at UNIKA in the summer term of the 2019-2020 academic year. The sample consists of 1568 students who voluntarily participated in the study by clicking the link in the e-mail sent to the universe and completed the study by answering all the items. In the study, the convenient sampling method was chosen because the data were collected online due to the pandemic and it was voluntary. The data were collected for two weeks through two separate scales: "Attitude Scale towards Disance Learning" developed by Kışla (2016), and "E-learning Readiness Self-Assessment Instrument" developed by Watkins et al., (2004) and adapted to Turkish by Kalelioğlu & Baturay (2014). The data obtained were analyzed by correlational analysis method.

Findings

When demographic information of the participants is examined, it is seen that 89% of them are in the 20-25 age range, 60% is male and %40 is female. While 73% of the students participating in the study are students enrolled in UNIKA, the remaining 27% are enrolled in 73 different universities. When the departments of students are examined, it is determined that they are mostly enrolled in engineering, social and health sciences programs, respectively. The responses of the majority of the participants in the study to the scale of readiness for e-learning were at the level of "totally agree". This means that participants' readiness for e-learning during the pandemic is quite high. Participants' responses to the other scale show that their attitudes towards distance education are generally at "positive" level. Despite this, most participants think that the distance education reduces the quality of education, decreases student success, causes communication disconnection between faculty members and students, makes people lazy and prevents socialization.

Key words: *Covid-19 pandemic, distance education, attitude, e-learning, readiness*

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AN INVESTIGATION INTO VIEWS OF SECONDARY SCHOOL STUDENTS ON DISTANCE LEARNING: ADIYAMAN PROVINCE CASE

Dr. Öğrt. Hatice GÜLMEZ GÜNGÖRMEZ¹ (Rekabet Kurumu Secondary School, MEB, Adıyaman/Turkey)

Problem statement

Changes and developments in information technologies has become a major factor in diversification and development of learning environments. In particular, development and wider use of Internet in education has enabled alternative learning environments like distance learning to emerge (Yıldırım et al., 2014). However, coronavirus outbreak in Wuhan city of Hubei County, China in December 27, 2019 and spread very rapidly throughout the world; thus became pandemic after it was classified as “a public health emergency of international concern” by the World Health Organization in 30th January (Gülmez Güngörmez, 2020). Turkey also took precautions after the first cases detected and declared an obligatory holiday for a week period. Afterwards, the primary and high schools switched to distance learning as of March 23, 2020 across the country. Distance learning refers to distance teaching and learning (Keegan, 1996). Distance learning is a process in which teaching is performed in a different location from learning and is a planned learning and teaching that requires communication by use of technology as well as a private corporate organization (Moore & Kearsley, 1996). To perform distance learning more efficiently, the Ministry of National Education ensured teaching live courses trying to reinforce the infrastructure of the Education Information Network (EIN). EIN reached the capacity of approximately two million live courses in a day with the integration of live classes and alternative applications into the system. Distance learning obligatorily continued in the 2020-2021 academic year. The Ministry of National Education uses EIN and TRT EIN TV channel as distance learning tools. Distance learning was first obligatorily used in Turkey to teach secondary school students due to coronavirus. The students, having met distance learning for the first time, faced some problems as well as its positive aspects. This study may contribute to the literature to find out views of secondary school students and solve the problems encountered and increase positive aspects of distance learning.

Method

This qualitative study intends to determine the views of secondary school students who are trained remotely on distance learning. The study has used phenomenological design, a qualitative research model. In this sense, the aim of phenomenology method is to express individual perceptions or thoughts regarding a phenomenon (Yıldırım & Şimşek, 2011).

The participants of the study comprised of 10 students receiving distance learning in the fall semester of the 2020-2021 academic year. The participants are enrolled in a secondary school coded as “A” in Adıyaman province of Turkey. Of the students filling out the interview form, 6 were female and 4 were male students. They were coded as S1, S2, S3... S10 in accordance with the ethics of the research.

The interview method is advantageous since it allows asking in-depth questions on a specific subject, making the situation more explanatory and completing the answers by questioning if the answer is not complete or clear (Çepni, 2009).

1 Correspond author's email adres: hatice-g@windowsslive.com

A nine-item semi-structured interview form developed by the researcher was used to collect the data.

WhatsApp groups were created to establish communication with secondary school students and their parents during distance learning. The semi-structured interview form prepared by the researcher was converted into online form using Google survey tool. The form link was sent to the participants over WhatsApp groups and the data were collected.

The data obtained from the interview form were analyzed descriptively. Descriptive analysis refers to directly submitting the data to the readers with direct quotes depending on the original form of the data (Walcott, 1994).

Findings

This study revealed the views of the students under subheadings such as positive and negative aspects of distance learning, how distance learning affected their attitudes towards sciences, how it affected their academic achievement in sciences, the problems they faced during participation in distance learning, whether distance learning should be maintained or not, and their views on distance learning. Students' direct views are given below as quotes.

S1 expressed the positive/negative aspects of distance learning as "It is good if we consider the virus, yet we do not always have Internet or tablet, so we cannot participate."

S2 exhibited attitude towards sciences stating that "Distance learning affected me more negatively. That is, it affected my attendance to the courses as well as my view of the lesson badly."

S3 mentioned the problems while attending to distance learning as "I had Internet problems as well as device problems. Since we used a stove for heating, we, two students usually had to attend courses at the same time, which made it very difficult for us to understand the courses".

S7 replied the question whether distance learning should continue as "No, because system error did not allow us to attend courses when we tried to."

Keywords; Distance learning, Student views, Science education,

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EVALUATION OF HIGH SCHOOL STUDENTS' PERCEPTIONS OF DISTANCE EDUCATION IN TERMS OF DIFFERENT VARIABLES

Uzm. Öğrtm. Barış DOĞRUKÖK¹

Doç. Dr. Ahmet KURNAZ²

Öğrtm. Canan ŞENTÜRK BARIŞIK³

Arş. Gör. Hamza KAYNAR⁴

Problem statement

Everyone should have access to education in order to increase the quality and level of education to the desired level. This is not always possible with face-to-face training (Arıcı & Yekta, 2005). The system created for people who do not come to school for various reasons with the help of technology is called distance education (Altıparmak, Kurt, & Kapıdere, 2011). Distance education offers great opportunities to overcome the inequality of opportunity between people. It provides people who need to go to work or who cannot go to school because of their special needs, the opportunity to receive education regardless of time and place (Yıldız, 2004).

As a result of the coronavirus pandemic, a collective and sudden transition to distance education has been experienced. Some prerequisites must be met to ensure that students benefit from distance education at the highest desired level. The first of these is the provision of technical equipment and infrastructure services. The most basic of these are a fast internet connection, a receiving device (tablet, computer or mobile phone) and a suitable environment to attend the class.

One of the important factors affecting students' school success is attitudes towards school. Attitudes are beliefs that affect an individual's behavior and decisions (Akt. Atik & Özer, 2020). Students' attitudes towards distance education must be determined. With the coronavirus process, the education system has undergone a great change. With the transition to distance education, many questions have arisen in people's minds (Kaynar, Kurnaz, Doğrukök, & Şentürk Barışık, 2020, s. 3273).

High school students' attitudes and opinions towards distance education, their participation in distance education, their competencies, homework and their opinions about continuing distance education are curious. The type of school and class levels and the technical equipment they have, the way their schools provide distance education, the channels they participate in distance education, their status as hardworking at their schools, their ability to enter the EBA education portal, how internet connection problems affect their views on distance education, Determining how education is perceived is important in terms of being a source for future studies.

The aim of this study was to determine the views of Turkey are also high school students about the courses and distance education applications. In addition, it is aimed that the data to be collected as a result of the research will guide the future distance education applications.

1 barisdogrkok@gmail.com

2 ahkurnaz@hotmail.com

3 canansenturkbarisik@gmail.com

4 hmkynr@gmail.com

Method

Mixed design was used for this research. The purpose of this design, which is an approach in which quantitative and qualitative research designs are used together, is to provide a more detailed and comprehensive understanding of a phenomenon by using the advantages of qualitative and quantitative designs (Balci, 2015; Mills & Gay, 2016).

In this study, data were collected by quantitative method and then each scale item was interpreted with a qualitative approach in order to better understand the data. The study group consists of 402 high school students from 4 different cities. The study group was formed by appropriate / accidental sampling from non-random sampling method. The method is preferred in terms of labor, time and money. The data were collected using the "Distance Education Perceptions Scale of High School Students" created by the researchers. The scale was developed by the researchers for use in this research. In order to interpret the qualitative data, the percentages of the answers given by high school students were taken into consideration and the data were interpreted.

This study is limited to high school students who cannot attend school due to Covid 19 and participate in distance education.

Findings

It was observed that the distance education perception scores of the students attending the private high school with the exam score and the students who attended the private high school without a score were higher than the children who attended the official high schools entered with the exam score. The total scores of students who cannot participate in distance education are the lowest compared to all other forms of participation. The group with the highest score is students who attend distance education lessons both on television and on the internet. According to this result, the use of television and internet together reveals more positive results in distance education. As the way of providing distance education services is diversified, the average scores of the distance education perceptions of the students increase.

More than half of the students prefer live lessons. He wants his lessons to be taught as lively as possible and with his own teachers. Teaching lessons with their own teachers will positively affect students' attitudes towards distance education. The majority of the students participating in the study found the homework and course subjects appropriate for their level. Most of the participants stated that they wanted to teach by chatting with their friends and teachers. Young people want to socialize at school. According to this result, it is currently not possible for distance education to replace formal education.

Keywords: Educational sciences, distance education, high school students, pandemic, covid-19, perception

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THE EFFECT OF DISTANCE EDUCATION ON PROFESSIONAL ATTITUDES OF TEACHERS IN COVID-19 PROCESS

D. Pelin SAKIN

Gözde SARI²

Problem Statement

Today, the whole world has been struggling with Covid-19 virus and more than 100 countries have stopped the education given in the schools in order to reduce the risk of spreading. For compensation of interrupted educational processes with the closure of schools, countries have started in online distance education. Distance education is an education system model where the teachers and students are not obliged to be in the same places and educational-instructional activities are carried out by means of postal services and information communication technologies (İşman, 2011). New emerging model is defined as 'Online Distance Learning Model' which is conducted with the use of the internet. However, in order to create an effective learning environment; planning, design and determination of aims are required. Another significant distinction which separates emergency distance education from distance education is about involvement of students. While distance education has always been an alternative and flexible option for students, emergency distance education has become a necessity (Bozkurt & Sharma, 2020). Emergency remote teaching (ERT), which has come to the fore worldwide, rather than planning from beginning to end, it has been defined as "is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (Hodges, Moore, Lockee, Trust and Bond, 2020); and distance education practices continued. In accordance with these applications, it is believed that with the closure of schools, 25 million students in Turkey, at least 1.5 billion students from 195 countries and at least 63 million primary and secondary school teachers have been affected (UNESCO, 2020).

In this context, detailed examination of how teaching is carried out and teachers' professional attitudes in this process have become an important research topic. According to key findings of Glazzard and Rose's research (2019); teachers' wellbeing has an effect on their performance, and it is also stated that children learn better when their teacher is delighted. The aim of this study is to examine the effects of rapid changes in the field of education on teachers' professional attitudes and to determine a situation due to Covid-19 pandemic. In line with this general purpose, the following research questions were answered in this study. In the learning and teaching process of teachers within the scope of distance education;

1. What are the problems about their professional and personal readiness?
2. Do they encounter managerial problems?
3. What are the issues that teachers face with preparation and application of digital content?
4. What kind of problems do they have about classroom management?
5. How do parents affect teachers' attitude?

Method

Yin (1984) claims that the case study is an empirical research which works on a current phenomenon within its real-life framework, the limitations are not clear, and includes more than one evidence or data (as

1 gozdessari@gmail.com

cited in Yıldırım & Şimşek, 2016). Case study was used to conduct this research. Assessing, examining and interpreting collected data, descriptive data analysis was used and findings, certain concepts, themes were determined within the framework. Qualitative research was used for detailed examination of teachers' professional attitudes with distance education. For collection of data, an open-ended questionnaire which consists of 9 questions were answered on google forms system by the teachers in the 2020 academic year. Research conducted with 29 primary and secondary private school teachers who have experienced distance learning. The answers given for open-ended questionnaires of sample were collected and an analysis was made for each question separately in accordance with qualitative data analysis. The answers which are in the same direction in each question were grouped among them and presented in the findings section by giving examples of different ideas. To increase the validity and reliability of the study, some factors were considered: credibility, transferability, consistency, and confirmation (Yıldırım & Şimşek, 2013). Researchers have worked under the same conditions as the participants in the schools where the research was conducted, it facilitated the process of grouping and interpreting the answers; this situation increased the validity and reliability of the study.

Findings

Open-ended questionnaire was based on 4 different parts: Digital, Classroom Management, Teacher and Collaboration. In the digital part, even if most teachers complained about challenges of planning the content, positively; they stated that they have improved their digital competences with the distance education. They mentioned that students had difficulties focusing on virtual lessons. It is highlighted that students needed movement; this situation has affected the attention span of students. Teachers emphasized that technical problems, time management, assessment and evaluation and observation were the main limitations for successful classroom management. Although the numbers of teachers who affected positively and negatively are close to each other, the majority mentioned that they got used to this system. In this process, the importance of getting support from parents and administers was indicated by the teachers.

Keywords: *Distance Education, Covid-19 in Turkey, Online Learning, Teachers' Professional Attitudes*

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DEVELOPMENT OF DISTANCE EDUCATION ATTITUDE SCALE FOR TEACHERS: A STUDY OF VALIDITY AND RELIABILITY*

Serpil DENİZ¹ (Gaziantep Üniversitesi Yüksek Lisans Öğrencisi, Gaziantep)

Birsen BAĞÇECİ (Prof. Dr. Gaziantep Üniversitesi, Gaziantep)

Problem statement

The covid-19 pandemic, which has an impact all over the world and in Turkey, has caused serious problems and forced changes that have not happened before in social, psychological, economic, political and many areas. The epidemic, which negatively affects many sectors globally, has caused the biggest distress in the education sector after the health sector (Yamamoto & Altun, 2020). Since March 31, 2020 Turkey as part of the fight against the pandemic, in all official and private educational institutions and in higher education, it has taken a mandatory break from face-to-face training and switched to emergency distance education. Considering that the transition to emergency distance education is entered in a very fast, unexpected and unprepared manner, it is naturally not possible to say that all stakeholders in education are fully prepared for this situation with their psychological, technological and physical infrastructure needs. Studies have shown that students (Alipio, 2020) and teachers are weak in digital competencies and skills that can sustain emergency distance education (Bozkurt, 2020). It is known that online learning environments in emergency distance education are not only a technical issue, but also bring pedagogical challenges (Ali, 2020). The sudden digital transformation experienced with the epidemic process should be carried out simultaneously not only with the technological infrastructure, but also with the mental transformation (Bozkurt, 2020). In order to successfully and efficiently implement emergency distance education, having the knowledge and skills required by the program is a basic requirement, but it is not sufficient by itself. Because the success of distance education in today's modern education conditions depends largely on the perceptions of teachers (Tzivinikou, Charitaki, & Kagkara, 2020) and teachers' interest in distance education, whether they see this process as a threat, and their thoughts about the program will affect the program implementation processes. Tabata and Johnsrud (2008) stated that the most fundamental basis of successful distance education depends on teachers who can provide quality education. Therefore, it has become a need to determine the level of attitude of teachers to emergency distance education, who have an important role as the practitioner of the program. There are many studies in the literature that examine attitudes towards distance education. But very few of these scales have been made for teachers and academics in higher education. Many of the attitude scales developed for distance education have been created to determine the attitudes of university students. A glimpse of research literature reveals that most of the research studies on attitudes towards distance education have been carried out on university students and there is a lack of such studies on teachers in Turkey. This study was carried out in order to develop a valid and reliable scale to determine the attitudes of teachers working in schools affiliated to the Ministry of Education in Turkey and switching to urgent distance education within the scope of measures taken during the Covid-19 epidemic.

1 * This abstract has been produced from the ongoing master thesis. denizserpil@gmail.com

Method

The aim of this study is to develop the Distance Education Attitude Scale for Teachers (DEASFT). In order to create an item pool, the relevant literature was carefully examined and written answers were obtained from 92 teachers to open-ended questions about their thoughts and feelings for distance education. A draft form was prepared containing 46 items and five-point Likert type was preferred. In order to ensure the content validity of the scale, the opinions of 4 experts in the field were consulted and based on their feedback 8 items were removed from the scale after calculating A-CVI and UA for each item and some items were arranged. After the scale items were evaluated individually with a language specialist, they were applied to 12 teachers to assess the comprehensibility of the scale. At the end of this process, a draft form of 38 items (20 negative, 18 positive) was obtained. At the stage of psychometric examination of the scale, Jamovi (1.6.9) software was used for descriptive and deductive analyses.

Findings

Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were carried out with different participation groups. EFA study of the scale was conducted with 205 participants. KMO and Bartlett tests were performed to determine the suitability of the data for EFA. The KMO value was 0.0885 and the Bartlett test was statistically significant ($\chi^2=3141$, $df=703$, $p<0.001$). The results of the EFA showed that structure of DEASFT consisting of 21 items and two factors. These factors were named as the benefits of distance education and the limitations of distance education. CFA was applied on the data of 208 different people to the factor structures obtained as a result of AFA Analyses. One item was dropped from the scale because p values (0.178) is bigger than 0.05. According to fit indices ($\chi^2/df<1.5$, $CFI=0.953>0.9$, $TLI=0.942>0.9$, $SRMR=0.0735<0.8$, $RMSEA=0.0427<0.05$) the scale validated. The final version of scale has two factors and 20 items. Cronbach Alpha and composite reliability coefficients were calculated for reliability. For factor 1 Cronbach $\alpha =0.847$ and McDonald's $\omega = 0.836$. For factor 2 Cronbach $\alpha =0.815$ and McDonald's $\omega = 0.845$. As a result of the study, it can be said that a valid and reliable scale was developed in order to determine the Distance Education Attitudes of Teachers.

Keywords: Distance Education, Scale Development, Teachers' attitudes

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EVALUATION OF FOREIGN LANGUAGE TEACHERS' OPINIONS ABOUT THE PROBLEMS EXPERIENCED IN DISTANCE EDUCATION DURING THE COVID-19 PANDEMIC

Hülya ŞAHİN¹ (PhD Student, Department of Educational Science, Muğla Sıtkı Koçman University, Turkey)

Necdet AYKAÇ² (Assoc. Prof. Dr. Department of Educational Science, Muğla Sıtkı Koçman University, Turkey)

Problem statement

The disease, which emerged in Wuhan, China in December 2019 and called the Corona virus (Covid-19), has turned into a pandemic worldwide. The whole world has had to take various measures regarding the order of social life to minimize the effects of Covid-19 (Kaysi, 2020). Measures implemented in almost every field have caused the start of a new normal process in human life. With the transition to the new normal period, firsts have been experienced in social life from economy to health, from education to business life. The transition of all education levels to the distance education system at the same time can be considered as one of these firsts. In the process, in which the dynamics of education have changed to a great extent, distance education emerged as the sole alternative and education institutions in Turkey, where the first Covid-19 case was seen on March 11, started distance education on March 23, 2020 (Ministry of National Education [MEB], 2020). With the new decision taken, approximately 25 million students (1,326,123 pre-school, 4,972,430 primary education, 11,404,385 secondary education and 7,198,987 higher education) have been included in the distance education process (UNESCO, 2020). It can be said that distance education, which was supplementary to face-to-face education, has brought about various advantages and disadvantages (Bozkurt, 2020). According to Yaman (2020), distance education has some contributions to education in terms of time, transportation and finance. According to Kürtüncü and Kurt (2020), there are many disadvantages of distance education such as not every student' having the connection or equipment to participate in distance education, insufficient online education content, difficulties experienced by teachers and learners who are accustomed to learning face-to-face in using technology and lack of infrastructure in channels through which distance education is offered. In this context, how effective distance education is in achieving the objectives set in curriculums during the pandemic and what kind of problems are experienced may be a new topic of discussion. Especially foreign language lessons are among the difficult lessons to learn through distance education due to the complex structure of the skills and knowledge required for language proficiency (Doğan, 2020). Because factors such as eliminating language learning anxiety in foreign language lessons, providing motivation, improving four language skills (listening, reading, speaking, writing skills) in students, and creating dialogue are at the forefront, effective accomplishment of all these tasks seems directly proportional to determining what kind of problems are experienced by foreign language teachers in the process. In the current study, it is aimed to evaluate the opinions of secondary school foreign language teachers, who are conducting online foreign language lessons for the first time during the Covid-19 pandemic, about the implementation of online lessons and the problems experienced. During the Covid-19 pandemic, it is very important to identify the problems encountered in foreign language education, which is carried out for the first time in secondary education through distance education, and to develop suggestions for the efficient conduct of the process.

1 hlyshahin66@hotmail.com

2 necdetaykaç@hotmail.com

Method

In the current study, the case study design, one of the qualitative study designs, was used. The most prominent characteristic of case studies is that it offers the opportunity to scrutinize detailed information that may not be examined with different methods (Yıldırım and Şimşek, 2005). Since the problems experienced in foreign language education during the Covid-19 pandemic were intended to be investigated in detail in the current study, the opinions of secondary school foreign language teachers about the distance education process were elicited and the process was tried to be evaluated comprehensively in all respects. The convenience sampling method, one of the purposive sampling methods, was used in the selection of the participants. In this connection, the study group of the study consisted of 14 foreign language teachers who voluntarily participated in the study and worked in different secondary education institutions and different foreign language branches (German, English, Russian) within the province of Muğla. In the analysis of the collected data, the content analysis method was used. The collected data were from teachers by means of semi-structured interview form consisting of 8 questions, the gathered data were divided into codes and themes. The semi-structured interview form was created in consultation with 3 experts.

Findings

According to the results of the study, the majority of the teachers stated that they had connection problems in the distance education process, that student participation in lessons decreased compared to face-to-face education and that they had difficulties in producing digital contents. In addition, the foreign language teachers stated that they were unprepared for the process and think that students were negatively affected by this process. Offering in-service training programs on digital content production to teachers can be one of the important suggestions to reduce the problems experienced.

Keywords: Distance education, foreign language education, secondary school education, teacher

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THE RELATIONSHIP BETWEEN CLASSROOM TEACHERS' E-LEARNING READINESS AND THEIR TEACHING MOTIVATION

Dr. Kamil Arif KIRKIÇ¹ (Dr. Öğr. Üyesi, İstanbul Sabahattin Zaim Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü, İstanbul, Türkiye)

Dr. Ömer YAHŞİ (Dr. İzmir İl Milli Eğitim Müdürlüğü, İzmir, Türkiye)

Problem Statement

21st-century technology revolution, the changes in education lead to the shift from face-to-face education to online teaching. E-learning is a learning platform that provides the use of the electronic environment, communication technologies. E-learning is an important innovation used in education systems (Motaghian et al., 2013). The individuals' readiness level affects the e-learning process. Readiness is the measure of the nervous system's readiness to learn, acquiring the necessary behaviors to perform a learning activity (Harman & Çeliker, 2012). E-learning readiness is crucial in terms of satisfaction and motivation. With the increase in e-learning platforms, teachers' preparedness becomes essential. The readiness of the teachers is a significant issue (Soydal, Alır & Unal, 2011). Kaur & Abas (2004) defines e-learning readiness as the ability of individuals to benefit from e-learning resources, multimedia technologies. Individuals who participate in the learning activity should be ready for this (Kalelioğlu & Baturay, 2014). Factors related to it can be grouped as, technical, organizational, social factors (Keramati, Afshari-Mofrad & Kamrani, 2011).

Teaching motivation is another crucial issue. Motivation is a dynamic state of arousal that initiates, directs, coordinates, strengthens, terminates, evaluates cognitive and motor processes by selecting, sequencing, taking action in the first wishes, desires (Dörnyei & Ushioda, 2011). It is fundamental during the learning and teaching process.

The digitalization of learning, teaching environments requires teachers to use e-learning applications. Teachers' readiness, teaching motivation become even more critical. This study aims to determine the relationship between classroom teachers' e-learning readiness and their teaching motivation. The problem of the study is "Is there a significant relationship between classroom teachers' e-learning readiness and teaching motivation?" Sub-problems are as follows: What is the level of the e-learning readiness and teaching motivation? Is there a significant difference between e-learning readiness and teaching motivation in terms of demographic variables? Is there a significant relationship between e-learning readiness and teaching motivation?

Method

This research used the correlational survey method. Survey models are studies that aim to collect data to determine a particular characteristic of a group (Büyüköztürk, 2012). The correlational survey method aims to reveal the relationship between two variables (Karasar, 2014). The survey method was used to determine the relationship between classroom teachers' e-learning readiness and teaching motivation.

The 91 research participants are classroom teachers working in Izmir in the 2020-2021 academic year.

The "Teacher Motivation Scale (TMS)", which was developed by Kauffman, Soylu, and Duke (cited in Candan & Gencel, 2015) and adapted to Turkish by Candan and Gencel (2015), Academics' e-learning readiness Scale" which was developed by Demir and Yurdagül (2017) were implemented. Demographic information was obtained using the "Personal Information Form" designed by the researchers.

1 Correspond author's email adress: kamil.kirkic@izu.edu.tr

Findings

According to the findings of the first sub-problem, the ICT use level of the classroom teachers is at a reasonable level, e-learning self-confidence, attitude toward e-learning is at the medium level, and the need for e-learning training is at the high level; internal, external, and total scores of teaching motivation are at medium level.

According to the analysis of the third sub-problem, the attitude toward the e-learning sub-dimension explains 7.9% of the teaching motivation variance; the need for e-learning training explains the 8.8% of the teaching motivation. The age variable explains 9.1 % of the e-learning self-confidence sub-dimension.

Teachers' motivation is an essential predictor of using information and communication technologies (ICT) (Copriady, 2014).

When the analysis of the second sub-problem is examined, there is no meaningful difference between ICT use, e-learning self-confidence, attitude toward e-learning, need for e-learning training sub-dimensions and internal motivation, external motivation sub-dimensions, and teaching motivation in terms of gender. There is no significant difference according to faculty and the department they graduated. There is a meaningful difference in favor of those with 11-19 years of service in terms of ICT use, e-learning self-confidence. Self-directed learning and motivation toward e-learning are the strongest predictors of academic achievement (Dikbas Torun, 2020).

Keywords: e-learning, teaching-motivation, e-learning-readiness, readiness

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AN INVESTIGATION OF TEACHERS' VIEWS ON DISTANCE EDUCATION IN THE PANDEMIC PROCESS IN TERMS OF CLASSROOM MANAGEMENT

*Dr. Sevgi ERGÜVEN AKBULUT*¹ (Ministry of National Education, Turkey)

*Assoc. Prof. Dr. Fatma SADIK*² (Cukurova University, Turkey)

Problem Statement

Distance education has been used in our country since March 2020. Although distance education is advantageous in terms of flexibility in learning, affordability, access to more digital materials, reaching large masses (Eygü & Karaman, 2013, p.42; Galusha, 1998; Uşun, 2006), some problems have arisen with it as the deprivation of education by students who do not have access to technology, the need for support of students who have difficulties in learning, and problems with teachers' classroom management skills (Pelgrum, 2001).

It is necessary for academic success to make preparations before the lesson, which is one of the dimensions of classroom management, to apply different methods, techniques and activities during the lesson, to manage student behavior and to use time effectively (Çalık, 2012). However, conducting educational activities on the screen becomes difficult for primary school students due to their developmental period (Senemoğlu, 2013). In this case, teachers' classroom management skills come into prominence in order to achieve the purpose of teaching in distance education activities. However, teachers have problems in classroom management in face-to-face education (Akin, Yıldırım & Goodwin, 2016; Sadık & Akbulut, 2015; Segalo & Rambuda, 2018; Sieberer-Nagler, 2016; Sullivan, Johnson, Owens & Conway, 2014), it can be said that this is inevitable for distance education activities. When the literature was examined, it was seen that the studies in distance education in the country were generally carried out with undergraduate students or instructors (Bahçekapılı, 2015; Eygü & Karaman, 2013; Keskin & Özer Kaya, 2020; Tonbuluğlu, 2017; Yıldız, 2020, Yılmaz, 2020). No study has been found that examines distance education in the context of classroom management. There are few studies on this subject abroad (Balkin, Buckner, Swartz & Rao, 2005; Graziadei, Gallagher, Brown & Sasiadek, 1997). Based on all these, it is aimed to contribute to the literature by examining the opinions of classroom teachers on distance education during the pandemic process in the context of classroom management.

Method

In this study phenomenology, which is one of the qualitative research designs, was used. Classroom management was investigated as a phenomenon in the study. The study group of this research, which was carried out in Hatay, consisted of primary school teachers working in public schools. 15 primary school teachers participated in the study.

In this study, which was used interview method, 11 open-ended questions created by the researchers were used. Questions were prepared by examining the literature. Then, the opinions of the expert academic members were consulted. In accordance with suggestions made after examination, some of expressions of the questions were edited. Finally, pilot interview was conducted with three classroom teachers who were not take part in study group. In consequence of the pilot interviews it was decided that the study was applicable.

It was decided that face-to-face interviews would not be healthy due to the pandemic, interviews were

1 Correspond author's email address: sevgierguven@gmail.com

2 fsadik@cu.edu.tr

conducted online via the Zoom program on the days that participants were available. The interviews using the voice recorder were lasted approximately 19 - 41 minutes. The data gained were transcribed and analyzed by using content analysis that each question was independent from each other. In the analyses of the data, coding reliability was ensured and two researchers were decided together for final themes and codes. While presenting the findings, the opinions of the participants will be included.

Findings

Teachers carried out distance education in a prepared way, they applied various ways to motivate students and attract their attention. The environment where the students are in and some unexpected behaviours affected negatively the flowing of the course. The participants determined classroom rules to prevent them. The teachers have positively and negatively judgments about efficiency of the distance education. They have made suggestions for distance education to be more effectively.

Keywords: Classroom management, distance learning, primary school teacher

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SECONDARY SCHOOL STUDENTS' VIEWS ON DISTANCE LEARNING**Arş. Gör. Hamza KAYNAR¹****Doç. Dr. Ahmet KURNAZ²****Uzm. Öğrtm. Barış DOĞRUKÖK³****Öğrtm. Canan ŞENTÜRK BARIŞIK⁴****Problem statement**

Distance education is a learning process in which learners are distant from each other and learning resources in the context of time or space, and their interactions with each other and learning resources are based on distance communication systems (Simonson, 2006). Distance education is offered depending on the students' inability to attend school or their own preference of not going to school. Apart from this, there might be a need for distance education for compulsory reasons. The coronavirus (Covid-19) cases, which affected the whole world shortly after its emergence in the Far East, and the epidemic declared as a "pandemic" by the World Health Organization (WHO) in early 2019, caused disruptions and changes in almost every sector. According to estimates made by UNESCO, more than 1.5 billion students and 63 million educators were affected by the closure of schools in 188 countries which are affected by the epidemic (UNESCO, 2020).

In this process, distance education has become a necessity. Until today, distance education activities have been carried out in our country as well as all over the world. With distance education, being in a certain age range, being in a certain time period or not being obliged to being in a certain environment and developing technology encourages people to connect remotely (Arat & Bakan, 2011). As secondary school students have to receive distance education, students' attitudes and ideas towards distance education, the homeworks they face in the distance education process, their own competencies and their thoughts on the continuation of distance education process are wondered about. Determining whether factors such as gender, grade levels, report card grades, love towards school, school type, internet connection, access to EBA and hardware problems, the channel they follow distance education, the place they watch and the devices they use cause a difference in their perception of distance education, and understanding these differences is necessary for making future training activities more efficient and sustainable. This study is important in terms of revealing the students' views on distance learning during the COVID-19 outbreak and shedding light on future distance education practices.

The aim of this study is to determine the opinions of middle school students about distance education courses and practices applied in our country. In addition, it is aimed that the data to be collected about the opinions of the students will guide the future distance education applications. Depending on the purpose of the research, answers were sought for the following questions; what are the thoughts of secondary school students towards the continuation of distance education, what are their perceptions about themselves in distance education, what are their perceptions about teaching practices in distance education, what are the attitudes of secondary school students towards distance education, what are their perceptions about homework given in distance education.

1 hmkynr@gmail.com

2 ahkurnaz@hotmail.com

3 barisdogrkok@gmail.com

4 canansenturkbarisik@gmail.com

Method

This research use for Qualitative and quantitative research methods. The purpose of this pattern, which is a useful approach of mixed pattern quantitative and qualitative research patterns, is to make use of the advantages of qualitative and quantitative patterns to provide a detailed and comprehensive agreement (Balci, 2015; Mills & Gay, 2016). The study group of this research is for a total of 565 secondary school students, 296 girls, and 269 boys, in different provinces/districts due to coronavirus.

The study group was formed by convenient/accidental sampling from the non-random sampling method. It was collected by the researchers with the "Secondary School Students' Distance Learning Perceptions Scale" made by the research material. It is applied by a questionnaire over the internet with the individuals who make up the study group and collected by researchers. Descriptive operations (percentage, frequency, arithmetic mean, standard deviation) and normal distribution (t-test and one-way analysis of variance / ANOVA) were used in quantitative selection analysis.

The purpose of descriptive statistics is to understand the data, identify patterns and analysis, and use the results better (Gök vd., 2015). Also in this research, the provisions on distance learning have been tried to be put forward descriptively. In the calculation of the effect size of the descriptive values obtained, you think of Cohen's d value. The difference between the averages of the two events or groups is called the effect size. Accordingly, " $d \geq 1$ very big effect, 0.8 big effects, 0.5 medium effects, 0.2 small effects" criteria, effect sizes were interpreted. It is for qualitative analysis to explain the quantitative data of the research with qualitative findings. For this, research is included in the data collection tool.

Findings

According to the findings of the research, the student creates positive points for distance education according to the type of school they are studying, his love for the school, the channel they follow, having problems connecting to the internet, having problems entering the EBA system, the equipment they have, the place they watch the distance education and the continuation of the distance education process. It has been determined that it creates a meaningful difference. According to the qualitative results obtained through the research, students stated that face-to-face education is more beneficial than distance education, it is appropriate to the levels of the courses given, they can learn better with lesson repetitions, EBA TV / Application alone is not enough, and they receive feedback efficiently in live lessons. According to the data obtained from the research, students listen carefully to the lessons related to distance education, follow up regularly, make preparations regarding their needs (food, water, environment, etc.) before the lesson, take notes of the lectures, easily ask questions about the subjects taught, and shows that they know how to solve the problems they may encounter in the system. In addition, the students could not express a definite opinion on the importance of where the lesson was held, the adequacy of the course duration, and whether education would turn into a distance education system in the near future.

Keywords: Educational sciences, distance learning, pandemic, epidemic, EBA.

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OPINIONS OF GRADUATE STUDENTS ON THE CONTRIBUTION OF FACE-TO-FACE AND DISTANCE EDUCATION APPLICATIONS

*Afife Büşra YILDIRIM*¹ (Burdur Mehmet Akif Ersoy University, Master Student-Turkey)

*Doç. Dr. Kenan DEMİR*² (Burdur Mehmet Akif Ersoy University, Faculty of Education-Turkey)

Problem statement

In this study, it was aimed to determine the contribution of the post-graduate courses conducted face-to-face and later with distance education during the pandemic process according to the students' views.

The coronavirus epidemic that started in China has turned into a pandemic that affects the whole world in a few weeks (WHO, 2020). Turkey as well as in many countries as a result of the pandemic has been forced to make quick decisions in the field of education.

Education and training activities carried out in face-to-face schools before the epidemic continued remotely as of March 26, 2020. Then, with the decision of the universities in the fall semester, it was decided that the graduate education (master's degree, doctorate) will be carried out face-to-face again (YÖK, 2020).

Distance education is a system that continues within the framework of lifelong learning and produces permanent solutions. It would be more correct to call this system "emergency remote education (ERE)", which started suddenly during the pandemic process and continued without preparation. ERE produces temporary solutions for the needs and returns to previous education forms when crisis conditions are over. With this application, online distance education is no longer a choice but a necessity. The shortcomings of this practice, which was started and carried out unprepared in every respect, should not be attributed to distance education (Bozkurt, 2020; Bozkurt and Sharma, 2020; Hodges et al., 2020,).

Method

In this study, the first 5 weeks of the graduate courses in the fall semester of the 2020-2021 academic year were conducted face-to-face and then remotely online. The views of the students regarding the administration of master's courses in two different ways were determined by a case study from qualitative research designs. The study group was determined from the purposeful sampling principles on the basis of easy access and volunteerism. 9 students, 3 male and 6 females, who graduate from the department of education programs and instruction, formed the study group. 2 of these participants are students, 7 work as teachers or administrators in schools.

Findings

Within the framework of the limitations stated above, the qualitative data of the study was not structured, and an opinion form consisting of open-ended questions was obtained. The contribution of these two different teaching practices to their "learning", "responsibilities", "personal characteristics", "teaching profession skills" was asked with this form, which was prepared in line with expert opinions. Participants' opinions were

1 busrayildirim32@hotmail.com

2 kenandemirfe@gmail.com

first received in writing, and then an individual interview was conducted to collect data for the compilation. Qualitative data obtained through written and individual interviews were examined separately by content analysis. In this analysis, each sentence and word were examined in detail, and then codes were created by combining them with the same purpose or common sense. These determined codes are grouped under the themes of “learning”, “personal qualifications” and “professional skills”. With the analysis of the data, graduate students stated that they achieved permanent learning with the activities used in the face-to-face education process. The students stated that face-to-face education is more effective in providing effective communication and socialization than distance education.

In addition, these students stated that face-to-face education is better in terms of preparing an effective teaching-learning environment, making lesson plans, and learning to use teaching methods-techniques. They stated that distance education is better in subjects such as repeating the course, using digital materials, ensuring learner autonomy, and contributing to the independence of time and space.

Again, as a result of the analysis of the data, it was determined that the graduate students preferred face-to-face education due to better permanent learning, interaction and socialization during their teaching process.

Key Words: Distance Learning, Graduate, Educational Programs and Training

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AN EVALUATION OF DISTANCE POSTGRADUATE EDUCATION: STUDENTS' VIEWS

Memet KARAKUŞ (Çukurova University Faculty of Education, Turkey)

Buket TURHAN TÜRKKAN¹ (Çukurova University Faculty of Education, Turkey)

Problem Statement

One of the most important areas affected by the Covid-19 pandemic is education. Due to the pandemic, education at all levels has been moved to online environments and distance education has become the center of education at an unexpected speed. Before the pandemic, distance education at higher education levels in Turkey, associate, bachelor completion, graduate education program supported by internet were conducted at the level of undergraduate and graduate programs (Akdemir, 2011). With the pandemic, a compulsory transition to distance education was made at postgraduate level, along with all levels of education. Although distance education was started to be implemented as a solution for disrupted education and teaching activities during the pandemic period, various problems were encountered. Some higher education institutions were able to be more efficient in this process as they had the necessary substructure, but some higher education institutions had encountered problems as they transferred to distance education without preparation (Durak, Çankaya & İzmirli, 2020). In Covid-19 pandemic, quarantine processes caused significant disruptions in academic activities and in this context, although a significant part of the students were using digital platforms for learning, most of the students encountered big challenges in online studies (Kapasias, Paul, Roy, et al., 2020). A lot of research has been conducted to solve these problems. In a study, it was determined that students preferred face-to-face education instead of distance education, as well as they adapted to new e-learning habits (Azlan, Wong, Tan, et.al., 2020). In a study conducted on distance education, it was determined that there were problems such as deficiencies in internet connection, lack of tools such as computers and smart phones, low motivation of students while attending to the lesson, asynchronous conduct of the lessons, unqualified teaching design, unwillingness and inadequacy of the instructors (Eroğlu & Kalaycı, 2020). In addition to the problems encountered in this process, distance instruction of courses, especially at postgraduate level, has also provided advantages for students. In this context, in a study, it has been determined that there are such advantages such as the elimination of physical preparation for courses, accessibility of course records and materials, acceleration of communication with instructors, being economical in terms of time-money-effort, providing effective feedback to teaching tasks, providing ease of access to resources, opportunity to participate in online trainings (Genç, Engin & Yardım, 2020). Regardless of the pandemic, it can be an opportunity for people who do their postgraduate education in a city far from the city where they work, to attend distance education in terms of distance, transportation difficulties, high cost and time spent on the road. In this respect, this advantage of distance education can create an important opportunity for students who are deprived of lifelong learning processes, especially for students who work outside the university and continue their postgraduate education in a different city.

In addition to these problems, solution applications and advantages, it is also thought that e-learning will prevail in the education of the future and that hybrid education models in which face-to-face lessons and online lessons are carried out together will take place effectively (Azlan, Wong, Tan, et.al., 2020). It is stated

1 bturhan@cu.edu.tr

that face-to-face education practices, which are re-organized as blended with distance education, are the most important investment for universities in the future (Eroğlu & Kalaycı, 2020). In this context, it is argued that face-to-face education will be supported by distance education practices in educational practices when the pandemic is over. It is deemed necessary for higher education institutions to solve the problems in this regard and make improvements for these possible applications in education.

Based on these views, it is important to evaluate and comprehensively examine distance education applications in terms of postgraduate education under current conditions in terms of guiding future applications. It will be useful to start this assessment with the students and then examine it in terms of faculty members and other stakeholders. In this direction, it was aimed to determine the opinions of the students about the distance postgraduate education processes in this study.

Method

The research is a survey study conducted in a qualitative context. Since this study aims to determine the views of postgraduate students about the distance teaching of courses, it is a survey research. Participants of the study were determined using the convenience sampling method. The participants of the research are postgraduate students who are studying in a state university in the south of Turkey in the Department of Curriculum and Instruction. The research data were collected through a written opinion form developed by the researchers and consisting of open-ended questions. While creating the form, views of two Curriculum and Instruction experts were received. Informed consents of the participants were obtained before the research data were collected. The analysis of the data was carried out by inductive content analysis. For the reliability of the analysis, the peer examination method has been taken into consideration.

Findings

The results of the research are discussed under the themes of views on the learning-teaching process, views on measurement and evaluation, views on communication and interaction with the instructors, views on communication and interaction with the other students taking the course, views on the technology used in the distance education process, the advantages of distance education, the disadvantages of distance education, the effect of distance education on lifelong learning, the comparison of distance education and face-to-face education, and suggestions for the development of distance education. In line with the results of the research, suggestions for the application and future research are presented.

Keywords: Distance education, postgraduate education, postgraduate students.

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OPINIONS OF TEACHERS CANDIDATES REGARDING SYNCHRONOUS DISTANCE EDUCATION DURING THE PANDEMIC PERIOD

Dr. Güler GÖÇEN KABARAN¹ (Muğla Sıtkı Koçman University, Faculty of Education, Turkey)

Problem statement

Although having been in the education system for many years, distance education has started to be used more widely with the development of technology. Distance education, which can be preferred to support formal education, is also used when face-to-face education cannot be made due to force majeure. In the face of the pandemic being fought globally and spreading rapidly across the world, some disruptions have been experienced in education and training activities (Karatepe, Küçükgençay & Peker, 2020). Many countries such as USA, Italy, Spain, France, Korea, Turkey and Germany had no option but interrupting their face-to-face educational practices due to Coronavirus (Covid-19) pandemic. At the global level, open and distance education applications have come to the fore as a basic learning resource solution in the face of the failure to implement formal education practices (Can, 2020). It can be said that using distance education applications during the pandemic process prevents interruption of education.

Distance education is defined as a system in which educational activities are carried out thanks to technology, without the need for students and teachers to be in the same environment (İşman, 2011). Distance education can be carried out in different ways. Generally, synchronous and asynchronous applications are used in this process. In synchronous education, there is a bilateral communication where students and teachers interact with each other simultaneously in different places, while in asynchronous education, the documents required for the course are shared with the student on the internet, regardless of place and time (Yorgancı, 2015). In this context, it can be stated that there is more interaction between learner and trainer in synchronous education.

In the relevant literature, there are studies in which views on synchronous distance education are determined. In the studies, it was determined that students had problems with internet access, did not know the hours of virtual lessons, the time of the lessons was not appropriate, there were technical problems during the entrance to the lessons, there was a communication gap with the instructor, and they had hardware problems (Kırmacı & Acar, 2018; Öztaş & Kılıç, 2017). Although there are studies on synchronous distance education, it can be said that there are not many studies to determine the views on synchronous distance education during the pandemic period. In this context, it is thought that the research will contribute to the literature.

Method

The study uses case study design as a qualitative research methodology. The most basic feature of the case study is the in-depth investigation of one or a few cases (Yıldırım & Şimşek, 2005). It is a qualitative approach in which the case study is examined in depth with data collection tools such as observation, interview, and documents in one or a few situations limited in a certain period of time and the themes related to this situation are defined (Creswell, 2007). In the study, the opinions of teacher candidates about synchronous distance

1 gulergocen@mu.edu.tr

education were examined. The study group of the research consists of teacher candidates studying at a state university. Criterion sampling method, one of the purposeful sampling methods, was used in determining the study group. In determining the study group, the criterion was students' participation in synchronous distance education for at least one semester. In addition, teacher candidates who volunteered for the study were included in the study. An open-ended opinion form prepared by the researcher was used to obtain data. Expert opinion was taken while preparing the form, and six open-ended questions were included in the final form. Data collection was done online. Analysis of the research data is ongoing and descriptive analysis is performed for analysis.

Findings

The analysis of the obtained data continues. However, the expected results are that the teacher candidates express their positive and negative opinions about synchronous distance education. Such results are thought to emerge as a result of candidate teachers' experience of synchronous distance education. It is expected that the teacher candidates will state the problems they experience in the synchronous distance education process and such problems will be stated as an outcome of personal, technical, instructor and other reasons. It is thought that candidate teachers mostly view synchronous distance education more positively than asynchronous education because of the greater interaction in distance education. It is thought that candidate teachers will bring suggestions to make synchronous distance education more effective as a result of their experience. By expressing their opinions about the positive and negative aspects of the measurement and evaluation practices carried out in synchronous distance education, the applications preferred by the teacher candidates in this context will also be included in the research findings. As a result of the research findings, it is predicted that the opinions of the teacher candidates regarding the synchronous distance education they have experienced will come out comprehensively. In this context, it can be said that the results of the research will contribute to the literature and suggestions for synchronous distance education will be developed.

Key Words: Distance education, teacher candidate, synchronous education.

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OVERVIEW OF DISTANCE EDUCATION RESEARCHES PUBLISHED IN INTERNATIONAL JOURNALS: A BIBLIOMETRIC ANALYSIS

Dr. Vildan DONMUŞ KAYA¹ (Firat University, Faculty of Education, Elazığ, Turkey)

Problem Statement

Distance education has taken its place in education life with the facilitating factors it has provided for many years. However, the Covid-19 process, which made its impact felt all over the world, made distance education come to the fore as an emergency solution. Therefore, it has been observed that distance education studies are spread over a wide range in many countries. In this context, discussions on the content, purpose, and scope of distance education studies are important in terms of revealing the current status of these studies and making predictions for the future. This is possible by examining key concepts and sources that are frequently used in relevant research (Pring, 2013). This can only be done by bibliometric analysis. Considering the literature, there are bibliometric studies conducted in the field of education (Chen et al., 2019; Gülmez, Özteke & Gümüş, 2020; Gümüş et al., 2019; Kutluca & Demirkol, 2016; Jimoh, Eshiemokhai & Hambali, 2014; Özkaya, 2019; Selvitopu, Kaya & Taş, 2018; Shen & Ho, 2020; Sökmen & Nalçacı, 2020; Şeref & Karagöz, 2019). However, it is drawn attention that it is limited in the number of publications. In this context, the present study aims to reveal the general situation of distance education research published in international indexes (WoS) educational journals with the help of descriptive analyzes and basic bibliometric analyzes. While the distribution of the relevant publications according to the publication years and journals they were published in were examined, according to the citation rankings of the journals, authors, institutions, and articles, too. In addition, it has been tried to reveal what kind of structure the studies reveal about the common word network.

Method

Relevant publications in the research were analyzed using the bibliometric analysis method. The bibliometric method becoming widespread in various disciplines to show the changes, and development in science by revealing the quantitative analysis of scientific publications (Koza Çiftçi et al., 2016), to analyze the links of any study with other studies (Zupic & Cater, 2015), and to reveal general trends in any subject or field is used. In determining the studies to be included in the analysis, the criteria are that the publication is education-oriented, the publication is in the category of research, compilation or early appearance, and indexing in SSCI, SCI-Expanded, and AHCI. After these criteria, 1384 studies were included in the data set. In the analysis of the articles, descriptive analysis and bibliometric analysis methods, citation analysis, and co-word analysis were used.

Findings

According to the analysis made based on the citations of the articles included in the analysis on WoS, it is seen that distance education studies were started to have studied in 1997 and reached the maximum level in 2009. Especially in 2019 and 2020, it is noteworthy that there is a serious intensity in the number of

1 Correspond author's email adress. vildandnms@gmail.com

studies. In terms of journals where publications were published, it is seen that 276 studies were published in the "Computers and Education" journal. Also, this journal comes to the fore in the mentioned. According to the countries, it was seen that there are 408 articles in the United States of America and this number was considerably higher than the publications in other countries. In terms of productive authors "John T. E Richardson, Olaf Zawacki-Richter and Jon Baggaley" came to the fore. In the citations ranking, Robert M Bernard, Eugene Borokhovski, Rana M. Tamim, Philip C. Abrami, and R.M Bernard's articles have been cited over 500. In addition, author "Aras Bozkurt" who originated from Turkey who works in distance education was included in the list because of both the number of articles and the number of citations. According to the productive organizations, "Open University", "Athabasca University" and "Concordia University" came to the fore. When the most cited articles were examined, it was seen that some of them are about e-learning and some of them are about m-learning. The concepts that became apparent in the clusters that emerged from the co-word analysis were professional development, engagement, digital, teaching with tools, interaction, video conferencing, instructional design, tele-learning environment, and open education. It is recommended that more detailed reviews of specific fields or subjects identified in this study should be carried out by field experts.

Key words: Distance education research, Remote education research, Bibliometric, Citation analysis, Co-word analysis

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REFLECTIONS OF 7th GRADE STUDENTS' TECHNOLOGY USE ON EDUCATION DURING THE COVID-19 PANDEMIC PROCESS

Kübra ÖZDEMİR¹ (Yıldız Technical University, Turkey)

Prof. Dr. Mehmet GÜROL (Yıldız Technical University, Turkey)

Problem statement

Technology is a process in which tools, structures, or systems are developed and changed to meet people's demands and needs. As a result of this development and change, change in the learning and teaching process has also been inevitable. With the development of technology and the spread of its use, various media and technologies such as computers, smartphones, the internet, interactive social media platforms offered by the internet and video games are included in our lives (Tang and Patrick, 2018). In this period when information and communication technologies are advancing rapidly, there are some characteristics of the new generation that differ from the previous generation. Born into the digital age, this generation lives by using and surrounded by computers, video games, mobile phones and other tools of the digital age (Prensky, 2001). Günlü and Ceyhan (2017) found that adolescents often use mobile phones, computers and portable computers, especially when connecting to the internet. In addition to technological tools, the colorful internet world that technology brings to us is also an area where students actively spend time. Actually, the fact that technology has penetrated into all areas causes it to become a need over time. In this context, the Covid-19 pandemic, which started at the end of 2019, affects the whole world in socio-cultural, political and economic dimensions. During this process, it was observed that the existing educational systems in the world and in Turkey were unprepared to ensure the continuity of education in all conditions, and that learners were physically separated from their schools, teachers and other learners (Bozkurt, 2020). Along with curfews, solutions based on online technologies have been offered to students within the scope of emergency distance education (Bozkurt, 2020). As an example of the common use of technology, an increase in students' use of media and technology was observed along with the use of learning management systems, live lesson tools, or the use of environments that can only be accessed by computer (Almaiah, Al-Khasawneh & Althunibat, 2020). Media use, on the other hand, has an important place for young people's social, emotional and cognitive development, and young people spend most of their time with these tools (Rideout et al., 2010). As a result, it is aimed to investigate students' views on the use of technology.

Method

This research was conducted to determine the effects of technology use on education of 7th grade students during the Covid-19 pandemic. In this research, the case study pattern was used from qualitative research patterns. Case study research is a qualitative research pattern that involves the discovery of one or more situations within a restricted system of a subject being investigated (Creswell, 2007). In the study, "purposeful sampling method" was used and participants were selected from a secondary school with a foreign language class in the Marmara Region. The study group consists of a total of 25 people including 5 secondary school teachers, 9 parents and 11 students. In the research, semi-structured interview form was used as data collection tool and in-depth interview technique was used as data collection method. Interviews are an effective method

1 kubraozdemir3@gmail.com

of data collection in cases where participants' ideas on the subject and their understanding of events are trying to be discovered (Berg, Lune 2016). Before the start of the negotiations, three experts were consulted on the interview protocol. After the conclusion of the expert opinion, the pilot interview was conducted with the final version of the interview. Prior to the interview, oral and written permissions of each participant were obtained. The data obtained in the interviews were written by the researcher himself and analyzed by the researcher. Analysis of the data is still ongoing. Content analysis method was used in data analysis process. In this context, first the codes were reached, and then themes were reached.

Findings

Analysis of the research is ongoing. Although clear findings cannot be stated, active use of technology in the pandemic process appears to increase students' technology literacy. It is observed that students stay in front of the screen for at least 7-8 and 12-13 hours per day in this process. It is stated that students who have extended screen time have complaints such as technology addiction, muscle aches and eye novices. The participating parents noted that male students in particular are addicted to online games in the process and prefer virtual friends rather than communicating with real friends. In this process, it is concluded that students become more individual by moving away from their families, enjoy being alone and become introverted. In the online education process, the use of technology in explaining abstract concepts in field courses such as Science, Social Studies, seems to make these courses easy to understand. In this context, the benefits of integrating technology into courses are mentioned. The findings of the research are expected to contribute to the field.

Keywords: Covid-19, technology using, middle school

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ENGLISH LANGUAGE TEACHING ON SCREENS: A SINGLE CASE STUDY

Zuhal NAS DEMİR¹ (Aydın Adnan Menderes University Faculty of Education, Department of Educational Sciences, Curriculum & Instruction Division)

Problem Statement

Face-to-face education is a world-generally adopted form of education, as well as its positive impact on students is too much to ignore (Çiğlik ve Bayrak, 2015). However, environmental factors, extraordinary situations and natural disasters can disrupt education in schools. In these cases, education can be suspended and can be presented to students under different conditions.

The pandemic has had great effects in our country as it has been effective all over the world. The education sector has been the most affected area after the health sector and schools have been given mandatory break with the pandemic in our country only for a week. As schools, education continued remotely. All courses were remote via the platform of Zoom mostly or the platforms that the school decided on. Distance education was initiated at all levels of education. The English course is transferred to the student with techniques based on four skills. Both students and teachers had to deal with this distance learning program which they had no previous experience with. In this case, it is aimed to explain the functioning of English lesson on a remote platform and the difficulties and teaching techniques that teachers have when transferring these skills in the primary-secondary school distance education course.

The main purpose of this study is to examine English teachers' views on their remote teaching process in the Pandemic. For this purpose, sub-purposes were examined as follows

- English teachers' views on online teaching experience and their adaptation process
- English teachers' perceptions of their remote teaching process, platform preference, and satisfaction level in pandemic.
- English teachers' views on their planning policy of online courses and their thoughts of teaching experiences in pandemic.
- Teachers' views on technical problems they have encountered during teaching in pandemic.
- Teachers views on effectiveness of developing four basic language skills during English lessons.
- Teachers' perceptions on how students' English skills differentiated in terms of their parents' English skills levels.

answers for these questions have been examined.

Method

In this study, a descriptive study was used from qualitative research methods. The same questions were directed to primary and secondary school teachers and the intertwined status pattern was used. There is more than one analysis unit in a single case pattern. In this study, 9 English as a foreign language teachers working in a private school in Aydın center were interviewed. Support was received from the literature when creating the semi-structured interview form. When creating a semi-structured interview form, literature was reviewed and 14 questions were prepared to be directed to the teachers by creating a general framework. (3 questions

of demographic information and 11 questions are open-ended questions). Due to the pandemic process, the negotiations were planned on the appropriate hours and days via zoom platform. After the expert approval for prepared questions was submitted and arrangements were made, one pilot interview was carried out and then the interviews continued with all participants. Before starting the interview, the purpose of the interview was explicitly explained to the participants. The interviews lasted in an average range of 30-45 minutes and transcribed as raw data within 3 days at the latest following the interview.

Findings

In general, most teachers have expressed different teaching methods and techniques than usual for the first time. In our study, it was stated that no teacher had experienced such an educational process before and they all had to adapt to the technological part of the work quickly. It has been said that the school determined the platform to be taught during online education, which was difficult for teachers at first, but then it became habited with continuous use. In particular, it has been stated that private schools continued with a program close to the original school program. In this study, teachers expressed that the school administration decided within the framework of the preparation of the English course programs so it has been indicated that teachers' class hours in front of the screen were not taken into account. In addition, it is stated that many factors such as the attention time of the age group entered by the teachers, the duration of the course, the suitability of the environment in which the course is listened to and the time it is screened should be taken into consideration to make lessons more affective. That the development of speech skills is the correct ratio between the camera and microphone and the desire to attend the class; the ability to write is said to be very difficult to develop in front of the screen for students.

Key words: Remote teaching, English Language Teaching, qualitative study, Covid Pandemic.

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INVESTIGATION OF GRADUATE THESIS MADE TOWARDS DISTANCE EDUCATION IN TURKEY

*Yunus Emre ÇİFTÇİ*¹ (Ministry of National Education & Dicle University, Turkey)

*İlhami BULUT*² (Dicle University Ziya Gökalp Faculty of Education, Turkey)

Problem statement

Today, we can say that information is gaining more and more importance and there is a very rapid transition from the industrial society to the information society. As we progress towards becoming an information society, the importance of easy access to information and access to educational opportunities for everybody are getting more and more important. Especially with information technologies, individuals can benefit from educational opportunities regardless of time and place. The widespread use of the Internet on a global scale both facilitated access to information and enabled individuals to benefit more from education (Ergüney, 2015). Distance education, under the supervision of an institutional mechanism, is the social interaction of students and teachers with each other by providing the most appropriate of today's technologies to the use of teaching-learning methods, techniques and strategies, independently of time and place, and also involving the individual needs of students. It is the realization of mass education in a caring way (Karataş, Karataş & Kaya, 2012).

With the examinations of the theses about distance education, the problem statement, the logical basis of the research, the questions and hypotheses, the choice of tools and methods, etc. it is thought that determination of such matters will contribute to the field. The purpose of this study is to determine how the postgraduate theses on distance education are distributed according to some variables (year, gender, type, university, research methods, research design, sample population, measurement tools and data analysis techniques).

Method

In this study, document analysis technique, one of the qualitative research methods, was used. Document review covers the examination of written materials containing information about the situation or situations that are desired to be investigated (Yıldırım & Şimşek, 2013). Document review includes the stages of finding resources, reading, taking notes and evaluating in line with the objectives of the research (Karasar, 2015). The research data were analyzed by content analysis.

The research was limited to the master's and doctoral theses related to distance education in the education and training subject area in the database of YÖK's national thesis center and whose language is Turkish. The thesis title, language and subject were searched through the database of the national thesis center, and 102 theses, which are open to access, related to education, covering the years 1999-2020, were included in the research scope.

1 emre1988.ye@gmail.com

2 ibulut@dicle.edu.tr

Findings

According to the results of the research, it was determined that men write more thesis than women on distance education. In the research, it was determined that the most thesis studies on distance education between 1999-2020 were conducted in 2019. In the research, it was found that master thesis studies are more than doctorate. It has been determined that most postgraduate thesis studies on distance education are conducted at Anadolu University. Quantitative research methods were preferred in most of the dissertations on distance education. It can be said that the application process does not take much time, the data collection techniques used can reach a wider audience, and they are more efficient in terms of time and cost are effective in the number of quantitative researches (Göktaş et al., 2012). In the research, it was seen that the experimental design was preferred more in theses where quantitative methods were used, screening in theses where qualitative methods were used, and case and mixed methods were used in theses. In theses, it has been determined that the sample population is mostly composed of undergraduate and associate degree students. It has been determined that generally scale and questionnaire are used as data collection tools. The fact that questionnaires and scales are preferred more in educational research are especially effective due to their low cost and their easy and fast application (Varışoğlu, Şahin & Göktaş, 2013). In the analysis of the data, generally t-test, content analysis and Anova test were used. The fact that t-test and Anova tests were used extensively while analyzing the data indicates that comparative analysis was done too much. Among the reasons for using these analyzes, it can be said that among the variables, the characteristics of the examined variables are arranged in a less and easier way to explain and that they can be interpreted more easily (Selçuk et al., 2014). Content analysis was preferred more in qualitative data analysis.

Key words: Distance Education, Distance Education Theses, Document Review.

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TEACHING ENGLISH THROUGH DISTANCE EDUCATION: IS IT AN OPPORTUNITY OR A THREAT?

R. Meltem ÜNAL (MA Student., Muğla Sıtkı Koçman University, Turkey)

Necila EKİNCİ¹ (Assoc. Prof., Muğla Sıtkı Koçman University, Turkey)

Problem statement

Various changes and transformations have been realized in the world order to reduce the spread of the Covid-19 epidemic. One of the areas directly affected by this process has been education. After announcing the first Covid-19 case in Turkey, face to face education was suspended on March 13, 2020 and it was decided to start the distance education on March 23, 2020 (MoNE, 2020). The distance education process was started with EBA TV (Education Informatics Network TV) and later via EBA, online courses were gradually started with especially the students who were in the exam year in all primary and secondary school levels. With this rapid change, a total of 167,548,765 online courses were held from March 23, 2020 to January 22, 2021 (MoNE, 2021). This rapid transformation is called as emergency distance education in literature. Emergency distance education is defined as the temporary replacement of formal educational activities with alternatives due to crises (Hodges, Moore, Lockee, Trust and Bond, 2020). The aim here is to continue the educational activities without interrupting.

There are fine details that distinguish the concepts of emergency distance education and distance education from each other. While emergency distance education is a necessity to meet the educational needs temporarily during crisis period, distance education is an option. Distance education aims to ensure the continuity of a planned and systematic education in addition to underlining the physical, interactional, psychological distance based on theoretical foundations (Bozkurt and Sharma, 2020; Bozkurt et al., 2020).

Distance education has been supported by communication tools such as letters, radio, television, and telephone as well as printed materials since the 18th century. Thanks to the developing technology, the educational environments move away from one dimension providing education on the internet. It is seen among the advantages of distance education that this process can be shaped according to the needs and it provides two-way communication by enriching the process.

It is also important for foreign language education not to interrupt the education of individuals who have to keep up with the century they live in. Many countries take advantage of distance education around the world. With the epidemic in Turkey, this situation takes place the access to the synchronous virtual classroom environments via EBA by a rapid adaptation in primary and secondary schools. It can provide interaction (audio, video and written) by transferring the opportunities of the traditional classroom environment to the online classroom. In the relevant literature, there are many studies examining the positive and negative aspects of the distance foreign language teaching from different perspectives. They show that it is possible to create a successful distance learning environment with the combination of modern technology and pedagogical understanding (Trajanovic, Domazet and Misić-Ilić, 2007). Ministry of National Education Directorate General for Teacher Training and Development organizes in-service training to support English teacher and inform them about innovative approaches that can be used in English lessons in distance education. In this sense, it is given importance to improve English teacher's digital competencies and increase the effectiveness and efficiency of the lessons.

1 nekinci@mu.edu.tr

With the experiences gained during pandemic process, it is predicted that the understanding of education will change in coming years towards models such as flipped classroom, blended education and hybrid education. The purpose of this study is to determine what opportunities or threats English language teaching through distance education has brought about so far with regard to English teachers' experiences. Within this context, the study is expected to determine the advantages and disadvantages of English language teaching through distance education and to contribute into its assessment and improvement.

Method

The research is a case study designed as a qualitative research. The research was designed as a case study because it aims to get the experiences of lower secondary school English teachers about their teaching English courses through distance education during the epidemic process.

The study group consists of English teachers who conducted their courses through distance education at lower secondary school in the fall semester of 2020-2021 academic year. In specifying the study group, easily accessible convenience sampling which is one of the purposeful sampling methods will be employed. The research is planned to be carried out with English teachers who voluntarily agree to participate in the study.

In the research, a semi-structured interview form, which will be developed by the researchers, will be used as a data collection tool. The basic framework is planned to be based on the main topics of planning, implementation and evaluation of the course in the process of developing the data collection tool. The draft version of the assessment tool will be submitted to expert opinion and will be formed according to the received feedback. Then a preliminary interview will be made with two English teachers. These interviews will not be included in the data analysis process of the research.

In the analysis of the data obtained from the research, content analysis method will be used. The data will be transferred into the computer environment, encoded, and presented under specified themes.

To establish the credibility of the research, the reliability calculation between coders will also be made and supported by direct quotations from the opinions of the participants in the presentation of findings.

Findings

In the research, it is expected that conducting English courses through distance education will reveal possible results regarding opportunities such as methods and techniques, material use and evaluation as well as problems arising from infrastructure.

Key words: Teaching English, distance education, teacher's opinions, and pandemic.

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THE OPINIONS OF PRIVATE EDUCATION COURSE'S STUDENTS ON DISTANCE EDUCATION PRACTICES IN THE COVID-19 PANDEMIC PROCESS

*Esra Cesur ÖZKARA*¹ (Mersin University Doktrorate Student, Turkey)

Problem Statement

Distance education practices is included in for many years in Turkey. It is stated that the first distance education practice was carried out through letter learning to bank employees in 1956 (Bozkurt, 2017). Distance education is defined as an education model that is carried out through letter or information communication technologies in which students and teachers are not in the same place (İşman, 2008). Nowadays, distance education practices have become preferred at various graduats of the education system with the developing technology. Due to the impact of the Covid-19 pandemic process and termination of face-to-face training, distance education has become an obligation, not a choice (Demir & Özdaş, 2020; Sayan, 2020). In many countries, due to the Covid-19 Pandemic, travel bans, social isolation, reduction of interaction in public areas, quarantine, etc. measures have been taken. Social activities in China, Italy, Spain, UK etc. have been postponed, Social activities have been postponed, home work has been made compulsory and the education system is also suspended (Yip & Chau, 2020). Alternatively, distance education has been passed instead of face-to-face education (Hebebcı, Bertiz & Alan, 2020). After the pandemic, for increase the effectiveness of the distance education system and system of K12 (elementary, middle, high school) in Turkey, The infrastructure of Information Technology Network in Training (EBA) has been strengthened, TRT has been collaboration and psychosocial support system has been established (Özer, 2020). Distance education practices have advantages and disadvantages. Eliminating the time and place limit, providing lifelong learning opportunities and low cost compared to formal education (Kocayığıt & Uşun, 2020) are considered as advantages. Difficulty in technological infrastructure and accessing digital opportunities are disadvantages that negatively affect the inclusiveness of distance training (Saltürk & Güngör, 2020). According to a different opinion, in a pre-pandemic study, it was stated that distance education practices at higher education level are more effective, low-cost, and inclusive than traditional face-to-face education (Lei & Gupta, 2010). Studies have been conducted on stakeholder views on distance education at different levels of the education system from primary education to higher education (Demir & Özdaş, 2020; Kocayığıt & Uşun, 2020; Saltürk & Güngör, 2020; Sayan, 2020).

Method

In this study, it was aimed to examine the opinions of higher education graduate students on distance education in a private education course in Mersin who switched to the distance education system due to the pandemic process. For this aim, the following sub-problems have been created:

1. How are distance education practices evaluated according to students' opinions?
2. What are the positive aspects of distance education practices according to students' opinions?
3. What are the negative aspects of distance education practices according to students' opinions?

1 esrasesur@gmail.com

The fact that there is no study about distance education practices in private education courses due to the pandemic process in the literature because of this study is important. In this study, a qualitative research method was used and the research was designed with a phenomenological approach. In the phenomenological design, individuals' perception of a phenomenon and the meanings attributed to the phenomenon emerge (Yıldırım & Şimşek, 2008). Typical case sampling was preferred among the sampling methods in the study. In typical case sampling, "If the researcher wants to introduce a new application or an innovation, she/he can identify one or a few of the most typical situations in which this application is performed or an innovation is done and study them" (Yıldırım & Şimşek, 2008: 110). After higher education graduation, many private education institutions that apply an exam preparation course program are available in Mersin. One of these institutions was determined by the researchers as a typical case sample. The number of participants voluntarily participating in the research is 77. A semi-structured interview form was created by the researchers, and the interviews that made with the participants were carried out using the Adobe Connect program within the framework of the pandemic rules.

Findings

As a result of the research, according to the opinions of the participants, the positive aspects of the distance education system are that it provides freedom of time and place, provides the advantage of repeating the lessons (thanks to its recording feature), and provides faster teacher-student communication. The negative aspects of distance education are the lack of focus, communication, and lack of feedback due to technical infrastructure and access problems, poor learning permanence in numerical based courses, poor academic-social support, domestic factors causing focusing problems, and inadequacy in teachers' use of technology-supported educational materials (smart boards. etc.).

Keywords: Distance education, Covid-19 pandemic process, student opinions, higher education graduated.

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EXAMINING STUDENTS' READINESS LEVELS IN ONLINE LEARNING IN TERMS OF VARIOUS VARIABLES

*Ferhat BAHÇECİ*¹ (Firat University, Turkey)

Tuğba TÜMEN (Firat University, Turkey)

Problem Statement

In the study, the level of online learning readiness of university students was examined according to demographic characteristics such as gender, department of education, frequency of computer use and online usage time. Based on the survey model, the study was conducted with 150 students studying at a state university. In order to reveal students' readiness for online lessons, the Turkish version of the Online Learning Readiness Scale developed by Hung, Chou, Chen and Own (2010) was used. The scale, whose validity and reliability was determined, consists of 18 items and five different sub-dimensions. In the analysis of demographic questions, after it was determined that the data were compatible with the normality assumption, t test and ANOVA were used. It was observed that the analysis of the questions related to the department and gender from the demographic questions were significant. As a result of the reliability analysis of the study, the Cronbach Alpha value was calculated as 0.874.

The developments in science and technology have made a difference in the presentation of the courses in the higher education system as in every level of education, and distance education applications have become used in every course in universities. Online learning, or e-learning, provides flexibility and diversity to students throughout the learning process. Readiness of students ensures the progress of online learning (Hukle, 2009). Therefore, the readiness of students should be evaluated before the process in order for online learning to be successful (So & Swatman, 2006).

Borotis and Poulymenakou (2004) defined readiness for online learning as "being mentally and physically prepared for some online learning experiences and actions". Adequate readiness of students is important in the design and implementation of online learning (Ilgaz & Gülbahar, 2015; Hukle, 2009). Therefore, evaluating students' readiness as well as their satisfaction with online courses is a necessary for online learning to be successful (Gülbahar, 2012; Kaur & Abas, 2004; So & Swatman, 2006). Every institution that will engage in distance education activities must emphasize the readiness of their students and trainers, even if their infrastructure is ready. In addition, in order for students to enjoy the benefits of online learning, they must have certain technical skills and be ready to learn online. Online communication is important in the online learning process. Online communication self-efficacy of individuals should be considered in order to eliminate the limitations related to online learning. For this reason, online communication self-efficacy should be considered as a dimension of online learning readiness. E-learning, which can take place in different educational environments, with or without an instructor, at different learning levels and ages, with different technologies, various teaching methods and approaches (Simonson, Smaldino, Albright, & Zvacek, 2003), is "conducting teaching activities in electronic environments." or transfer of knowledge and skills through up-to-date technologies".

Aim of the study: The aim of this study is to seek answers to the following questions:

1 ferhatbahceci@hotmail.com

1. What is the readiness level of associate degree students for online courses?
2. Does associate degree students' gender, department they study, frequency of computer use, online usage time make a difference in their online course preparation levels?

Method

This research, carried out in a state university, was conducted based on the descriptive survey model. The Readiness for Online Learning Scale, which was adapted into Turkish by Yurdugül & Sırakaya (2013), İlhan & Çetin (2013), Sakal (2017) and whose validity and reliability were analyzed, consists of 18 items in five dimensions. As a result of the reliability analysis of the study, the Cronbach Alpha value was calculated as 0.874.

Research Group: The population of the study is composed of Health Sciences Vocational School students studying at a state university in the fall semester of 2020-2021, while the sample consists of the Child Development and Social Work Department students. The easy sampling method has been chosen. Due to distance education, 150 students were reached through the online survey application.

Findings

In the analyses made by gender, it was observed that female students had higher computer and internet self-efficacy than male students. The computer self-efficacy of the students attending the Child Development Department was found to be at a higher level compared to the students of the Social Work Department in the evaluation of the departments where the participant students studied. The frequency of computer use and the duration of online use of students did not cause a significant difference in their level of readiness. Depending on the findings, students do not consider themselves competent in using computers.

Keywords: Online learning, e-learning, Readiness scale, e-readiness

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EVALUATION OF LECTURERS' OPINIONS ABOUT TEACHER TRAINING THROUGH DISTANCE EDUCATION

Prof. Dr. Behçet ORAL¹ (Dicle Üniversitesi Eğitim Bilimleri Bölümü, Türkiye)

Arş. Gör. Dr. Tuncay ARDIÇ² (Dicle Üniversitesi Eğitim Bilimleri Bölümü, Türkiye)

Problem statement

The COVID-19 pandemic has deeply affected the activities of individuals in social life worldwide. As a result of the new coronavirus, new forms of behavior and practices have emerged in the daily life. Within the framework of wearing a mask, keeping a safe distance and practicing good hygiene, individuals continue their daily lives and face-to-face interactions are kept to a minimum. Due to the pandemic that affected social life so deeply, some measures are taken and new forms of teaching are implemented in schools. Distance education has been introduced instead of face-to-face education at all levels of educational institutions from kindergarten to university. Educators and students have tried to integrate with distance education platforms and educational activities continue on these platforms to a great extent. Distance education is defined as a form of education that includes the use of various technologies to facilitate student-teacher and student-student communication and it includes physical separation of teachers and students during teaching (Simonson & Berg, 2016). Keegan (2002) defines distance education as an educational experience during which instructors and learners are separated in time and space. Distance education definitions should include six components which are separation of teacher and student, influence of an educational organization, use of technical media, two-way communication, possibility of occasional seminars and participation in the most industrial form of education (Keegan, 1980; cited in Johnston, 1996). Demir (2014) argues that in the information age that we are in; with the characteristics of individuality, flexibility, interaction and independence, distance education offers an alternative learning process. Distance education studies in the world started about three centuries ago. In Turkey, distance education has come into question after nearly two centuries and has been a part of mainstream education in a very short period of time (Bozkurt, 2017). Can (20202) states that distance education practices in higher education institutions need to be improved both qualitatively and quantitatively. He states that there is a need for establishing the necessary infrastructure starting from preschool to graduate level, preparing the course contents appropriately and presenting them effectively. Whether or not they have theoretical knowledge about distance education, many educators have had the opportunity to experience distance education practices in this process. One of the institutions that experienced this experience was the education faculties that train teachers. In this process, it is thought that important experiences have been gained regarding the problems encountered in distance education, simultaneous and asynchronous lessons, content preparation, virtual classroom environments and digital materials. From this point of view, this study aims to evaluate the views of instructors on teacher training through distance education. It is thought that the obtained data will provide clues about the policy development about training teachers through distance education, the possibilities and limitations of distance education and future planning.

1 oralbehcet@gmail.com

2 ardic.tuncay@gmail.com

Method

In this study, phenomenological design, one of the qualitative research designs, was used. Phenomenological research is a research design that aims to highlight the perceptions and experiences of individuals from their point of view. This pattern was chosen because it was aimed to reveal the individual meanings, experiences and perceptions of the instructors who experienced the process of training teachers through distance education in distance education environments. The study group consists of 26 lecturers working at different universities and easily accessible sampling method is used for the selection of the participants Semi-structured interview form was used as data collection tool in the study. In the interview form, the participants were asked questions about their experiences in the process of training teachers through distance education. Content analysis method has been adopted in the analysis of data.

Results

As a result of the research, the opinions of the participants in terms of training teachers with distance education were gathered under the themes of advantages and limitations of distance education, instructors, students, classroom management, assessment and evaluation and suggestions. The advantages of distance education include education in a family environment, economy, education of disabled students, flexibility, using different methods, effective use of technology. In terms of limitations, lack of infrastructure, inability to achieve affective and psychomotor gains, lack of interaction, lack of feedback were expressed. Under the theme of trainers, lack of preparedness, belief in distance education and new roles are existing sub-themes. Under the student theme, self-directed learning, participation to the courses, motivation and readiness for distance education were expressed. The theme of classroom management includes time management and new definition sub-themes. There are concerns related to validity and reliability under the theme of measurement and evaluation. Under the theme of recommendations, interactive material use, in-service training, cooperation, policy development, teacher education curriculums, techno-pedagogical field knowledge, theoretical lessons, practical lessons, applied distance education courses are expressed. As a result of the research, it was concluded that a hybrid model should be put forward regarding theoretical and applied courses by carefully examining both philosophical and structural elements in distance education and teacher training. From this point of view, it can be suggested to offer more practice based courses on distance education to prospective teachers in the process of teacher training.

Key Words: Distance education, teacher education, techno-pedagogy.

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SECONDARY LEVEL STUDENTS' OPINIONS ON EFFECTIVE PRESENCE IN ONLINE EDUCATION

Assoc. Prof. Yelkin DİKER COŞKUN¹ (Yeditepe University)

Ülker Şirin SOYÖZ (Teacher Trainer, British Council)

Hande ŞİŞİK (Math Teacher Ministry of National Education)

Duygu ÖZTEKİN (English Teacher, Ministry of National Education)

Uğurcan TOGAY (English Teacher, Ministry of National Education)

Instructor, Mehtap YÜCE (Işık University)

Problem statement

Online and hybrid learning methods, which emerged with the emergence of the pandemic period, have become very important in modern and developing societies. In order to increase the effectiveness and efficiency of such learning methods, the idea of creating distance learning environments has emerged. It is predicted that distance education, which has been implemented as mandatory and temporarily nowadays due to the epidemic, will continue even if the conditions return to normal after a while and will not return to the old days completely. In this context, we need to see that the world is moving towards a mixed model where face-to-face education and distance education are intertwined. In addition, it is thought that such practices can create more time for schools for social emotional learning experiences and design skill workshop applications. It is stated that we should see that the age of schools, which are the products of the industrial society, are planned for more people to receive a standard education, do not take into account individual differences and needs, and are designed for fabrication production.

Based on this idea, the Community of Inquiry Framework (CoI) has emerged, which aims to create learning methods and learning groups in which learning is carried out based on educational experiences. There are three basic sub-dimensions within the CoI learning structure; these are social presence, cognitive presence and instructional presence. Community of inquiry means “the two constituting notions of community and inquiry form a pragmatic organizing framework of sustainable principles and processes for the purpose of guiding online educational practice” (Swan, Garrison and Richardson, 2009). The framework is consistent with John Dewey’s work on community and inquiry in its philosophy. Even its name community of inquiry was borrowed from Lipman (1991) whose work was also founded on John Dewey. The basic foundation and goal of this model is formal education which is consistent with the potential of computer conferencing and with a creation and sustainability of a community of inquiry (Garrison, Anderson and Archer, 2010).

The aim of this study is to examine the online curriculum applications of private and state schools whose students do not have internet access problems within the framework of the CoI model, based on students’ opinions. To achieve this aim, problem statement and sub-problems were designed as “What are the secondary students’ opinions on online curriculum applications in the pandemic period within the framework of the CoI model in terms of sub scales (Teaching presence, Social presence, Cognitive presence) and and grade levels of students”?

1 ydiker@yeditepe.edu.tr

Method

The quantitative research method was used in the research. Data were collected from 150 middle school students using the survey method in the fall term of 2020. Data were collected using the convenient sampling technique. Secondary school students who are studying public and private schools attended. Col scale was used as data collection tool. Col instrument is operationalized by Garrison, Anderson and Archer's (2000). The community of inquiry model scales a good e-learning environment through three major components: social presence, cognitive presence, educational presence. Ordinal responses were scored using the scale (0= Strongly Disagree) to (4 = Strongly Agree). On the other hand, the Col scales measure students feel about how they are link together, share knowledge, and work cooperatively in classes. These questionnaire has high internal consistency within the all dimensions in terms of alpha level 0.92 (SP), 0.92 (CP) and 0.97 (TP) respectively. Mean substitution was applied for the missing data items in order to keep our results valid and reliable. Tests were carried out to determine if the data was normally distributed, these included skewness and kurtosis.

Findings

The results show that the students generally rated high scores on their perceptions of teaching, social, and cognitive presence in online process. The mean score for teaching presence is 3.88, the mean score for cognitive presence is 3.41, and the mean score for social presence is 3.70. The study group rated high on the online curriculum applications.

A one-way ANOVA analysis was conducted for the five different grade levels, namely 5th, 6th, 7th and 8th graders at secondary schools in Istanbul, Turkey to analyze the impact of grade levels on their teaching, social and cognitive presence within the framework of the Col model. Normality checks and Levene's test were carried out and the assumptions met. According to the analysis, do not have enough evidence to claim the grade levels of secondary students have a statistically significant effect on the total Col, teaching, social and cognitive presence $F(3, 157)= 1.976, p = .120$

The research findings indicate that students have positive opinions about effective presence in online education during pandemic as independently from other factors. That result also show that students (who do not have a technological tools problem) have positive experiences regarding online teaching processes.

Key Words: Pandemic, distance learning, effective presence, Col

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WHO ARE THE TEACHER CANDIDATES SUBJECTED TO E-LEARNING DURING COVID-19 PANDEMIC? A CASE STUDY

Tuncer AKBAY¹ (Assist. Prof. Dr. Burdur Mehmet Akif Ersoy University)

Sadık Yüksel SIVACI (Assoc. Prof. Dr. Burdur Mehmet Akif Ersoy University)

Mustafa KILINÇ (Assist. Prof. Dr. Burdur Mehmet Akif Ersoy University)

Rafet AYDIN (Assist. Prof. Dr. Burdur Mehmet Akif Ersoy University)

Problem Statement

The coronavirus (Covid-19) pandemic, which broke out in Wuhan, China in December 2019, caused crisis all over the world. The crisis revealed and continues to reveal many unpredictable large-scale problems, which may end up with serious consequences, in different fields such as health, society and economy (Bozkurt, 2020). Undoubtedly, education is one of those fields that has been affected the most. The coronavirus outbreak forced educational institutions and policy makers to take radical actions such as moving face-to-face instructions to online platforms to enable students to pursue their education. During the global Covid-19 pandemic, e-learning is deemed necessary for education to continue in Turkey as it was in many countries around the world. As is the case, looking at the e-learning literature, some students are expected to do better job on compulsory e-learning than others. Some studies reported that students enrolled in e-learning programs are underperformed (Dray, Lowenthal, Miszkiewicz, Ruiz-Primo and Marczynski, 2011; Park and Choi, 2009). There might be numerous underlying reasons for that. Yurdugül and Demir (2016) stated that one of the most important variables in e-learning is e-learning readiness because e-learning readiness directly affects the success of e-learning attempts. Because the pandemic was unexpected, the most reasonable factor affecting performance in e-learning environment might be students' preparedness or readiness levels to e-learning implementation during the crisis. E-learning readiness has distinct definitions in the literature. For instance, Lopes (2007) defined e-learning readiness as the ability of any organization or person to take advantage of the opportunities offered by e-learning whereas Kaur and Abas (2004) defined e-learning readiness as the ability of individuals to benefit from e-learning resources and multimedia technologies to increase the quality of learning. Furthermore, Yurdugül and Demir (2016) defined e-learning readiness as the degree to which an individual or institution has the prior knowledge/ skills and affective characteristics (attitude, motivation) required to experience e-learning in the most effective way. To expect students to perform better in e-learning environments, one should make sure that students and educational institution are ready for e-learning. In this research, students' readiness for e-learning is investigated descriptively. Furthermore, based on the set of data including students e-learning readiness, demographics, and infrastructures they have for e-learning cluster analysis is conducted to separate students into clusters where the attributes of each students within each cluster is similar. Clustering students based on their common traits that affect their success level in e-learning may help us to realize and to determine the needs of e-learners and ultimately lead instruction designers to develop unique e-learning training programs for each e-learner cluster.

Method

This study utilizes case study to describe a e-learners subjected to compulsory e-learning during Covid-19 pandemic. The sample is consisted of 1099 undergraduate education faculty students (797 female, 302 male) from a public university in Turkey. They come from 11 different departments. Data was gathered from the

1 tuncerakbay@mehmetakif.edu.tr

sample through e-learning readiness questionnaire developed by Yurdugül and Demir (2015). The questionnaire consisted of six factors, which are computer self-efficacy, internet self-efficacy, online communication self-efficacy, self-directed learning, learner control and motivation towards e-learning. Beside implementation of the questionnaire, the participants were surveyed about their infrastructural resources necessary in e-learning experience, and demographic information. First, data was analyzed through descriptive statistics and reported. Then, it was further analyzed to reveal different clusters of teacher candidates who share the similar traits toward e-learning. As Ilango, Subramanian, and Vasudevan (2011) stated “the primary goal of cluster analysis is to partition a set of objects into two or more groups based on the similarity of the objects for a set of specified characteristics (Hair, et al., 2006)”.

Findings

Although descriptive statistics will be shared in the congress, it can be summarized that more than a half of the participants stated that they are satisfied with their university, and they do not have regular access to computer and/or Internet. Approximately one third of the participants reported that they are fully satisfied with the exams and courses offered online. Additionally, mean scores for each factor from e-learning readiness questionnaire are reported as follows: *computer self-efficacy*: 24.9 out of 35, *internet self-efficacy*: 24.3 out of 28, *online communication self-efficacy*: 25.8 out of 35, *self-directed learning*: 41.7 out of 56, *learner control*: 16.0 out of 28, and *motivation towards e-learning*: 28.7 out of 49. Furthermore, based upon the data set described in methodology section, cluster analysis revealed two clusters for teacher candidates who are subjected to compulsory e-learning during the Covid-19 crisis. General views of these clusters and each cluster’s need for better e-learning experience will be discussed further in the congress. This cluster analysis may lead researchers to reveal the differences between those clusters regarding e-learning related constructs.

Keywords: cluster analysis, Covid-19, e-learning, e-learning readiness

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AN INVESTIGATION OF MIDDLE SCHOOL STUDENTS' VIEWS ON SELF-REGULATION SKILLS DURING DISTANCE EDUCATION

Ph.D. Student Bayram ERDEN¹ (Bolu Abant İzzet Baysal University, Turkey)

Asst. Prof. Ümit DİLEKÇİ² (Batman University Turkey)

Problem statement

The “*Learning how to learn*” paradigm is one of the fundamental approaches in 21st-century educational settings. Social-cognitive research on individual, environmental, and behavioral components advocates that one has a say in one’s own learning. In this process, the learner optimally affects and is affected by his/her environment. In other words, one uses not only behavioral skills but also one’s interests, attitudes, beliefs, foresight, motivation, and emotions to make sense of and organize the facts and events around one. Therefore, self-regulation refers to the thoughts, feelings, and actions that one generates to achieve goals. Self-regulated learning is based on numerous psychosocial structures in the educational process, and therefore, has become a common theory to explain academic performance. Research on this topic shows that children who can manage their thoughts, feelings, and actions effectively and flexibly are more likely to achieve academic performance and adapt to social life (Duckworth & Carlson, 2013; McClelland & Cameron, 2011; McClelland & Wanless, 2012; Nota, Soresi & Zimmerman, 2004; Zimmerman, 2000, 2002). On the other hand, it has become a necessity rather than an educational choice for students to take more responsibility for their own learning since the onset of the Covid-19 pandemic. In this process, characteristics associated with self-regulation skills (resilience, willpower, attention, attentiveness, willingness, persistence, and intrinsic motivation) have also become more critical during the pandemic. Those characteristics are an integral part of achievement goals. Children develop and stabilize them in the primary and secondary school years. In light of these fundamental reasons, allowing middle school students to describe their self-regulation skill performance in online education settings can provide important information. Therefore, this study investigated middle school students’ views on self-regulation skills in the context of distance education. Participants were asked the following questions:

During distance education:

1. Do you regularly attend online classes in the curriculum? If no or partially yes, explain the reason, please.
2. Do you do your homework regularly during distance education? If no or partially yes, explain the reason, please.
3. Do you think you study effectively during distance education? If no or partially yes, explain the reason, please.
4. Are you less motivated to study and learn during distance education than before? If no or partially yes, explain the reason, please.
5. Have you had any distractions during distance education? If yes or partially yes, explain the reason, please?
6. Do you think you manage your time effectively to study during distance education? If no or partially yes, then explain the reason, please.
7. Have you had any difficulty learning a lesson during distance education? If yes, which class? Why?

1 Correspond author’s email address: bayramerden14@gmail.com

2 dilekciumit@gmail.com

8. Do you need help to improve your performance during distance education? If yes or partially yes, what kind of help do you need and from whom?

Method

Research Design: This study employed phenomenology as the qualitative research design of choice (Yıldırım & Şimşek, 2013). A phenomenological research design aims to uncover a profound perspective on personal experiences (Patton, 2018).

Study Group: The sample consisted of 65 six- and seven-grade students in Bolu/Turkey in the first semester of the 2020-2021 academic year. Participants were recruited using convenience sampling (Büyükoztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2014). Of participants, 49.2% were girls, and 16.9% were sixth graders.

Data Collection Tools: Data were collected using a semi-structured interview form developed by the researchers. The form consisted of eight open-ended questions, which are presented in the purpose section.

Data Analysis: The data were collected online due to the pandemic and analyzed using descriptive analysis, which is a qualitative data analysis method (Yıldırım & Şimşek, 2013).

Findings

The results showed that the majority of participants attended online classes regularly and worked hard on their homework. Some participants had difficulty studying because they were physically far from their teachers and classmates. Some participants significantly lost their motivation and willingness to study and learn. Some others sometimes faced distractions and had difficulty managing time. Participants, in general, had more difficulty with mathematics, science, and foreign language courses than other courses. Almost half the participants stated that they needed help to improve their academic performance and received help mostly from family members (parents, siblings, etc.).

Keywords: Student, distance education, self-regulation

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REALITY SHOCK EXPECTATIONS OF PARAMEDIC CANDIDATES DURING THE COVID-19 PANDEMIC

Tufan TEKELİ¹ (University of Karabük, Turkey)

Sevilay YILDIZ (Bolu Abant İzzet Baysal University, Turkey)

Muhammet Esad KULOĞLU (University of Karabük, Turkey)

Problem Statement

One of the most important elements of the health system is emergency health services. Medical interventions and practices in emergencies dating back to ancient Egypt, Greek and Roman periods have recently turned into services such as the transportation of soldiers injured as a result of major wars from the battlefield to hospitals and on-the-spot treatment. Since the second half of the 20th century, it is seen that ambulance systems have been established and paramedic profession has emerged in various countries to reduce the death rates of the injured in civil life, especially in traffic accidents (Yıldırım et al., 2014). Training of paramedics is a theoretical and practical training as in other health professions, which consists of important parts such as ambulance internships, hospital and laboratory practices (Çelikli, 2016). The confusion and disappointment that occur as a result of the differences in expectations and working life of new graduates when they start work after a long vocational education is defined as the reality shock (Dean, 1985; Halfer & Graf 2006). It is known that paramedics, who think that they are ready for the profession with the theoretical knowledge they learn in a few years, experience a reality shock when they enter the work environment (Gregory 2013).

Schools have been closed and the distance education method have been preferred in many countries including Turkey, due to the Covid-19 pandemic that emerged in China in late 2019 and affected the whole world (Sahu, 2020; 2020; YÖK, 2020; Zhao, 2020). The paramedic department was also affected by the pandemic, as in all areas related to health. Students find the opportunity to learn by doing & experiencing in the applied training given face to face whereas attending these courses by distance education is seen as a serious problem. Studies show that students are not satisfied with the situation that applied courses are taught with distance education (Andsoy et. al., 2012; Kürtüncü & Kurt, 2020; Kahraman, 2020; Özköse et al., 2013). In this context, examining the effects of applied courses and internship practices taken with distance education on reality shock expectations of paramedic candidates emerges as a problem that needs to be investigated. Therefore, this study aims to examine the reality shock expectations of paramedic candidates during the Covid-19 pandemic.

Method

Descriptive survey method, one of the quantitative research approaches, was used in the study. The universe of the study is all paramedic students who registered at a state university located in the Western Black Sea Region, Turkey in the 2019-2020 academic year. The convenient sampling method was preferred in the study. In this context, the web address of the study was sent to the e-mail addresses of all students enrolled in the relevant program. The study was carried out with the students who clicked this link and completed the questionnaire voluntarily. During the development of the questionnaire used in the study, the data collection tool used by Çalışkan (2010) in her study with newly graduated nurses was benefited. The data obtained with the online data collection tool were analyzed using the SPSS program.

1 tufantekeli@karabuk.edu.tr

Findings

The findings indicate that most of the participants willingly chose the program they study, and the reason for this is that they like the program and the profession. Despite this, they express that they find the theoretical and practical courses they take at the program inadequate. The majority of the participants stated that the internship practices they received were partially sufficient and that they did not receive any orientation training that enabled them to adapt to the institution, the team and the job. In a question where the participants listed the stress factors that they thought would affect them the most when they first started the profession, they mostly answered; “feeling inadequate due to lack of experience”, “working with staff unwilling to help” and “the low quality of the training I received during the Covid-19 pandemic” was the most. Additionally, the majority of the participants think that the education they receive at school will be insufficient to meet their professional expectations. This suggests that the transition from studentship to profession will be a challenging process. 74% of the participants think that what they learned at school will conflict with their expectations in the profession.

Key words: Covid-19, coronavirus, pandemic, paramedic, reality shock expectation

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BEHAVIOURAL PROBLEMS OF PRESCHOOL CHILDREN DURING THE PANDEMIC PERIOD

Gökçe ÇARDAK¹ (Burdur Mehmet Akif Ersoy Üniversitesi, Yüksek Lisans Öğrencisi, Burdur, Türkiye)

Prof. Dr. Perihan ÜNÜVAR² (Burdur Mehmet Akif Ersoy Üniversitesi, Burdur, Türkiye)

Problem statement

Preschool is a critical period in which its development in all areas is rapid. Each development period has certain features and crises. As Oktay (1990) stated, the pre-school period is the period that forms the basis of human life; the development is fast and the learning capacity is the best and the child is most sensitive to environmental effects. At the same time, it is also known as the period in which the mental, physical, language, psycho-motor and emotional development of children, which are necessary for their daily life skills, is completed to a great extent. Their personality is shaped with the influence of the family, school and social environment (Seven, 2014). Starting a preschool education institution is an exciting and far-reaching developmental step for children (Perren, 2000). Children who start pre-school education discover their abilities and see what kind of contributions they make to the group in the social environment, identify their strengths and weaknesses, and face social experiences such as acceptance or exclusion (Akduman, 2012).

The global epidemic caused by the COVID-19 virus, which emerged in December 2019 and affected many countries in a short time, and the measures taken to combat this epidemic affected everyone's lives in various ways. It is possible that children who have to lock themselves in homes due to quarantine and restrictions, and stayed away from their friends and teachers without much information about the whole process may be affected by this process in various ways. According to Di Giuseppe et al. (2020), these interventions related to the ongoing flow of life can affect the daily behaviour of individuals, causing panic and anxiety, and sometimes an increase in the depression tendency. It is known that children are more vulnerable to environmental risks compared to adults. Physical and mental health in adulthood is associated with experiences in the first years of life (Akoğlu ve Karaaslan, 2020). Therefore, in this study, behavioural problems of children aged 3-6 years were examined during the pandemic period.

Problem statement and sub-problems: The question "What are the general characteristics of the behavioural problems seen in preschool children during the pandemic period?" constitutes the problem of this study. Within the framework of this question, answers to the following questions were sought; What are the behavioural problems seen in preschool children during the pandemic period and do these problems differ according to the gender of the children, the age of the children, the education level of their parents and the number of siblings?

Method

Research Design. In this study, descriptive survey model was used. Survey models are research approaches that aim to describe a past or present situation as it is. The event, individual or object that is subject to this research, is tried to be defined within its own circumstances and as it is. No effort is made to change or influence them in any way (Karasar, 2016). The descriptive model defines a given situation as completely and carefully as

1 gokce@cardak.com.tr

2 punuvar@gmail.com

possible (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2017). In this study, descriptive surveys were conducted by examining the behavioral problems observed in preschool children during the pandemic period. In addition, it was also examined whether the behavioral problems observed in children differ according to various variables.

Considering the maximum diversity in creating the sample of the study; 139 families from Erzurum, Trabzon, İzmir and Hatay provinces who volunteered to participate in the study and whose children were between the ages of 3 and 6 were selected. The children of these families between the ages of 3-6 constituted the sample of the study consists. 77 of the children are girls and 62 of them are boys. 33 of the children in the sample are three age group, 15 are four age group, 37 are five age group, and 54 are six age group. Personal information form and “Preschool Behaviour Problems Screening Scale” were used to collect data in the study. The collected data were analysed with the SPSS program. Cronbach Alpha reliability of the collected data was found as 0.87. Descriptive statistics and independent sample t-test were applied on the data. Since it was determined that the data did not show a normal range, Non parametric statistics were applied.

Findings

According to the findings obtained from this study, it was found that boys staying at home during the pandemic period were significantly more active and careless than girls. Also it was found that behavioural problems differ meaningfully depending on the age of the children. Behavioural problems in younger children were found to be meaningfully higher than those of older children. On the other hand, it is also one of the findings of this study that children living in cities and flats have more behavioural problems than children living in houses with gardens.

During the pandemic period, it was observed that children who haven't got siblings experience more behavioural problems (in the anxious and crying sub-dimension) than children who have got a sibling. In addition, it was found that children whose mothers were younger (20-29) reflected more anxious and crying behaviour problems than the children whose mothers were older (30-39).

Keywords: Preschool children, behavioural problems, pandemic, ages 3-6

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TIME MANAGEMENT PERCEPTIONS OF 9TH GRADE PRIVATE SCHOOL STUDENTS AT DISTANCE EDUCATION DURING COVID-19 PANDEMIC*

Duygu ÇAVUŞOĞLU¹ (Çanakkale Onsekiz Mart University-Turkey)

Doç. Dr. Osman Yılmaz KARTAL² (Çanakkale Onsekiz Mart University-Turkey)

Problem statement

This study aims to investigate time management perceptions of 9th grade private school students at distance education during Covid-19 pandemic. Since student are supposed to cope with online school schedules, self-academic time, social time management, the study will reveal their perceptions of time and time management during the crisis of the pandemic. Schools offer students new schedules tailored to the lockdown with a variety of option for official school schedule, weekly extra lessons, make-ups, assignments, and projects, which requires students to be in charge of their own time management by themselves.

The pandemic which broke out in 2019 caused face-to-face education in a total of 24 countries including Turkey to be suspended between 12 to 16 weeks and to be transferred to distance education (Schleicher, 2020). In Turkey, the Ministry of Education declared to start distance education through television channels on 23rd March 2020, and they released the renewed version of the Education Information Network (EBA) to offer students an online education platform. Distance education has brought many positive and negative issues together. Inter-Agency Standing Committee (2007) states students demonstrate the need for psychological and sociological support rather than academical support. Parents and teachers, primarily, and all other stakeholders of education are supposed to be responsible for creating environments which can make positive impacts on students. A study conveyed with high school teachers in Italy reveals that students show weaknesses in time management during Covid-19 pandemic compared to the previous records (Giovannella, Passarelli, Persico, 2020). ‘Time’ has a crucial place in teaching and learning processes (Caldwell, William ve Graeber, 1982). Indeed, time management means self-management (Kirillov, Tanatova, Virichenco, Makushcin, 2015). In 21st century, considered the effectiveness of creative and management activities, there is an increasing interest and concentration on time management (Maloletko, 2008). A study conducted in Russia in 2015 states that the reason why students cannot manage their time well is that they do not have a history of time management training (Kirillov, Tanatova, Virichenco, Makushcin, 2015). Also, Zan and Zan (2020) suggest that distance education can be considered cost and time effective. Serçemeli and Kurnaz (2020) report that distance education has made a positive impact on some students regarding various aspects.

Method

The study will be conducted as a qualitative research and as interpretive phenomenological analysis which takes the subject in the center. The phenomenology focuses on the experiences of a small group of sample subjects related to a major life event (Warren, 2020). The participants consist of 15 9th grade students included in 3 different study groups, 15 parents, 2 school administrators, 6 teachers. The student-participants study at a private high school which is a part of the whole body of nearly 900 students. The high school itself

1 dygcvsgl@gmail.com

2 osmanykartal@comu.edu.tr

has 234 students, 94 of whom constitute the 9th grade students. The participants of the study have been selected considering their high school entrance exam results; 5 students with the highest scores, 5 students with moderate scores and 5 students with the lowest scores. The participant-teachers are among the academic coaches or the homeroom-teachers of the participants. The researcher has assembled semi-structured interviews and a diary format for data collection process which address the 3 main aims of the study: what students time management perception is, how their time management performance is, and how they consider time management. The participant-students will state their time related perceptions by writing a 14-day diary and being interviewed. Also, the participant-parents and teachers will be contributing by their statements considering the students' time perceptions during one-to-one interviews. The interviews will be recorded and transcribed to be used in coding of core ideas. There will be a focus group interview with the participant-students after qualitative data analysis has been conducted. Besides, the documents including weekly school schedule, the students' extra lessons or make-ups, assignments, assessment, and evaluation processes will be attained to clarify the students' time management perceptions.

Findings

The study will unleash how the participant-students interpret time, how their time management is, what their perceptions of time management are. Besides, the study investigates how the participant-parents and teachers consider the students' perception of time management. The expected results can be assumed as follows. The study will shed light on the students' performance related to time management. Their academic success may be regarded to have a relevance with their time management performance. Accordingly, the interviews and diaries reveal that student-participants have affective variables related to time and time management perceptions.

Keywords: time management, distance education during Covid-19, distance education, time management perceptions, high school

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INVESTIGATING THE IMPACTS OF THE PANDEMIC ON CHILDREN IN RURAL AREAS REGARDING CHILDREN'S RIGHTS

Nilüfer Yiğit¹ (Ondokuz Mayıs University, Postgraduate Education Institute, Department of Basic Education)

Nurcihan ZEHİR GÜLEBİ² (Ondokuz Mayıs University, Postgraduate Education Institute, Department of Basic Education)

Asst. Prof. Dr. Elif MERCAN UZUN³ (Ondokuz Mayıs University, Postgraduate Education Institute, Department of Basic Education)

Problem Statement

The corona virus spreading rapidly throughout the world since December 2019 started to affect the lives of people in our country with the announcement of the first coronavirus case in Turkey on March 10, 2020. As in many countries in the world, our country has also entered the quarantine period starting with the commencement of restrictions on March, 2020. This situation has necessarily caused many changes to occur in children's lives. Restrictions such as distant education in schools and lockdowns have been imposed. These restrictions have affected people living in rural areas and in cities. Children living in straitened circumstances in rural areas and therefore living a hard life have been unavoidably affected by this situation. It is recognized that many rights of poor children are ignored or disregarded. It has been revealed that these children are destitute of many fundamental rights as well as their right to education, especially with the rise of the pandemic. It is known that poverty has been defined in many forms with the impact of economic, historical, and social processes in different periods from past to present. Today, it is still hard to make a precise definition regarding poverty due to differences in the countries' levels of development, distributions of income, and perspectives on poverty, and international cultural differences (Bilgiç, 2020).

We can briefly define poverty as the difficulty or inability in accessing basic needs such as food, water, clothing, shelter, etc. due to an income lower than minimum income (Topgöl, 2013). The impacts of poverty on children are mainly observed in the areas of health and education. In this context, it is observed that the negative impacts of poverty bring some limitedness upon children in terms of using the rights they hold.

Children's rights are the rights possessed by all children in the world by birth including the right to nutrition, shelter, health, education, and protection against physical, psychological, emotional, or sexual exploitation (Güngör, 2016). It is observed that children mainly have difficulty in exercising the right to education during this process. Furthermore, poverty negatively affects children's education. School's quality levels in disadvantaged areas are quite low (Koşar, 2000). The most important factor to break the vicious circle of poverty is an equal educational opportunity for all children (Avşar Kurnaz, 2007). In this context, this study aims to investigate the impacts of the pandemic on children in rural areas in terms of children's rights.

Method

This study was conducted through a case study design among the methods of qualitative research. To create a small sample and to determine the problem situation in this sample the maximum variation sampling method was used among the methods of purposive sampling in the determination of the study group.

1 nilali-yigit@hotmail.de

2 n.zehirgulebi@gmail.com

3 elfmercan@gmail.com

Interviews were carried out with primary school teachers working in various rural areas to ensure the maximum variation. The study group of this research consists of 15 primary school teachers working in public schools under the Ministry of National Education in the 2020-2021 school year. Demographic information form and interview form were used in data collection. Items regarding teachers' age, gender, educational background, and service period were included in the demographic information form. The semi-structured interview form consists of 5 open-ended questions prepared by the researchers. Interviews were conducted through phone since the pandemic period is still continuing and voice record was performed. Teachers were informed about confidentiality in order for them to answer the questions comfortably. Accordingly, teachers were notified that all the conclusions of the answers given by them will remain confidential. The obtained data were analyzed through the content analysis method by creating themes and codes. The research was concluded through the findings obtained from analyses.

Findings

When the research results are examined, internet usage has become competitive against all the basic needs in societies and a necessity for humanity. We can express that internet access changes in accordance with the socioeconomic level of families (Kayri and Günüş, 2016). Equipment problems experienced in multi-child families and inability to access the internet due to financial impossibilities observed in the research are directly associated with the socioeconomic status. It was also concluded that students experience some problems in accessing the internet resulting from the infrastructure and financial impossibilities. Another finding of the research is that students cannot participate in classes due to equipment problems. It was also understood that teachers feel uncomfortable with the interference of parents and background noise during classes.

Teachers also revealed that an academic difference may occur between the students who can and cannot participate in the distant education classes. Evaluating these conclusions in terms of children's rights, it can be stated that the fact that the right to education becomes a challenge in a situation where children cannot even exercise their right to nutrition appears before us as a gradually striking version of the opportunity gap.

Keywords: Poverty, Children's Rights, Pandemic

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INVESTIGATION OF TEACHER ROLES IN EDUCATIONAL PRACTICES IN THE COVID-19 PANDEMIC: A PHENOMENOLOGICAL STUDY

Dr. Dinçer TEMELLİ¹ (Ministry of Education, Turkey)

Assoc. Prof. Dr. Osman Yılmaz KARTAL (Çanakkale Onsekiz Mart University, Turkey)

Prof. Dr. Çavuş ŞAHİN (Çanakkale Onsekiz Mart University, Turkey)

Problem statement

With the emergence of the COVID 19 pandemic, societies are trying to adapt to the changes in social, cultural, economic and educational fields (Tzifopoulos, 2020). Countries have taken various measures against the problems that arose during the pandemic process (ETF, 2020). Many countries along with Turkey has suspended its ongoing educational practices due to the pandemic and alternative educational practices have emerged.

During the pandemic period, most countries are making efforts to create distance education systems, and countries with distance education are making efforts to update these systems (ETF, 2020; OECD, 2020). In distance education, teachers carry out a distance education process that has its own characteristics with both individual differences, differences related to the department and educational differences created by the conditions brought by the pandemic process. Every curriculum, no matter how perfect, is as functional as the qualification of the teacher. Therefore, the examination of teacher function in distance education practices in the Covid-19 pandemic period stands out as a research topic.

The role of the teacher is defined by cultural and social events and environment (Makovec, 2018). The teacher is an educator who has responsibilities towards both his students and the community he/she is in, tries to deal with the feelings and needs of his students, strives to understand people correctly, and has important responsibilities in developing the school and instruction and educating students in line with the needs (Can, 2014). Because of these responsibilities, various role definitions were made for the teacher.

The roles of teachers within the framework of different topics from past to present have been discussed from many angles within the scope of various competencies and characteristics. Some qualities that teachers should have are highlighted in the literature: For example, teacher standards in terms of technology (ISTE, 2017); techniques that a teacher should have for teaching to be effective (Lemov, 2010); qualities for their performance (Melvin, 2011).

Teachership, defined as a profession, has differences in terms of tools qualifications within the framework of the basic characteristics of curriculum. For example, when the educational philosophy differs, the roles and responsibilities of teachers also differ. In this direction, the need to examine possible changes in teacher roles in distance education practices during the pandemic made this research necessary. In the research, it is aimed to analyze the roles of teachers teaching in distance education in the Covid-19 pandemic period and to investigate the obstacles encountered in the realization of these roles.

Method

The aim of the research is examined with the post-positivist paradigm and analyzed with the phenomenological design which is one of the qualitative research methods. Phenomenology aims to analyze

1 dincer0182@gmail.com

participants' interpretations about the phenomenon based on their experiences. Therefore, teachers who teach in distance education practices interpret the concept of teaching with these experiences. So, this research question is investigated in this research: "What are the roles of teachers in covid-19 pandemic distance educational practices and what are the obstacles to these roles?". In the research, participants were chosen from the teachers of Mathematics, Foreign Language, Science, Turkish and Social Studies who teach at least 15 hours or more per week in distance education. The data collection process in which data triangulation was performed included diaries kept by teachers (11 participants; 7 females, 4 males) for 5 days, individual interviews (5 participants; 3 females, 2 males) and focus group interviews (2 focus group interviews with 6 participants; 6 women and 6 men). Transcribed data were analyzed by content analysis technique. The inter-rater reliability was found at a high level.

Findings

According to the findings of the research, it was observed that the roles of the teachers who participated in the study were "communicator", "collaborator", "facilitator" and "learner" teacher during the distance education in Covid-19 pandemic. It is an important result that teacher roles are realized in parallel with Education 4.0 and contemporary teacher profile in distance education which is carried out as educational practices during the crisis period. During the realization of these roles, there were some obstacles that teachers had to overcome. Lack of time, intense content, student's technological impossibilities and student's unwillingness to participate to the course prevented the role of the communicator teacher. Parents' and students' reluctance to communicate is an obstacle to the realization of the collaborative teacher role. Also, students' technological impossibilities, teachers' lack of technological equipment and intense content prevented the realization of the role of facilitator teacher. It has been observed that insufficiency in technology knowledge and intense content have prevented the realization of the role of learner teacher.

Research results should be considered within the scope of research limitations. Since the research was conducted with a post-positivist paradigm, its external validity is weak and its results cannot be generalized.

Key words: Covid-19 Pandemic, Distance education, Teacher role.

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LEARNER ASSESSMENT PRACTICES IN OPEN HIGHER EDUCATION IN TURKEY DURING THE PANDEMIC PERIOD

Nejdet KARADAĞ¹ (Anadolu University, Turkey)

Problem Statement

Coronavirus (Covid-19), which was believed as appeared in China at the end of 2019, soon turned into a pandemic, negatively affecting the entire world in terms of economic, social and educational aspects, especially health. Educational institutions have had to interrupt face-to-face educational practices, and have tried to create new and different solutions to continue teaching activities and assess students. Some universities abandoned the letter grade system they used and tried to assess their students as “passed/failed” or “successful/failed” in this extraordinary period (Sarı, 2020).

According to UNESCO (2020), a total of 7.198.987 students in higher education were affected by the interruption of education due to the epidemic in Turkey. About half of these students study in the open and distance education system (Gür, Çelik ve Yurdakul, 2018).

In open and distance education, instructors have limited choice in assessing learners due to the fact that the instructor and learner are in physically different spaces (Mc Isaac and Gunawardena, 1996). For this reason, open and distance education institutions conduct central examinations under supervision in assessing learners. Multiple-choice tests are used as a main assessment tool in these exams (Karadağ ve Özgür, 2020). The most important reason for this is that multiple-choice tests are easy to prepare, apply, and evaluate. Assignments, projects, e-portfolios, open-ended exams are other tools and methods that open and distance education institutions apply to assess learners.

The rules and principles to be applied in the higher education system during the pandemic period were determined by the Higher Education Council (YÖK). In the document “Basic Principles of Digital Exams in Universities” prepared by YÖK, assessment processes to be applied in distance education in universities; using digital media exams (will be applied as supervised or unsupervised open-ended or multiple-choice online quizzes) homework, online short exams, projects will be delivered digitally, design, practice, portfolio), learning management systems (LMS), activities that can be used for similar practices, it is stated LMS and user analytics (YÖK, 2020). Like other institutions, open and higher education institutions have tried to carry out teaching and assessment activities in accordance with these principles.

In Turkey, there are three universities structured at the faculty level that offer open and distance education services. These are Anadolu University, Atatürk University and İstanbul University. Determining the methods used to assess learners at these universities during the pandemic period and what are the problems encountered in this process was the subject of this study. In this framework, answers to the following questions were sought:

- How were exam practices carried out in these universities during the pandemic period?
- What measurement tools were used to assess learners during the pandemic period in these universities?
- What difficulties were encountered in exam practices during the pandemic period in these universities?

Method

This research is designed from qualitative research patterns to case study pattern. According to Yıldırım ve Şimşek (2006), the case study is one of the important techniques used in qualitative research. Case study is a research pattern in particular in which researchers analyze a situation, usually a program, event, action, process, or one or more individuals in depth. Cases are limited by time and action, and researchers can use a variety of methods to collect data. In case study, the subject, event, action or process discussed and examined in depth. At the same time, events and cases are clarified, analyzed by observing from different aspects (Yin, 2012).

In the study, data was collected through document review, semi-structured interview, and observation. The researcher collected data about the institution in which he worked through observation and semi-structured interviews, and data belonging to other institutions by examining the web pages and social media accounts of these institutions. The data obtained from these sources has been analyzed by descriptive analysis. Data were reported according to the themes obtained after the analysis.

Findings

The findings obtained in the study were collected under three headings.

Application Method of Exams: Face-to-face exams were replaced by online exams during this period. In all three institutions covered by the research, online exams were conducted unsupervised within the framework of the principles established by YÖK for the application of online exams. A learner support system has been created under the name of a call center or solution center so that exams can be conducted in accordance with the rules and answer learners' questions about the application of the exam. Any exam rule violation by learners have been considered as cancellation of the exam.

Assessment Tools Used in Exams: Multiple-choice tests were mainly used in the exams. Homework and projects were used in some courses. Open-ended questions were also used in online exams along with multiple-choice tests. In the internship and practice courses that were previously held face to face, during this period, institutions wanted learners to prepare homework or projects in these courses.

Problems Encountered in Exams: Identification issues, inability to prevent organized cheating, use of unauthorized material and exam practice under unequal conditions were the most common problems. In order to solve these problems, institutions have taken some technical measures in their online exam systems.

Keywords: Assessment, evaluation, higher education, pandemic

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INVESTIGATING THE NEEDS OF IN-SERVICE ENGLISH TEACHERS ON ONLINE PROFESSIONAL DEVELOPMENT DURING COVID-19 PANDEMIC

Afra Nur AKSOY¹ (Ankara, Turkey)

Seher ÇEVİKBAŞ (University of Hamburg, Germany)

Problem Statement

Before talking about the needs of teachers considering online professional development (PD), it is necessary to define what is meant by PD. Guskey (1986), who is one of the prominent names in the field of PD, defines PD as an organized effort to satisfy change in the classroom practices of teachers, change in their beliefs and attitudes, and change in the achievement of students. PD is considered as more comprehensive than in-service training as it is a life-long process and compasses all the learning experiences of an individual, whether it is formal or informal, throughout his/her career life from starting point of a profession to retirement (Fullan, 2007). Therefore, PD, which includes in-service trainings or self-initiated professional learning, was used as a concept in this study. Although there is a significant call for having more authentic and cooperative learning models for teachers, staff development is surprisingly traditional. However, research studies on PD of teachers show that such practices are not effective means for creating improvements in teacher practice and student learning (Hawkes & Romiszowski, 2001; McRae et al, 2001; Vance & McKinnon, 2002). One of the characteristics of an effective PD is sustainability (Anderson & Henderson, 2004), but implementing an on-going and systematic training has been impractical for many schools, because of financial costs and disruptions to the teaching and learning process (Brooks-Young, 2001). Especially after COVID-19 pandemic we encountered the biggest disruptions in education as it forced us to move to emergency remote learning and many teachers found themselves unprepared for the challenges they face (Hodges et al., 2020). Therefore, investigating teachers' needs about their PD is one of the important steps that should be taken in order to design and implement effective PD programs especially the online ones. In the light of above mentioned issues, this current study was conducted in order to examine the needs of English language teachers on PD during the Covid-19 pandemic based on their teaching experiences in this period related to online education. This study intends to answer the following research question; (1) what are the needs of English language teachers on online PD programs about online education?

Method

The study was designed as a basic qualitative study which is one of the most commonly used forms of qualitative research to discern how people interpret their lives and experiences (Merriam & Tisdell, 2016). The study mainly focuses on investigating in-service English teachers' needs on PD during the Covid-19 pandemic based on their teaching experiences in this period. The participants selected through convenience sampling include 30 in-service English teachers working in different regions of Turkey. An open-ended question form comprising 17 questions including such demographic questions as gender and length of teaching experience was prepared by the researchers to collect the data for this study. After teachers answer the questions in the questionnaire, five of them who are thought to provide the researchers with in-depth information based on their answers in the questionnaire are selected to be interviewed further on their answers. The data collected

1 aksoynurafra@gmail.com

are analysed through descriptive analysis in which data are organized on the basis of the themes emerging from the research questions (Yıldırım & Şimşek, 2008). Data analysis of this study is still on-going; therefore, the preliminary results are presented in this paper.

One of the limitations of this study is related to participants and the sampling method. Because of the current circumstances caused by COVID-19 pandemic, it is only possible to reach participants through online platforms. Therefore, we had to use convenience sampling. In this current study, several procedures were applied for reliability and validity. For credibility, peer scrutiny was used as data were coded by two researchers separately and emerging codes were evaluated and their consistency was determined. Two different data collection instruments, open-ended question and semi-structured interview forms, were used for triangulation.

Results

In accordance with the research question of the study, preliminary results are presented. Even before the COVID-19 pandemic they did not attend PD programs very often and it was found out that the participants have not attended a PD program during this period. Participants are asked about their main motivation of attendance regarding the PD programs they have participated in so far and two main reasons were determined; (1) professional improvement and (2) obligation. They also evaluated those programs and they stated that they did not find them useful as they were mostly one-to-one sessions where they followed a speaker and did not experience any involvement. Because of the emergency remote learning situation aroused by COVID-19 pandemic, teachers are asked whether they have participated in any PD activities regarding online learning. More than half of the participants did not attend such kind of activity and they stated that they experienced several problems in online teaching such as sustaining participation of students actively to the lessons. All of them stated that they would prefer attending a PD program considering their problems in online teaching. In the light of the results, components of an online PD program such as how to design, develop, implement and evaluate an online PD program could be suggested.

Keywords: English language teachers, professional development, online education.

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AN ANALYSIS OF THE CRITICAL OBJECTIVES OF THE EIGHTH-GRADE CURRICULUM IN TURKEY AMID THE COVID-19 PANDEMIC

Koray KASAPOĞLU¹ (Aydın Kocatepe University, Turkey)

Problem statement

In Turkey, where the first COVID-19 case was observed on March 11, 2020, elementary, middle, and high schools were suspended for a week as of March 16, 2020 (Ministry of National Education [MoNE], 2020a). From March 23, 2020, till June 19, 2020, schools turned to distance learning (MoNE, 2020b). Prior to eliminating students' learning deficiencies through remedial online teaching from August 31, 2020, till September 18, 2020, the Board of Education published critical curriculum topics and objectives as well as sample activities for the courses taught at elementary, middle, and high school levels in the second semester of the 2019-2020 academic year (MoNE, 2020c). But, what is critically expected from eighth-grade students amid the COVID-19 pandemic with regard to the Revised Bloom's Taxonomy (RBT) still seems to be ambiguous.

The objectives of a curriculum, which were first classified by Bloom et al. in 1956 (Krathwohl, 2002), were categorized under "cognitive", "affective", and "psychomotor" domains of learning (Demirel, 2015). The cognitive domain consists of the following processes: "Knowledge", "Comprehension", "Application", "Analysis", "Synthesis" and "Evaluation" (Anderson, Krathwohl, Airasian, Cruikshank, Mayer, Pintrich, Rath, & Wittrock, 2001). In the RBT, it is proposed to examine the objectives regarding two dimensions (Anderson et al., 2001): The "knowledge" dimension responds to the students' need to know "what", and the "cognitive process" dimension responds to the students' need to know "how". The "knowledge" dimension is composed of "Factual Knowledge", "Conceptual Knowledge", "Operational Knowledge" and "Metacognitive Knowledge". The "cognitive process" dimension includes "Remember", "Understand", "Apply", "Analyse", "Evaluate" and "Create". "Remember", "Understand" and "Apply" correspond to low-level thinking processes while "Analyse", "Evaluate" and "Create" higher-order thinking processes (Crowe, Dirks, & Wenderoth, 2008).

This research aims to examine the critical objectives of the eighth grade English, Mathematics, Religious Culture and Ethics, Science, Turkish Language, Turkish Republic History of Revolution and Kemalism curricula according to the RBT. The research questions addressed in this research were as follows: How is the distribution of the critical objectives of the eighth-grade curriculum (1) in the cognitive, affective and psychomotor domains of learning; (2) in the cognitive process dimension of the RBT; (3) in the knowledge dimension of the RBT? Determining cognitive processes and knowledge categories of critical objectives will be beneficial to the alignment of teaching and assessment to the curriculum in emergencies and filling the gap in the literature.

Method

The qualitative research methodology was used in this research which aims to examine the critical objectives of the eighth-grade curriculum according to the RBT. The data were obtained using the document analysis technique. Document analysis is "the analysis of written materials that contain information about the phenomenon or facts that are aimed to be investigated" (Yıldırım & Şimşek, 2018: 189). The documents providing data for this research were limited to the eighth grade English, Mathematics, Religious Culture and Ethics, Science, Turkish Language, Turkish Republic History of Revolution and Kemalism curricula, critical

1 Corresponding author: kasapoglu@aku.edu.tr

objectives of which have been published by the Ministry of National Education since August 25, 2020. The critical objectives of the eighth grade curriculum were analysed with descriptive analysis. In the descriptive analysis, data are summarized and interpreted adhering to an existing framework (Yıldırım & Şimşek, 2018). Using a two-dimensional matrix (Anderson et al., 2001), both the researcher and an expert in curriculum and instruction will examine the objectives independently to ensure consistency of the data (LeCompte & Goetz, 1982). The rate of agreement between the researcher and the expert examining the objectives will be calculated using the formula developed by Miles and Huberman (1994).

Findings

The analysis of critical objectives in terms of the knowledge dimension of the RBT is still in progress. But, the preliminary findings revealed that 133 of the 205 (about 65% of) objectives in the eighth-grade curriculum were stated to be critical. Among all, 128 were cognitive. There were five objectives in the affective domain, but no single objective was detected in the psychomotor domain. About 10% of the 128 cognitive objectives were in the category of “Remember”, 38% of them in the category of “Understand”, 24% of them in the category of “Apply”, 24% of them in the category of “Analyse”, 2% of them in the category of “Evaluate”, and 2% of them were in the category of “Create”. The number of critical objectives of the eighth-grade curriculum implemented amid the COVID-19 pandemic might not be optimal because critical learning goals are guided by fixed/variable factors shared by all/some students and teachers in the emergency remote teaching environment (Whittle, Tiwari, Yan, & Williams, 2020). In case of such an emergency, the critical cognitive objectives of the eighth-grade curriculum are mostly in the category of “Understand”. Recommendations for practice and further research will be made during the congress.

Key words: Critical objectives, curriculum, the eighth grade, revised Bloom’s taxonomy, the COVID-19 Pandemic.

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A RESEARCH ON APPLIED STUDIO COURSES IN THE PANDEMIA PROCESS: ONLINE AND FACE-TO-FACE EDUCATION COMPARISON

Handan NARİN (Çukurova University Faculty of Education, Turkey)

Buket TURHAN TÜRKKAN¹ (Çukurova University Faculty of Education, Turkey)

Problem Statement

The Covid-19 pandemic has changed teaching processes in higher education, causing face-to-face teaching activities to turn into virtual courses in various online learning applications (Simamora, 2020). In this unexpected period, almost all courses started to be carried out with distance education very quickly. Due to the sharp transition to distance education, it has been a matter of curiosity how the process was carried out and how well the students adapted to this situation with sudden transition from face-to-face education to distance education (Karahana, Bozan & Akçay, 2020). In this process, researches have been carried out to express that especially students have problems. There are problems such as distraction, lack of participation, focus due to mental stress, as well as internet connection problems, lack of necessary technological devices (Azlan, Wong, Tan, et al., 2020) and not being ready for distance education (Durak, Çankaya & İzmirli, 2020). However, it was stated that students did not have problem of absenteeism and could access and watch course videos whenever they wanted (Eroğlu & Kalaycı, 2020) and students find distance education applications advantageous in terms of providing flexibility (Serhan, 2020). In general, it can be said that distance education carried out during pandemic process has advantages and disadvantages.

One of the topics discussed in distance education is how to handle applied courses. In this context, various universities and faculties have made decisions to teach applied courses in some areas face to face in the fall semester of the 2020-2021 academic year. In the faculty where the study was carried out, the courses carried out online in the spring semester of the 2019-2020 academic year and it was decided that applied courses in art education program will be done face-to-face in the fall semester of the 2020-2021 academic year. In this context, the need to compare these courses has emerged. In this study, the applied studio courses conducted in art education undergraduate program were discussed.

Studio training is an active, hands-on and participatory education process designed to help students learn to participate in a creative process (Sawyer, 2017). From past to the present, it is a matter of curiosity what results of the applied studio courses such as painting, sculpture, drawing from live models, which are carried out interactively with relationship between master-apprentice, teacher-student, with pandemic period, both face to face and online. These courses are very important both in the formation of artistic skills of the preservice art teachers and in terms of education, the acquisitions developed by the studio training. With pandemic, there were various problems in applied courses conducted online. It was determined that a significant portion of students had difficulties in accessing the necessary materials, creating products, making original designs and productivity (Kahraman, 2020). Although, it is stated that there are positive aspects of online art work. International and easily accessible art-related trainings were carried out before pandemic, and that after pandemic, hybrid education models including face-to-face education and distance education could be used in art classes; it is predicted that by going beyond traditional educational practices in the future, bridges between social classes will be established, age barriers will be removed, local boundaries will be overcome, and lifelong learning will be widespread (Kini-Singh, 2020). Courses can be enriched with software and virtual environments that can be used in the field of art (Dilmaç, 2020). In this context, it is thought that revealing current situation

in distance and face-to-face studio courses in art education and comparing these two different processes will shed light on these discussions. In this context, in this study, it is aimed to evaluate applied studio courses both face-to-face and online during pandemic period in terms of students' views.

Method

The research was carried out as a case study. In the study, face-to-face and online studio courses conducted in the department of art education at a state university were determined as the case. Convenience sampling method was used to determine the participants of the study. The participants were the preservice teachers who are studying in a state university in the south of Turkey in the Department of Art Education. Participants attended the studio courses online in the spring semester of the 2019-2020 academic year and face-to-face education in the fall semester of the 2020-2021 academic year. Semi-structured interview technique was used to collect the research data. Data were analyzed with inductive content analysis.

Findings

The results of the study were examined under the themes of opinions about conducting the studio courses face-to-face, the opinions about conducting the studio courses online, the effect of the type of education on the choice of the subject, the effect of the type of education on the choice of material, the effect of the type of education on the artistic skills, the opinions about the choice of education type. In line with the research results, suggestions for future studies and applications are presented.

Keywords: Art education, distance education, face-to-face education, studio courses.

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PROBLEMS AND DISPARITIES IN OPPORTUNITY BECAUSE OF THE DISTANCE EDUCATION RESULTED FROM COVID-19: A SYSTEMATIC REVIEW

Dr. Seda AKTI ASLAN¹ (Ministry of Education (MEB), Turkey)

Problem Statement

There has been an ongoing fight with Covid-19 since the beginning of 2019 all around the world. Organization (WHO) declared COVID-19 to be a global public health emergency on 30 January, 2020, and a pandemic on 11 March, 2020 (WHO 2020a). Like all of the dimensions of daily life, the pandemic has seriously affected education. Face to face education had to be stopped in many countries around the world, and distance education has started (Blankenberger and Williams, 2020; Bozkurt and Sharma, 2020). Distance education is not a new concept for teachers and students. However, the transformation in the education sector due to the pandemic took place at an unexpected pace. This situation has caused many different problems including the sub-structure issues in Turkey.

Governments are responsible for presenting the opportunity of education equally to all citizens and this process should be ensured without any interruption. However, some researches about urgent distance education have revealed that it has been impossible for the students to participate in the distance education process efficiently (Erümit Fiş, 2021; Haşiloğlu, Durak and Arslan, 2020; Koçoğlu and Tekdal, 2020). On the other hand, this study is regarded important as it ensures a general view about the urgent distance education process in Turkey and guides future distance education practices in the future. The problem of the study is the COVID-19 pandemic and the difficulties experienced in the urgent distance education process and disparities of opportunity. In the framework of this problem, the purpose of this research is to put forth the problems and disparities resulting from the urgent distance education in Turkey.

Method

The Meta-synthesis method, based on the interpretative analysis of qualitative research findings, is used in this research (Aspfors and Fransson, 2015). Making an in-depth analysis of the issue is the purpose of this method (Au, 2007). Firstly, a database in which surveys would be conducted with specific keywords were chosen; finding studies in the literature that would serve the purpose of the research was the goal of this process. Web of Science, ERIC, and Dergi Park database were carefully searched to reach most of the literature and studies that have high reliability. In the Web of Science database, Turkey was chosen as the region, "Education, Educational Research" was chosen as the category, and "COVID-19 and Education" were chosen as the keywords. As there was no option of the region in the ERIC database, the word Turkey was added as the final keyword to determine the Turkish studies in the related literature; "COVID-19 and Education and Turkey" keywords were used. "COVID-19" keyword was used in the Dergi Park database and "Education, Educational Research" was chosen as the category. The period after 2020 was chosen as the period. The inclusion and exclusion criteria of the studies were: The study should be carried out in Turkey, it should either be conducted with qualitative or combined research method, the topic of the study should be the education process throughout COVID-19 pandemic, the study should be carried out with primary, secondary and high school students or parents.

1 sedakti@gmail.com <https://orcid.org/0000-0001-9345-6194>

In the first phase of the literature review, keywords were used and 125 prospective studies were determined. The titles and summaries of the studies were analyzed in the second phase. The number of prospective studies was reduced to 23 after elimination. All chapters of the study were read and at the end of the process, it was determined that 13 studies should be included in the research. These studies included in the research were encoded as S1, S2, S3... Encoding the findings of the researches included in the study and theming processes were completed. Content analysis was carried out while forming the codes and themes.

Findings

At the end of the careful analysis of studies included in this research, it was determined that six factors are related to the problems that occurred in the urgent distance education process which started because of the COVID-19 pandemic. These factors are teacher-related, student-related, parent-related, system-related, school management-related, and disparities in opportunity. The themes with the highest frequency are: Being caught unprepared and classroom management problems (teacher based problems), lack of motivation, not taking lesson seriously/regarding lessons as vacation (student-based problems), sub-structure and technical problems, not building communication with students, short classes and content deficiencies (system based problems), ignorance of parents (parent-based problems), combining classrooms (school management based problems), not being able to participate all students in the class because of the lack of hardware (disparities in opportunity) and socio-economic problems. Based on these consequences, developing necessity based education and preventing disparities in opportunity is quite significant in Turkey.

Keywords: Covid-19, Distance Education, Problems, Meta-Synthesis

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ADDRESSING THE CHALLENGES OF ONLINE STUDENT ENGAGEMENT DURING THE COVID-19 PANDEMIC

Hatice USLU-KOCABAŞ¹ (Yıldız Teknik Üniversitesi)

Bünyamin BAVLI (Yıldız Technical University, Turkey)

Problem Statement

The COVID-19 pandemic caused most of the universities to make a shift from campus-based in-person teaching to online teaching. This urgent and unprecedented change has revealed the importance of student engagement in online courses. Krause (2005) defines student engagement as “energy and resources students devote to activities designed to enhance learning at university” (p.3). Engagement is linked to several important issues in higher education such as participation in educational activities, learning outcomes, and student achievement. Engagement is a multifaceted concept and examined under different dimensions in the literature. Redmond, Abawi, Brown, Henderson, and Heffernan (2018) define the concept of online engagement with behavioral, collaborative, emotional, social and cognitive dimensions.

Since engagement and motivation are interrelated issues (Reeve, 2012), students are more likely to engage in educational activities when they are motivated. Student motivation can be significantly influenced by the design and delivery of online courses. A well-structured course attracts students and leads to active participation. Besides, instructor presence in the group and interaction, such as feedback, contribute to student motivation and active participation in online courses (Gedera, Williams, & Wright, 2015). In this respect, Bryson and Hand (2007) concluded that students are engaged when the instructors are enthusiastic and engaged during the lessons.

The instructional design including pedagogical elements is greatly emphasized for providing an effective and qualified online course (Soffer, Kahan, & Livne, 2017). Instructional strategies supporting the constructivist roles of the instructors and students can promote success in online learning environments. Therefore, instructors should involve the students in learning process active and assist in building a learner community (Conrad & Donaldson, 2004). Furthermore, there is an emphasis on implementing educational technology in online courses to enrich learning experiences in online environments to increase engagement and retention (Salazar, 2010).

This study aims to explore the experiences of instructors and undergraduate students regarding student engagement during online courses in the times of Covid-19 Pandemic. Identifying and describing online student engagement can provide several recommendations about online teaching and learning process.

Method

Qualitative phenomenological method, adopted to identify the common senses of individuals' experiences around a concept, was employed to explain online student engagement from the perspectives of instructors and students (Creswell & Poth, 2018). The participants of this study consist of 6 instructors and 6 undergraduate students from various public and private universities in Turkey. Instructor participants, who met the criteria of teaching online during the COVID-19 pandemic in different departments at various universities, were determined through snowball sampling. Student participants were the voluntary participants who follow the online courses of the corresponding instructors. In-depth interviews were carried out for data collection.

1 haticeuslukocabas@gmail.com

All the participants were informed about the study, interview process and their rights before conducting the interviews. Open-ended questions, with expert opinion and pilot implementation, were asked during the interviews. Interviews were conducted and recorded via zoom meetings. The records were transcribed and shared with the participants to review their own statements. The transcripts were then analyzed and coded through content analysis method.

Findings

Based on the data obtained, it can be concluded that students face various difficulties concerning online engagement. Inactivity due to sitting in front of the computer screen for long hours and the sense of being isolated are the main physical and psychological factors that cause a loss in concentration, motivation and engagement during online lessons. For students studying applied sciences, the lack of hands-on training in laboratory courses is a major challenge to be engaged. Other significant factors that adversely affect student engagement are the high number of students in online classes, technical problems, a low degree of effort and enthusiasm of instructors, and a teacher-centered approach to teaching. The teacher-centered approach to teaching minimizes the interaction between the instructors and students. Due to the lack of interaction, students do not feel connected, motivated, concentrated and engaged during online lessons. Some of the instructors stated that they employed additional technological and instructional methods in order to make students more motivated and engaged during online courses. It is important to underline that these instructors were equipped with the necessary knowledge about online teaching. However, for the large number of students in online classes the technical problems are crucial issues that the instructors have to deal with. Despite all the disadvantages experienced, the participant students emphasized that they were more engaged if the instructor provided timely feedback and demonstrated effort, motivation and engagement during the lessons. This study is an ongoing research and the current study results are limited to 6 instructors and 6 undergraduate students.

Keywords: COVID-19 pandemic, engagement, higher education, undergraduate student

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SCHOOL EXPERIENCE UNDER COVID-19'S SHADOW*Serkan KELEŞOĞLU¹* (Ankara University, Turkey)*Alper YETKİNER²* (Kilis 7 Aralık University, Turkey)**Problem Statement**

The most important section of the teacher training system is the education faculties and the practices of student teachers in schools supported by theoretical knowledges in these faculties. Practical courses, which are generally included in the last semesters of undergraduate programs, are give an opportunity that student teachers can experience the teaching profession for the first time. School Experience I, School Experience II and Teaching Practice courses are based on teaching practices included in the programs of education faculties in order to gain teaching experience (Ünlü Saratlı, 2007). In these courses, student teachers carry out applications in practice schools affiliated to the Ministry of National Education in accordance with the criteria determined by the ministry. In these practices, student teachers come face to face with students, realize the theoretical knowledge they have received in classes such as classroom management, development and learning, and special teaching methods etc., and begin to realize exactly what is the profession teaching is. The school experience course, one of the practical lessons (Ekinici & Tican Başaran, 2015), which is the basic foundation of a functional teacher education program, is an important step for student teachers to recognize and understand the teaching profession and is very important in terms of contributing to the professional development of student teachers with a good planning (Kırçiçek and Yüksel , 2019).

With the pandemic, the sudden transformation from the traditional classroom education model to distance learning has radically changed the basic working model of Higher Education worldwide. According to UNESCO, schools and higher education institutions were closed in 185 countries on April 1, 2020, and it affected more than 1.5 billion students, constituting 89.4% of the total enrolled students worldwide (ElAref, 2020). When traditional face-to-face classes were canceled and schools switched to distance learning methods, face-to-face field experiences became impossible for student teachers. Due to the COVID-19 pandemic that took place in Turkey, the practices that student teachers should do have also changed shape with the decision of the Ministry of Education for distance learning and made it compulsory to be carried out online with students through technological devices. This situation has forced the implementation of the relevant courses in teacher training programs to change. Because of that, in order to support student teachers, an action planning was designed in the school experience course. In this planning has been aimed to overcome the limitations of COVID-19 Process by supporting student teachers. In this research, it was aimed to identify the effect of the action planning. Therefore, in the research, answers were sought for the following sub-problems:

1. What are the opinions of the student teachers regarding the action planning conducted within the scope of the school experience course?
2. What are the opinions of the mentor teachers regarding the action planning conducted within the scope of the school experience course?

Method

The research was designed according to the action research design, one of the qualitative research methods. According to Yıldırım and Şimşek (2008), a research approach that involves systematic data collection and analysis to reveal problems related to the application process, or to understand and solve a problem that

1 skelesoglu@ankara.edu.tr

2 ayetkiner@kilis.edu.tr

has already arisen, carried out by a practitioner who is involved in the action research, either directly or with a researcher. Action research in the field of education is generally focused on teacher, applications, classrooms and school (Gürgür, 2017). Mills (2011) describes the action research as a systematic process in which actions towards development take place by determining the effect of teaching practices and their contribution to students by the teacher (Cited in: Gürgür, 2017). In this research, the lecturer conducting the relevant course designed an action plan to eliminate the difficulties of distance learning processes, realized and evaluated it with the participation of student teachers and mentor teachers. The working group of the research consists of 54 student teachers participating in the teaching practices of a public university in the fall semester of the 2020-2021 academic year and 13 mentor teachers who advised the application process. In order to determine the opinions of the participants, a semi-structured interview form was prepared, 13 focus group interviews with teacher candidates and 13 online individual interviews with teachers were conducted. The interviews were not recorded in line with the demands of the participants. Written records were taken by the researcher during the interviews. Collected data were subjected to descriptive analysis by two different specialist on teacher training education.

Findings

At the end of the research, opinions on implementation were gathered under three main themes: "contributions of action", "difficulties encountered" and "improvement suggestions". The student teachers stated that the action contributes professionally as they design and implement a different study every week. On the other hand, they stated that they faced difficulties in applying these studies in online processes, lack of technological infrastructure and low student participation. Teachers also stated that the studies developed and implemented by the student teachers had a positive effect on the learning processes, but they could not overcome the difficulties that the student teachers also stated. All of them suggested developing materials that increase student interaction by using Web 2.0 tools in teaching practices to be carried out through distance learning in the following terms and increasing the studies based on these applications. For teaching practices to be carried out based on distance learning, it is recommended to increase the technology-based material development competencies of student teachers, to make evaluations of distance teaching practices and to produce policies by carrying out the relevant research with the participation of teachers from different faculties and practice schools.

Keywords: School experience, Action Research, COVID-19,

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POLISH DISTANCE EDUCATION IN THE TIME OF THE COVID-19 PANDEMIC

Dr. Katarzyna MILEK¹ (Gnieźnieńska Szkoła Wyższa Milenium w Gnieźnie, Poland / Gniezno College of the Millennium Poland)

Dr. Tomasz ALBIŃSKI (Gnieźnieńska Szkoła Wyższa Milenium w Gnieźnie Poland / Gniezno College of the Millennium Poland)

Problem statement

At the turn of 2019/2020, the COVID-19 pandemic began to develop in the world. In the initial period of the circulation of information on the spread of the SARS-CoV-2 coronavirus - causing this disease - no one, apart from a handful of specialists, expected the extent to which the pandemic situation could affect people, their social environment, lifestyle, work, study and rest. The pandemic has affected all spheres of our lives. At the moment, we are constantly fighting for survival and for our children to live in a “normal” world in the future. The following considerations are dedicated to one of the aspects of this struggle, namely the methods of adapting education in Poland to the conditions dictated by the pandemic situation.

In March 2020 lockdown was introduced in Poland due to the increasing number of Covid-19 infections. As a result, the education of children, adolescents and adults must be carried out remotely to this day. Teachers, lecturers as well as pupils and students faced a new, virtual reality.

It should be mentioned that for the majority of teachers and students, remote education was and still is a great logistic challenge. We are facing various problems, including technological (the issue of communication in complex relationships: school - parents - students), methodological (related to the new form of learning), and finally psychological ones (related to long-term isolation). Teachers as well as students have been living in the virtual world for a year now. A computer, tablet or mobile phone has become a tool for the work of a teacher, child or student, through which they can communicate with the outside world or continue learning. The fact is that until March 2020, only a small number of people had contact with remote education. Most of them could only use basic programs. And it was at this point that the entire educational system in Poland (except for pre-school education) was switched to distance learning. The fact is that until March 2020, a small number of people had contact with remote education. Most of them could only use basic programs. And it was at this point that the entire educational system in Poland (except for pre-school education) was switched to distance learning.

One of the most comprehensive studies on the evaluation of distance education in Poland is a project carried out by the Team of the Centre for Civic Education in cooperation with the School with Class Foundation. It was aimed at diagnosing the situation in which schools found themselves as a result of the pandemic in Poland (the situation of universities was not the subject of the study). It should be mentioned that over 1,000 teachers from primary schools from all over Poland took part in the study. The results of the survey indicate that, inter alia: 85.4% of the surveyed teachers had no previous experience with distance learning; 36% of teachers indicated shortages of students' equipment as one of the main problems with distance education. However, the biggest problems faced by teachers are: the time-consuming process of remote education, as well as stress and fatigue. There are also problems with information chaos affecting the decision-making environment. There are also new phenomena: “disappearing” students from the education system, and “disappearing” teachers.

1 Katarzyna.Milek@milenium.edu.pl

Higher education is facing similar problems. Despite the fact that both students and academic lecturers are groups for which the transition to distance learning was not such a heavy burden, the dynamics of this change was revolutionary. Above all, teaching methods and study programs had to be adjusted. The ways of evaluating the achievement of learning outcomes have changed. Distance learning platforms used by universities had to be adapted to new conditions and a new scale of application scope. The administrative management of the university is also performed remotely.

Characterization of the scope of these changes along with a preliminary assessment of their efficiency will be carried out on the example of the GSW Milenium educational group based in Gniezno, Poland. It is an institution that brings together all levels of education - from pre-school education, through primary school, high school, to university. As a result, it will constitute a comprehensive example of the phenomenon of teaching in a pandemic situation.

Key words: university, high school, teachers

Reference

<https://centrumcyfrowe.pl/edukacja-zdalna/>

DURING THE PANDEMIC PERIOD EVALUATION OF STUDENT'S OPINION ON DIFFERENT TEACHING APPROACHES IN SCIENCE EDUCATION

Duygu AKKAN¹ (Ministry of Education, Turkey)

Mustafa ERGUN (Ondokuz Mayıs University, Faculty of Education, Turkey)

Problem statement

Everyone has the right to education, which is protected by law. There are differences in the situation of different education types according to the special conditions and demands of the person. The purpose of these different types of education that emerged for various reasons is to ensure the uninterrupted continuation of the person's education. The main ones are face-to-face or online training at the hospital, face-to-face or online training at home. The coronavirus (COVID-19) has spread rapidly all over the world in the last year and the active role among people has affected every sector in a way that causes a global crisis. Education in schools comes first which is one of the affected sectors. Many countries have brought some restrictions in schools, but where these restrictions are insufficient, they have had to provide distance education. Face-to-face education has been suspended at school in our country since March 16, 2020 because of COVID-19. Although face-to-face training was started gradually in September 2020, it was switched from formal education to distance education again in November 2020 due to the increase in cases. In this process where distance education is carried out at home, the concept of home education has become frequently expressed. However, when the literature is examined, it is seen that children in the compulsory formal education age are defined as having some or all of their education carried out by their families or those chosen by their families. (Şad & Akdağ, 2010). In fact, it is known that in our country, homeschooling takes place in the form of providing education services at home to students who cannot attend formal education at school because of their health conditions (MEB, 2010). Apart from this situation, some families also support face-to-face education at home to meet the educational needs of their children. This face-to-face training at home is carried out with the private financing of families.

In line with the decision taken by educational institutions during the pandemic process, it transformed from face-to-face formal education to online distance education, then face-to-face education, back to face-to-face education, and then back to distance education again. As can be understood from here, there is a reciprocal interaction between face-to-face and online education.

For constructivism is taken as a basis on the teaching of the current science course curriculum, it is important for students to discover knowledge by doing. Since the students could not do experiments and activities during the distance education process, they explored different alternatives to enable them to learn by themselves in order to better understand the subjects. Among these, educational portals (Vitamin, Tonguç Akademi, Morpa Campus, Khan Academy) that can be accessed by providing technology support came first, while some students continued their face-to-face home education from teachers who can be reached around the family.

In this study, it was aimed to take the opinions of middle school students who experienced different learning approaches within the scope of science education during the pandemic process. It was aimed to evaluate the perspective of secondary school students who took both face-to-face and online science classes at home after face-to-face education at school.

1 Duygu Akkan, dyg5552@gmail.com

Method

Qualitative research method as case study was preferred in this study. In this study, based on purposeful sampling method, a middle school second-grade female student who received face-to-face education at school and at home and received online science course was selected.

An interview form containing 15 questions was used as a data collection tool. The answers to the questions in this interview form were collected through a semi-structured interview. Various measures have been taken to minimize the factors affecting the validity and reliability of the data collection tool. A direct quote for internal validity and an explanation of the reason for choosing the method used for external validity were made. Data was recorded for internal reliability and consistency between data was checked for external reliability. Finally, codes and themes were created from the collected data.

Findings

According to the findings obtained, requirement of the lesson it is understood that conducting experiments and activities is important for the student, and direct expression causes the student to get bored in this process. According to the findings obtained about face-to-face education, it is seen that the interaction with the student's friends is very important, and the importance of lack of friends is emphasized in one-to-one education at home. It is understood that online live lessons are perceived as a problem in science teaching due to the lack of interaction. It was concluded that the contents on EBA TV were found entertaining by the student. In addition, it has been determined that the reason why Tonguç Academy, which is one of the portals used in science education, is preferred by the students is that the course takes place in the form of mutual conversation and the use of remarkable colors and visuals. It can be stated that the results obtained are in parallel with the studies in the literature suggesting that students should be reinforced with games in science teaching. Based on the data obtained as a result of the study, suggestions can be made to support it with interactive content and videos in live lessons, to communicate with each other in live lessons, and to support it with simple experiments in science teaching at home.

Key Words: Science education, COVID-19, Distance education, Student

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EDUCATIONAL ACTIVITIES ORGANIZED BY PRIVATE SECTOR ORGANIZATIONS FOR THEIR EMPLOYEES AND THE TRANSFORMATION PROCESS IN COVID-19 PANDEMIA

Merve TUNCA¹

Dr. Öğr. Üyesi Murat BÜLBÜL²

Problem Statement

It is an inevitable obligation for organizations to keep their employees' knowledge and skills up to-date through training they will organize in order to be able to adapt to the ever-evolving and changing competitive market conditions in a sustainable manner (Bek, 2007). What is aimed with these trainings; It can be said that there is an increase in corporate income, an increase in customer and employee satisfaction and a reduction in costs. All processes from planning and conducting these trainings, which have the potential to benefit the institution in this way, from measuring the effectiveness and contribution of the trainings to institutional efficiency, to determining new training needs, should be carried out with great care and attention. This responsibility naturally belongs entirely to the institution. It has also been supported by the studies that the trainings planned on-site and in accordance with the needs will provide significant financial and moral contributions to the institution in the medium and long term (Öztürk ve Sancak, 2007).

When the relevant literature is examined, there is no study in the literature that comprehensively investigates the training activity processes organized for private sector employees. In addition, a study on the impact of the covid-19 pandemic on these trainings is not available in the literature.

For this reason, the aim of this study is to investigate the private sector organizations from the beginning to the end of the training process they provide for their employees and the effects of the employees on the next business processes comprehensively. In addition, understanding the direction and nature of the transformation in these trainings with the effect of the covid-19 pandemic is one of the most important goals of this research.

Method

The phenomenology method, one of the qualitative research designs, was used in our study. Since there are no studies aimed at evaluating the subject we want to research completely, phenomenology management has been deemed appropriate to obtain detailed data for understanding the adult education phenomenon in the business sector (Karataş, 2015; Marshal, 1996).

Validity and reliability in qualitative research methods reflect the quality of the study (Yağar & Dökme, 2018). Within the scope of the study, expert opinions were taken to measure the understandability of the research questions and to complete the parts considered to be missing. Direct quotation method, which is another validity method, was included in the study. In addition, interview transcripts were coded independently by a field expert and a researcher within the scope of the study, and a joint decision was made.

1 mervetunca110105@hotmail.com

2 muratbulbul77@gmail.com

Findings

Within the scope of the study, educational processes organized for private sector employees were handled based on the opinions of people working in different private sector organizations that organize and deliver this training. As a result of the research, the data collected through interviews from trainers working in the private sector were presented with 5 main themes and 16 sub-themes. As a result of the research, it was observed that the quality and quantity of training activities, especially the budgetary problems of private sector organizations, decreased. In addition, it has been determined that they do not carry out scientific evaluation activities regarding to what extent their training has affected indicators such as profitability and customer satisfaction. Finally, remarkable results have been achieved, such as the lack of knowledge and awareness of educators on adult education, and confusion about digital transformation practices, which have become a necessity in the covid-19 process, and waiting for government support on this issue.

Keywords: Private sector organisations, needs analysis, planning training, assessment, adult education, covid-19 pandemic

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EMERGENCY REMOTE TEACHING EXPERIENCES OF 12TH GRADE STUDENTS DURING COVID 19 PANDEMIC

Aleyna ERDOĞAN¹ (Hacettepe University, Division of Curriculum and Instruction, Turkey)

Dr. Öğr. Üyesi Sevinç GELMEZ BURAKGAZİ (Hacettepe University, Division of Curriculum and Instruction, Turkey)

Hamdican YILDIRIM (Hacettepe University, Division of Curriculum and Instruction, Turkey)

Aslı Zeynep AYDIN (Hacettepe University, Division of Curriculum and Instruction, MA, Turkey)

Fatma Mine ARSLAN ÇELİK (Ministry of National Education, Turkey)

Bahar KÖYLÜ (Hacettepe University, Division of Curriculum and Instruction, Turkey)

Zeynep AYDOĞAN (Hacettepe University, Division of Curriculum and Instruction, Turkey)

Problem statement

Covid-19 which started to take effect at the beginning of 2020, spread rapidly and became an epidemic on a global scale (Altun & Yamamoto, 2020). According to data from the United Nations, about seven hundred and seventy million learners around the world have been affected by the interruption of education and the closure of schools and universities (UNESCO, 2020). Ministry of National Education (MoNE) announced that as of March 23, 2020, education activities will be carried out remotely through the Education Information Network (EBA), television and internet (MoNE, 2020). In this case, emergent remote learning was put to work. Emergent remote learning is a temporary change in teaching due to crisis conditions, unlike the online learning that was originally planned and this temporary shift might diminish the quality of teaching and learning. (Craig, 2020; Hodges, Moore, Lockee, Trust & Bond, 2020) As a result of the intensity of such problems and the developments in cognitive psychology, it is very important to teach learning strategies that enable the students to orient themselves and gain their own learning skills (Yaşar & Belet, 2007). Learning strategies are all the processes used by the learner to learn on their own. Sönmez (2008) divides learning strategies into five categories: Attention, repetition, meaningfulness, executive cognition and affective strategies. Decades of literature indicate that learners who use learning strategies effectively are more successful (e.g. Cornford, 2002; Weinstein & Underwood, 1985). In this study, it is aimed to examine the perceptions and learning strategies of 12th grade students towards emergent remote teaching in line with their experiences during Covid-19 pandemic.

Within this purpose, the research questions of the study are:

1. What are the resources used by 12th grade students in the emergent remote teaching process?
2. What learning strategies do 12th grade students use in the emergent remote teaching process?
3. What are the opinions of 12th grade students regarding the emergent remote teaching process?
4. What are the opinions of 12th grade students regarding the advantages and disadvantages of emergent remote teaching process?

Method

A qualitative multi-case study design was used since data were collected by interviewing more than one group (Yıldırım & Şimşek, 2016). In the nested multiple case design, comparisons could be made between

existing situations (Yin, 2003). The research was conducted with the permission of the Ethics Committee. The data were collected using the interview technique, through the semi-structured interview form developed by the researchers. Interview form was sent to two experts and rearranged in line with their opinions. Data were collected from two high schools. The study group consists of 11 students, who are studying in two 12th grade public schools determined through an easily accessible sample. The interviews were conducted with students in May 2020 on WhatsApp application. During the analysis of the data, first of all, the data obtained from the students were transcribed by the researchers. Descriptive analysis was used to analyse data. Three themes emerged from the data analysis: *Views, Advantages and Disadvantages*, and *Resources and Learning Strategies During Emergent Remote Teaching*. In this study, four criteria determined by Lincoln and Guba (2005) were taken into consideration to ensure trustworthiness: credibility, transferability, dependability, and confirmability.

Findings

Views Regarding Emergent Remote Teaching: When students were asked about their perceptions of emergent remote learning, analysis revealed that lack of rules to follow in distance education negatively affected students' motivation. Students explained that they felt more organized and disciplined during face-to-face education.

Advantages and Disadvantages of Emergent Remote Teaching: Nine out of eleven students criticized distance education for its negative aspects. These were absence of time, moving away from school discipline and environment, technical failures in EBA and difficulties of home environment. The students explained the positive aspects that they could plan their time, take more tests, and review topics easily. e.g., "I did not know how to use time, distance education taught us effective time management." (Ö2₀₁)

Resources and Learning Strategies Used: Data analysis revealed that six students mostly used YouTube and five students frequently used EBA. All participants -except one- stated that they generally communicate with teachers through WhatsApp and EBA. To examine the learning strategies of students in this process, "test", "review", "memorize", "relating" codes were created. The students stated that they prepared for lessons by taking and memorizing notes, and generally by solving the tests. E.g., "I proceed on YouTube, take my notes, then I read the lecture." (Ö4₀₁) There was no difference between two schools in terms of the themes that emerged from the study.

Keywords: Emergent remote teaching, online learning, learning strategies, qualitative research.

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EVALUATION OF PRE-SCHOOL PERIOD LEARNING ENVIRONMENTS FROM THE PERSPECTIVES OF CHILDREN AND TEACHERS

Büşra ÇELİKEL¹ (Hacettepe University, Ankara)

Zehra BİLGİN² (Çanakkale Onsekiz Mart University, Çanakkale)

Mine Canan DURMUŞOĞLU³ (Hacettepe University, Ankara)

Problem statement

Learning environments refer to all environments where interpersonal communication and educational activities are conducted, and these environments are not limited to classrooms (Kıldan, 2007). Learning environments can be organized as indoors and outdoors, and the quality of these environments influence children's behaviours positively and increases the efficiency of the educational and instructional process (Özkubat, 2013). Quality learning environments are of great importance for the development and learning of pre-school children who use their senses to explore and make sense of their environment (Çukur & Delice, 2011). In the pre-school period, in which development and learning are the fastest, children are influenced very quickly by the characteristics of the environment they are in (Maxwell, 2007). In the Pre-school Curriculum (Milli Eğitim Bakanlığı, 2013), it is emphasized that child-centred learning environments that allow children to reveal their creativity and are organized in accordance with their development are of great importance. Child-centred, quality learning environments arranged to include rich stimuli foster the development of pre-school children and support their skills (Anders, Rossbach, Weinert, Ebert, Kuger, Lehl & Maurice, 2012; Babaroğlu, 2018; Çukur & Delice, 2011). It is one of the important duties of teachers to organize learning environments as safe environments that put the child in the centre (Cohen, Manion, Morrison & Wyse, 2010). Accordingly, identifying the similar and different aspects of pre-school children's expectations and teachers' expectations and practices regarding learning environments will contribute to strengthening the quality of these environments. In this sense, the purpose of the current study is to reveal the opinions of 48-72 month pre-school children and preschool teachers about learning environments. To this end, answers to the following questions are sought:

1. What are the current learning environments and expected learning environments of 48-72 month-old children who attend pre-school education?
2. What are the places where 48-72 month-old children attending pre-school education prefer to do activities inside and outside the school?
3. What are the activities that 48-72 month-old children attending pre-school education like to do inside and outside the school?
4. What are the opinions of pre-school teachers about quality learning environments?
5. What are the opinions of pre-school teachers about the current learning environments and the learning environments they dream of?

1 busracelikel93@gmail.com

2 zehragunduz@comu.edu.tr

3 minenildurmusoglu@gmail.com

6. What are the opinions of pre-school teachers about in-class and out-of-school learning environments?
7. What are the opinions of preschool teachers about alternative learning environments and nature-based learning environments?

Method

The current study was designed utilizing phenomenological research design, one of the qualitative research methods. The phenomenological research design refers to investigation of a phenomenon such as a perception, concept or case being studied to come up with a definition or an explanation of this phenomenon (Yıldırım & Şimşek, 2016). The study group of the current research is comprised of 48-72 month-old 12 pre-schoolers and 17 pre-school teachers selected with the criterion sampling method, one of the purposive sampling methods. Criterion sampling refers to the study of all the cases meeting a set of criteria (Yıldırım & Şimşek, 2016). In the collection of the data, a demographic information form and a semi-structured interview form developed on the basis of the relevant literature and reviews of three faculty members were used. In the analysis of the collected data, the content analysis method was used. Content analysis refers to collecting similar codes within the framework of specific categories and interpreting them by organizing in a comprehensible manner (Yıldırım & Şimşek, 2016). In order to establish the reliability, the data were coded by two researchers independently and then the codes were compared to reach an agreement (Miles & Huberman, 1994).

Findings

As a result of the current study, it was concluded that the children evaluated the current and dreamed learning environments in two categories; place and material. Whereas they emphasized the classroom while describing their current learning environments, they emphasized workshops while describing their dreamed learning environments. It was determined that children mostly talked about building toys in their current learning environments, and they wanted more toys in their dreamed learning environments. It was found that the children like doing activities in the class inside the school most while they like doing activities in parks outside the school most.

The pre-school teachers described the quality of learning environments in terms of the child, material and teacher and emphasized that they should be suitable for children. They also emphasized the necessity of learning centres and that the most frequently used centres are block and dramatic play centres. It was found that the teachers have information about some alternative learning environments and that they mostly mentioned the Montessori and Waldorf approaches. The teachers mostly prefer to conduct science-nature activities in out-of-class learning environments and organize field trips and have positive opinions about nature-based learning environments.

Key words: Preschool education, learning environment, preschool education curriculum, alternative learning environments

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TEACHERS' VIEWS REGARDING THE PROBLEMS AND PRACTICES IN INCLUSIVE EDUCATION IN THE PRESCHOOL PERIOD

Uzm. Derya VURAL¹ (Hacettepe Üniversitesi Temel Eğitim Anabilim Dalı, Okul Öncesi Eğitimi Bilim Dalı)

Uzm. Nur Banu PİŞKİN (Hacettepe Üniversitesi Temel Eğitim Anabilim Dalı, Okul Öncesi Eğitimi Bilim Dalı)

Doç. Dr. Mine Canan DURMUŞOĞLU (Hacettepe Üniversitesi Temel Eğitim Bölümü, Okul Öncesi Eğitimi Bilim Dalı)

Problem Statement

The inclusive education approach has taken on a structure that includes many issues, especially individual differences, gender-based inequalities, migrants, refugees, asylum seekers, cultural and social diversity (Çelik, 2017). In this context, inclusive education; it is defined as ensuring that all members of society have equal access to social, cultural, educational, vital activities and opportunities, whether they have special needs or not, and that they can benefit from educational opportunities equally by eliminating the discrimination factor (Aktekin, 2017; Booth and Dyssegaard, 2008; Çelik, 2017; UNESCO, 2005). There are some factors that hinder the implementation of inclusive education. Teacher's belief, expectation and attitude, curriculum, teaching methods, and evaluation process can be counted among these factors (MEB ÖERHGM, 2013). To eliminate these factors; It is necessary for teachers to have the necessary competencies in inclusive education, to ensure that they receive quality education on these subjects, to establish a link between academic knowledge and practical knowledge in teacher education, to avoid discrimination among students, and to work on interdisciplinary cooperation (Demirel-Kaya, 2019; ERG, 2016).

In order to remove the obstacles to inclusive education, first of all, the problems experienced in the inclusive education process should be identified and solutions should be found for these problems. Determining the problems experienced in inclusive education in the preschool period, which is the first step of the education system, is important at this point. When the literature is examined, it is seen that there are some studies conducted to determine the views of teachers, who have a key role in inclusive education. It is seen that preschool teachers are aware of the importance of inclusive education and have positive thoughts about inclusive education (Cengiz-Şayan, 2020; Erol-Sahillioğlu, 2020). However, in the literature, no study was found to determine the problems experienced in inclusive education in the preschool period in our country. Based on this determination, this study aimed to determine teachers' views on the problems and practices experienced in the inclusive education process in the preschool period. In the study, the problems and practices experienced in the inclusive education process were discussed in the dimensions of teacher, child, family, administrator, learning and teaching process. The research is important in determining the practices, needs, problems they experienced and solution suggestions for preschool teachers in the inclusive education process.

Method

This research is designed in phenomenological design, one of the qualitative research methods. Working group of the research consists of 20 pre-school teachers working in official independent kindergartens and nursery classes in the various provinces of Turkey in the 2020-2021 academic year. The teachers participating

1 derya_snp@hotmail.com

in the study were selected by using criterion sampling, one of the purposeful sampling methods. The research data were collected through a personal information form developed by the researchers and a semi-structured interview form. The questions in the data collection tool were created by scanning the relevant literature and referring to the opinions of field experts. The data of the research were analyzed with the content analysis technique.

Researchers have strived to remain neutral throughout the process. In addition, the opinions obtained from the participants were presented directly in the research. In order to ensure transferability, the selection of the working group, the development of the data collection tool and the data collection process are described in detail. In order to ensure consistency, the same data set was coded separately by the researchers and the opinion of the expert faculty member was taken (Yıldırım & Şimşek, 2018).

Findings

It was found that the most problems in the inclusive education process were experienced in the family dimension, followed by the problems experienced in the teacher, learning-teaching process, child and administrator dimensions, respectively. One of the main problems experienced in the family dimension is that families with children with special needs have difficulty in accepting the situation of the child, these families have psychological difficulties.

It was determined that teachers have the most problems with their lack of knowledge and experience in inclusive education. It has been determined that the educational environment does not have physical facilities to cover all children and the lack of material is the main problem in the learning and teaching process. In the inclusive education process, it has been determined that children have some psychological and social problems and that refugee children also have language problems. In the inclusive education process, it was determined that the activities that teachers prepared in order to reach all children according to the principle of relativity to the child, they mostly needed counselor and special education teacher. It was determined that the teachers needed to work in cooperation with teamwork and in-service training and suggestions were made for them.

Key Words: Inclusive Education, Problems in Inclusive Education, Preschool Period, Teachers' Views

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EXAMINATION OF PHONOLOGICAL AWARENESS SKILLS SUPPORT PROGRAMS FOR PRESCHOOL CHILDREN

Gökçe KARAMAN BENLİ (Ankara University, Turkey¹)

Problem statement

Phonological awareness is an early literacy skill that requires being able to hear the similarities and differences in the sounds that make up words (Bennett-Armistead, Duke, & Moses, 2005: 15-21). In the preschool period, as children begin to notice words that start with the same sound and segment phonemes within a given word, their phonological awareness increases rapidly (Skibbe, Gerde, Wright, & Samples-Steele, 2016). Therefore, supporting phonological awareness skills from pre-school age is very important in terms of early literacy skills.

In order to support phonological awareness skills starting from preschool period, both abroad (Fuchs, Fuchs, McMaster, Thompson, Al Otaiba, & Yen, 2018; O'Connor, Notari-Syverson, & Vadarsy, 2005) and domestically (Akdağ, 2018; Parpucu, 2016) different programs have been developed. Phonological awareness skills in preschool period are related to children's reading skills in Turkey. (Ergül, et al., 2021; Güldenoğlu, Kargın & Ergül, 2016). For this reason, previous studies should be examined to support phonological awareness skills and the number of qualified intervention programs should be increased.

The aim of this study is to comparatively analysis the programs developed to support the phonological awareness skills of preschool children in Turkey and foreign.

The sub objectives of the research are:

1. What are the features (a-which phonological awareness sub-skills are involved, b- which program development approach has been adopted, c- what materials are included in the applications, d-how is the implementation process, e-the role of teachers) of the programs that support phonological awareness skills?
2. What are the effects of studies involving five different phonological awareness programs on children's phonological awareness skills?

Method

This study is structured within the scope of qualitative research methods. The data of the study were obtained through the documents collected on phonological awareness programs, which were decided to be examined by scanning the literature. Santi, Menchetti, and Edwards (2004) compared eight different phonological awareness programs in their study. They have included some criteria in the selection of these programs. A similar process was followed in determining the programs in this study. The following criteria are included in the selection of programs that support phonological awareness skills: a) The programs are aimed at supporting the phonological awareness skills of preschool children, b) The programs are used in the field and the access is easy, c) The programs are developed based on evidence-based research data.

As a result of literature reviews, three programs developed abroad were examined. These are, 1- "The Intensive Phonological Awareness Program" developed by Schuele and Murphy (2014), 2- "Ladders to Literacy"

1 gokce_karaman@yahoo.com

the phonological awareness section of the program, developed by O'Connor, Notari-Syverson and Vadarsy (2005), 3-"Kindergarten Reading PALS" (revised version) developed by Fuchs, Fuchs, McMaster, Thompson, Al Otaiba and Yen (2018). The programs developed domestically and meeting the criteria are as follows: 1-"SESFAR" developed by Akdal (2018) and 2-"Colorful Worlds Of Sounds" developed by Parpucu (2016). In summary, this study is limited to a total of five phonological awareness programs. The data were analyzed through document analysis. The data obtained from the study were examined by an academician who is an expert in the field of pre-school education, apart from the researcher, and data analysis reliability was provided.

Findings

Colorful Worlds Of Sounds (Parpucu, 2016) includes phonological awareness skills; word, syllable, rhyme and sound awareness, it covered its stages. The activities have been prepared by paying attention to the difficulties of each stage. In this program, it was implemented for eight weeks and three days a week for one-hour sessions. SESFAR (Akdal, 2018) prepared for low phonological awareness skills consists of eight skill areas that support the following skills: segmenting words into syllables, combining syllables, segmenting sentences into words, rhyme awareness, matching first phoneme, matching last phoneme, deleting fist phoneme of the word and deleting last phoneme of the word.

The programs examined in this study show similarities and differences in terms of the phonological awareness skills in their content, the methods and techniques involved in the activities, the educational materials used, the application process with children, and the roles of teachers in this process. By comparing these features, suggestions are made for new phonological awareness programs.

Keywords: early literacy skills, phonological awareness skills, phonological awareness programs, preschool children

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THE EFFECTS OF TELEVISION AND TELEPHONE USE ON PRESCHOOL CHILDREN ON THEIR ADDICTION LEVELS AND BEHAVIORS

Hilal Hatice ÜLKÜ¹ (Aydın Adnan Menderes University, Buharkent Vocational School, Child Development Program, TURKEY)

Seda SARACALOĞLU (Aydın Adnan Menderes University, Faculty of Education, Curriculum and Instruction Department, TURKEY)

Problem Statement

The world is changing rapidly and individuals must adapt to this change. Technology has also undergone a rapid change in the last century and has made people's lives easier. Technology has a very important function in people's ability to control their environment (Arslan, 2004). Children go through a very rapid growth-development process, since some cognitive competencies, self-concept, and coping methods are less developed than adults, it is necessary to be very sensitive and careful in childhood (Çavuşoğlu, 2004).

Television, considered one of the most important mass communication tools today; It made it easier for people to access information and opened a new era in communication. Besides its positive aspects, when the television is not used properly, it causes some negative consequences, especially it poses a threat to the physical and emotional health of children (Belviranlı et al., 2008).

For children who are constantly exposed to images such as violence, aggression, murder, mass death news, eroticism and pornography on TV, these situations are considered normal and become commonplace over time. This causes children to lose their sensitivity, to become alienated from the environment and to become a part of the crime phenomenon in society by reflecting such behaviors to their environment. In studies conducted on determining the effects of violence on school age and preschool children, it has been determined that children who constantly watch violence programs on television become insensitive to violence, remain unresponsive and act aggressively in the future (Molitor & Hirsch, 1994).

In addition to television, children may be subjected to crime, exploitation and abuse over a virtual environment such as the internet. Therefore, internet usage should be safe and should not create disappointment, fear and anxiety for children (Odabaşı et al. 2007). Numerous studies have revealed that mobile phone addiction also causes serious negative effects on mental health, sleep quality, interpersonal relationships, and academic performance (Chen et al, 2016; Çağan et al, 2014).

When the literature is examined, many studies on television and phone addiction are encountered. However, there are no studies examining the effects of television and telephone addiction on preschool children's behavior together.

Research Problems

1. What is the TV watching situation of preschool children?
2. How is the use of phones in preschool children?
3. Do TV and telephone use affect the behaviors of preschool children?

1 Corresponding Author: hilal.gulludere@adu.edu.tr

Method

The research is a case study from qualitative research designs. The case study can provide a data set full of rich details about small groups of people or situations in terms of how and why questions are based, allowing the researcher to investigate in-depth the phenomenon or event that cannot be controlled (Yıldırım & Şimşek, 2016). The universe of the study was composed of parents with children between 3-6 years old in Aydın. In the sample selection, maximum diversity sampling was used for the richness of data with parameters such as age and profession of the participants and 16 parents were included. The data were collected by face-to-face interview method. The interviews lasted an average of 15 minutes. The data obtained from the research were analyzed with the descriptive analysis technique. First of all, the code list has been created. By combining the codes obtained, common aspects were determined and themes were formed. The agreement coefficient of the data encoded by the researchers was calculated as 0.85. Ethics committee approval was obtained for the application of the study.

Findings

Five of the children do not receive pre-school education. All of the children watch TV daily. Children watch TV for 30-180 minutes daily. Children are on the phone for 15-120 minutes daily (n=15). Watching cartoons or videos on the phone or tablet (n=7), taking pictures (n=3), playing games (n=7), painting pictures (n=1) makes. Television and telephone use of children appears to seriously affect their behavior. Four of the participants stated that their child was disconnected from the real world or had trouble perceiving the truth while watching television or dealing with the phone. It was observed that almost all of the participants imitated the characters in cartoons or games, or adopted these characters as role models (n=13). More than half of the parents stated that they prevented the child from watching TV / using the phone and responded with a negative behavior as a result of this blocking (n=11). 6 of the participants stated that the TV and telephone developed negative behavior in their child, and 2 of them said that there was a positive behavior change. When the results are evaluated, awareness about the increasing use of technology should be increased and technology literacy should be learned.

Key words: Preschool Period, Technology, Television, Telephone, Addiction.

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ACCORDING TO MOTHERS “PRE-SCHOOL CHILDREN AT HOME DURING THE PANDEMIA”

Doç. Dr. Fatma ÇALIŞANDEMİR¹ (Burdur Mehmet Akif Ersoy University Institute of Educational Sciences, Turkey)

Master Student, Aytekin ŞAHİN² (Burdur Mehmet Akif Ersoy University Institute of Educational Sciences, Burdur, Turkey)

Problem Statement

Covid-19; It emerged in Wu-han, the capital of the Hubei region, one of China’s largest industrial and commercial centers, in December 2019 (Sakaoğlu, Orbatu, Emiroğlu ve Çakır, 2020). Preserving physiological health in covid-19 cases requires staying away from the virus. (Aslan, 2020). Most governments around the world have temporarily closed education institutions to prevent the spread of the COVID-19 pandemic. These nationwide shutdowns affect hundreds of millions of students (UNESCO, 2020). In this context, various solutions have been proposed by countries in order to continue education uninterruptedly, and the relevant materials have been transferred to the digital environment in order to ensure the continuity of education (Üstün ve Özçiftçi, 2020). Children are also not indifferent to the impact of the COVID-19 pandemic. They experience fears, uncertainty, physical and social isolation, and may miss their school and friends due to long absences. (Çakır Kardeş, 2020). One of the most important consequences of pandemics is quarantine and social isolation (Erdoğan ve Hocaoglu, 2020). All over the world, measures such as partial or full time curfews, quarantine processes, self-isolation of individuals and protection of social distance have been taken (Bozkurt, 2020). However, in this study, it is tried to determine in detail how the pandemic process affects the mothers of preschool children and their children who receive pre-school education at home.

In this context, the effects of the pandemic process on mothers and their children who receive pre-school education are of great importance. When the literature is examined, there are many studies on the effects of the pandemic process. However, it is seen that these studies are mostly related to the stage conditions of the adults in the process, public health, economy and pandemic process. In this study, in line with the mothers opinions, the answers to the questions of the mothers’ state of being affected by the pandemic during the pandemic process, how the children were affected by this process, mother-child communication, how children spend time at home and what kind of anxiety caused by their children not attending preschool education were sought.

Method

This study is a qualitative study conducted to examine the views of mothers who have pre-school education children who are at home during the pandemic process. The Case Study design, one of the qualitative research designs, was used in the study. Case studies are seen as a distinctive approach used in seeking answers to scientific questions (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz ve Demirel, 2019). Personal information form and semi-structured interview form were used as data collection tools. Expert opinions were used in the preparation of the form. In the interview form, mothers were asked questions to determine how the pandemic process affects the relationship between mothers, children, and mother and child. The data of the study were

1 fcalisandemir@mehmetakif.edu.tr

2 aytekisahinbiz@gmail.com

collected through an online questionnaire from mothers whose children received pre-school education. The study group of the research consists of 95 mothers. The sexes of these mothers' children are 45 "female" and 50 "male" children. Analysis of research data, descriptive analysis, one of the qualitative analysis techniques. was carried out through. In the research, the transcripts of the semi-structured interview records were made by a second researcher. the best representative code is then determined. The same study was carried out at the stage of creating themes from the codes, thus trying to provide reliability for the analysis of the data.

Findings

In line with the analysis of the findings, 87.4% of the mothers (83 people) stated that they were negatively affected by the pandemic process, while 9.5% (9 people) stated that they were both positively and negatively affected, 3.1% (3 people) stated that he was positively affected. Mothers stated that they mostly experienced fear and anxiety about health in case of negative effects about themselves and their children, and then the problem of socialization. Among the issues emphasized by the mothers who think that their children are affected negatively by the process; Children miss their teachers, friends and schools, addiction to technological tools, inability to go out to the open air sufficiently, remain inactive and exhibit angry behaviors. Children mostly spend time at home with gadgets such as TV, computer and tablet; They stated that they did educational activities such as drawing, homework, reviewing / reading books, painting, working with activity books and also playing with their toys. If their children cannot attend pre-school education, mothers replied that their children were absent from education, which could cause unwillingness, that distance education was inefficient compared to face-to-face education, and that their children were worried about their first grade readiness.

Keywords: Preschool, Pandemic, COVID-19, Quarantine, Children

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COMPARISON OF SOCIAL STUDIES TEACHING COURSES IN CLASSROOM TEACHING UNDERGRADUATE PROGRAMS

Nergiz KARDAŞ İŞLER¹ (Hacettepe University, Turkey)

Problem statement

Classroom teachers graduate as a result of a 4-year undergraduate education in the classroom teaching programs of universities. In this education process, unlike other teacher education programs, there are courses on many different disciplines (such as mathematics, music, science) in the classroom teaching curriculum. It is seen that the courses included as “domain education” in the teacher education programs updated by the Council of Higher Education (CoHE) in 2018 are among the most included courses in the program. It is seen that the “teaching courses” take place in the program starting from the 4th semester. The “Social Studies Teaching” course in the 6th semester is also a theoretical course that takes place in the program as 3 hours a week. Social studies course, which is a compulsory course at primary and secondary school level, is given by classroom teachers at primary school level (4th grade), while it is taught by a social studies teacher at secondary school level (5-7th grade). According to the definition made by the National Council for The Social Studies (2020), social studies is a coordinated, systematic field of study using appropriate contents from humanities, mathematics and natural sciences as well as disciplines such as religion, sociology, psychology, political science, philosophy, history, law, geography, economics, archeology and anthropology.

The courses in the curriculum of education faculties, their credits and general content are laid out in a centralized way by CoHE and is being implemented in all teacher education programs in Turkey, but the expertise of lecturers, their preferences, the vision and mission of the institutions showed that these courses differ within the boundaries determined by CoHE. It shows that the purpose and outputs of these courses and even weekly subject flows are differentiated by the announcement of the course information packages on the web pages of the universities for the purpose of transparency, especially in the higher education systems established with the Bologna Process. It is clear that these differences in the content of the courses may affect the quality and quantity of knowledge and skills possessed by classroom teachers who graduated from the same program and completed the same courses. With the Bologna Process, it is seen that the objective and the outcomes of these courses and even the weekly course outline is different with the announcement of the course information packages on the websites of the universities for transparency. It can be thought that these differences in the content of the courses may affect the quality and quantity of knowledge and skills of classroom teachers who graduated from the same program and completed the same courses. Considering the effect of social studies on the development of the individual, this study aimed to compare the objectives and outcomes of the social studies teaching course in the classroom teaching programs.

Method

In this study, document analysis method, one of the qualitative research approaches, was used. According to Bowen (2009), document analysis is a systematic procedure used to review or evaluate printed and electronic (computer-based and Internet-transmitted) documents. In the study, the information package of the social

1 n.kardas@hacettepe.edu.tr

studies teaching course in the classroom teaching undergraduate program of universities was examined as a document. In this direction, program information packages of universities were accessed through Bologna web pages created with the aim of increasing transparency, recognition and mobility in higher education institutions. Purposeful sampling method was used in the selection of universities. The findings made by The Turkish Statistical Institute, "Turkey Nomenclature of Territorial Units for Statistics" are taken into account. In accordance with the relevant classification, the population, geography, regional development plans indicate that 12 regions in Turkey. For this purpose, 12 universities were selected, including one from 12 regions. The analysis of the data was carried out in two stages. In the first stage, the "objective of the course" of the social studies teaching course, and in the second stage, the "outcomes of the course" parts were analyzed. In this context, the researcher coded the findings she obtained as a result of the content analysis. In order to clarify the codes and to work on validity and reliability, another researcher who is an expert in the field of classroom teaching, was able to encode the relevant data, and then a comparison was made between the codes to ensure coherence between the coders. In this context, 3 universities (20% of all data) randomly selected from 12 universities were given to the external researcher. After the coding process, the codes were clarified by reaching a consensus.

Findings

When the aims of the social studies teaching course in the classroom teaching programs are examined, it is seen that there are some differences among universities. In this course, it is seen that some programs emphasize the content of the course (such as the meaning, history, and purpose of social studies), while in others, the teaching process of the lesson (such as planning, implementation, method, technique, measurement processes). In addition, it was observed that there was a difference in the findings regarding the teaching level of the course.

In some programs, it is seen that the course is mentioned as a course at primary education level. Classroom teachers serve in the field of primary schools, and social studies teachers serve at the secondary schools. From this point of view, it is expected that the objective and outcomes of this course in the undergraduate classroom teaching program will be suitable for the primary school level. It is a very important finding that in 7 programs (58%), the objective and outcomes of the course are included in primary school level. As a result of the analysis, it was seen that the learning outcomes of the course also differed in quantity and quality. It has been observed that the learning outcomes of the course are directed towards the fields in line with the objective of the course. From this point of view, it is seen that the outcomes of the programs aiming to teach the information about the content of the course, and it is seen that the programs that have aims related to the teaching processes mostly include the outcomes for the pre-service teachers to teach the course in a planned way and to use the elements in the learning-teaching process.

Keywords: Social studies, primary education, curriculum.

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PRIMARY SCHOOL TEACHERS' OPINIONS ON CURRENT EVENTS TEACHING

Serkan DENİZ¹ (Inonu University, Turkey)

Eyüp İZCİ² (Inonu University, Turkey)

Problem statement

Current events are situations that currently developing and still newsworthy (Demirkaya Gedik, 2008: 15). Discussions on current events contribute to students' critical thinking skills. It also creates the basis for them to be effective citizens. Bringing the events on the agenda to the classroom helps students to connect the past and the future and to relate school and real life (Deveci, 2007: 419). In addition, current events create an environment suitable for meaningful and permanent learning (Gürkan, 2009: 38).

In this study, it was aimed whether current events take place in the classroom and opinions of form teachers on teaching these topics, and to analyze the opinions in terms of definition of current events, teaching methods and techniques, evaluation of teaching, positive and negative outcomes of teaching these subjects in class. For this purpose, the problems of the research are determined as follows.

1. What are the views of primary school teachers' on nature of current events?
 - a) What are the opinions of the primary school teachers about current events' definition?
 - b) What are the opinions of the primary school teachers about whether current events take place in the classroom?
2. What are the views of primary school teachers' on current events teaching?
 - a) What are the views of the primary school teachers on the positive/negative effects of current events teaching on students?
 - b) What are the current events that students carry to the classroom?
 - c) What are the current events that primary school teachers carry to the classroom?
 - d) What are the views of the primary school teachers on teaching methods and techniques used in teaching current events?
 - e) What are the opinions of the primary school teachers about the evaluation activities related to current events?
 - f) What are the opinions of the primary school teachers about their colleagues' professional competences related to current events teaching?

The research findings are limited to the data obtained from the interviews conducted with 10 primary school teachers working in official primary schools in the province of Malatya in the 2020-2021 academic year. It was assumed that the primary school teachers interviewed answered the questions sincerely.

Method

This study is a qualitative study using interview technique. The model which is chosen for the study is "a case study". Case study is a research approach that researcher investigate one or more case that has been limited in time by data collections (observations, interviews, images visuals, documents, reports) that include

1 serkandeniz440@gmail.com

2 eyup.izci@inonu.edu.tr

multiple resources deeply; cases and themes that are related to cases are defined (Creswell, 2015: 97). Off all purposeful sampling methods, Maximum sampling procedure was used in choosing study group. In order to strengthen maximum variation sampling, the diverse backgrounds of teachers participating in the research in terms of gender, seniority and the local of school they work have been become in focus. In total 10 teachers (4 females, 6 males) working in primary schools from 4 different districts participated in the study. Study group consisted of 10 primary school teachers who work in 7 different schools from different districts of Malatya - Battalgazi, Yeşilyurt, Doğanşehir and Hekimhan. Participant confirmation was used to increase the validity of the research. In order to increase the reliability of the research process has been subject to expert review.

To gather data, questions from semi-structured interview were used. There were 9 questions to reveal teachers' opinions related to nature of current events and teaching these topics in semi-structured interview form. Before data analysis, each interview was revised completely to grasp opinion of participants. Then, words and phrases in interviews were assigned unit of data analysis and coding was carried out. Afterwards, themes based on codes were created and gathered data were analyzed. Content analysis and continuous comparative data analysis were used in the study. The qualitative data obtained will be analyzed by implying content analysis. Similar data is collected within the framework of certain concepts and themes and is edited in a way of reader friendly (Yıldırım & Şimşek, 2016).

Findings

In addition, discussing current events in the class reveals developing some positive outcomes such as developing empathy and problem-solving skills, respecting different thoughts, gaining awareness while causing some negative outcomes such as damaging bond of friendship, causing behavioral disorders, getting reactions, causing conflicts. Attending teachers use question and answer technique, case study method, lecture method and brainstorm to teach current events, they use question and answer technique, drawing a picture, case study texts and telling students' ideas while evaluation phase. Topics conveyed most by teachers are Covid 19, pollution, and natural disasters; while topics conveyed by students are Covid 19 and natural disasters. It is stated that 2 of attending teachers do not find their colleagues sufficient while teaching current events according to qualitative data analysis of teacher proficiency.

Consequently, current events teaching enabled the students' personal development, their problem-solving and empathy skill levels increased. In addition, current events teaching caused their awareness level towards the world. Therefore, it may be recommended that primary school teachers receive pre-service or on the job training activities associated with current events teaching. In addition, it may be recommended that the current events be add to primary school educational curriculum.

Keywords: Current events, curriculum, primary school.

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PRIMARY SCHOOL 4TH GRADE STUDENTS' VIEWS ON MIND AND INTELLIGENCE GAMES

Tayfun KAHRAMAN (Cumhuriyet Primary School, Turkey)

Fatma KARAÇOBAN (Çukurova University, Turkey)

Akın EFENDİOĞLU (Çukurova University, Turkey)

Problem Statement

In the 21st century, when we consider information with a new understanding, the individual characteristics required by the age have also started to differ. As emphasized by many international institutions and organizations, 21st century people are expected to have features such as critical thinking, problem solving, collaboration, learning to learn, creative thinking, various literacy skills, and respect for differences (Partnership for 21st Century Skills, 2008). This situation raises the need for the 21st century people to develop multidimensionally by supporting them in cognitive, affective and psychomotor fields. In line with this requirement, a series of regulations have been made nationally, especially in education programs.

Another understanding that guides this restructuring process in education is that learning is a lifelong activity. Due to the rapid change and development in science and technology, the individual must be open to learning and perpetuate this in order to keep up with her/his area of expertise and progress (Kozikoğlu & Altunova, 2018). In this sense, individuals with lifelong learning skills are expected to adapt to change quickly and successfully. Looking at the studies in the literature, individuals with lifelong learning skills are defined as problem-solving, self-regulating and evaluating, able to see the relationship between events and concepts, working in collaboration and harmony with people from all backgrounds, and having developed thinking skills (Billing, 2007; Voogt & Roblin, 2012).

It has been concluded that the activities for the acquisition of 21st century skills should not be limited to education at school, but should be extended to every period of life (Kozikoğlu & Altunova, 2018). At this point, the positive effect of especially game-based learning activities is striking. Kirriemur and McFarlane (2004) used the game in developing skills such as strategic thinking, planning, communication, number application, discussion, group decision making, data processing; Bottino and Ott (2006) pointed out that intelligence games are extremely important in developing features such as thinking skills, logical reasoning and strategic thinking. In addition to the educational benefits of play, its behavioral contributions such as increasing motivation, increasing attention and concentration (Garris, Ahlers & Driskell, 2002), developing a positive attitude towards learning (Lou, Abrami & D'Apollonia, 2001) is often emphasized.

The role of play, which is an activity that supports all developmental processes of the individual in the cognitive, affective and psychomotor fields, is very important in the lives of children in concrete operational period (Marangoz & Demirtaş, 2017). During this period, it is stated that children both have a pleasant time and acquire many knowledge, skills, attitudes and values in different fields. It is necessary to make use of game-based learning activities at a high level and evaluate the individual contributions of these activities in order to gain the human characteristics needed by the age and to consider learning as a life-long process. In this context, it was aimed to determine the opinions of primary school 4th grade students on mind and intelligence games.

1 This study was produced from the seminar study prepared by the first author during his doctorate education.

2 Correspond author's email address: tayfunkahraman0101@gmail.com

Accordingly, the problem statement of the research was determined as: “What are the opinions of primary school 4th grade students on mind and intelligence games”.

Method

This study is a descriptive study in qualitative research type. Criterion sampling method, one of the purposeful sampling methods, was used in determining the participants in the study. Accordingly, the criteria for the participants to study in the 4th grade of primary school and to successfully complete the training of mind and intelligence games were determined as criteria. Thus, 21 students in a district of the eastern Mediterranean region of Turkey participated in the study. Semi-structured interview form was used as data collection tool in the study. The data were analyzed using the inductive content analysis method.

Findings

As a result of the analysis carried out in line with the purpose of the study, the views of the students about their experiences within the scope of mind and intelligence games were categorized as “Creating an Enjoyable Learning Environment”, “Teaching Cognitive and Affective Skills”, “Creating a Democratic Environment” and “Providing Learning Motivation”. When the findings are examined in a holistic manner, it can be said that mind and intelligence games can contribute to the acquisition and development of both 21st century skills and lifelong learners.

Key words: Lifelong learner, mind and intelligence games, primary school students

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PERCEPTIONS AND EXPERIENCES OF CLASS TEACHERS RELATED TO STUDENT, CURRICULUM AND SELF-RELATED TO ENTREPRENEURSHIP

Uğur ATASEVEN¹ (Class Teacher - PhD Student at NEÜ Educational Sciences Institute)

Prof. Dr. Ayşe Mentiş TAŞ (Faculty Member of NEÜ Education Faculty)

Problem statement

The fact that there is a strong link between the economy and education and this increasing day by day has made entrepreneurship a very important point in the field of education, not just a matter of the economy. Therefore, the concept of entrepreneurship and entrepreneurship education, which is also among the 21st century skills, comes to the fore more. The person who is expected to teach entrepreneurship at school is the teacher. For this reason, the professional qualifications of the teacher directly affect the skills that the student will have. If students are to be raised with an entrepreneurial mindset, teachers are expected to have the knowledge, skills and abilities that will bring this mindset (Taş & Köksoy, 2019).

It is important to provide entrepreneurship education at all educational levels from primary school to higher education. However, it is observed that research on students in primary schools, where research on entrepreneurship focuses mostly on students in secondary and higher education, is mostly neglected (Hassı, 2016; Ataseven & Taş, 2019).

Efforts towards gaining entrepreneurship skills from primary school are increasing (Huber Sloof and Van Praag, 2014). In Turkey, about the rewards of entrepreneurship programs in primary schools, more skin after the program prepared in 2005 (2009, 2013 and 2017) seems to take place.

Based on this, regarding the ability to gain entrepreneurship skills to students in primary school; It is important to identify the needs and problems of curriculum, students and teachers.

This research aims to reveal class teachers' perceptions and experiences about entrepreneurship, students, curriculum and themselves. For this purpose, answers to the following questions were sought:

- a. What does the term "entrepreneurship" and "raising an entrepreneurial child" mean for class teachers?
- b. According to class teachers, is it important that acquisitions related to entrepreneurship are included in the curriculum?
- c. What is the level of knowledge of class teachers about changes in other educational policy texts that provide a framework for curricula and entrepreneurship education?
- d. What are the class teachers' status and experiences with taking part in in-school or out-of-school entrepreneurship activities?
- e. Have the class teachers received pre-service or in-service training in entrepreneurship?
- f. What kind of studies do class teachers do to develop and apply their entrepreneurial skills?

Method

In this study, phenomenology design, one of the qualitative research designs, was preferred. The working group of the research is the class teachers who teach in private primary schools and state primary schools in Konya Karatay, Meram and Selçuklu districts during the 2019-2020 academic year.

1 ataseven70@gmail.com

The “easily accessible” sampling technique, one of the “purposeful sampling” techniques, was used in sampling. The data were collected using a form consisting of open-ended questions developed by the researchers within the scope of the research, using the Google Form application. 40 class teachers working in private and public schools answered the questions on the form.

The responses from the teachers were coded in the order of arrival as PIT (private institution teacher) and PST (public school teacher). Perceptions and experiences that define the phenomenon are associated with codes and themes. The data were analyzed descriptively for the purposes of the research. Descriptive analysis; It is a type of analysis in which the basic characteristics of objects, persons, events or facts are expressed in written form (Özdemir, 2010).

In the analysis of the data, the definitions of the phenomenon used by individuals were divided into categories and themes. These categories reveal how different individuals perceive and experience relevant concept or concepts (Koballa et al., 2000). In the next process, what individuals thought of the definition or definitions were matched with categories.

Findings

When the data are analyzed, the class teachers; The vast majority of them have perceptions and some experiences about entrepreneurship; Among the personal characteristics of the students, whom they defined as entrepreneurs, they mostly observed creativity and imagination; they attribute the most self-confident children to the concept of entrepreneurial upbringing; More than half of the courses they teach do not have enough information about the acquisitions related to entrepreneurship in the curriculum, and the inclusion of the acquisitions related to entrepreneurship in the curriculum is considered important by the majority of them; Among the courses and activities that reveal entrepreneurship skills, they indicate life studies, social studies, science, mathematics and art events; half of the class teachers do not examine the entrepreneurship-related parts of the 2023 Education Vision Document, and more than half define themselves as an entrepreneur; They stated that the most hindering situation for students’ entrepreneurship in the classroom was the authoritarian environment and behaviors; more than half of them stated that they did not have any entrepreneurship experiences that they participated or took part in with students in lessons or extracurricular activities; they generally follow publications, read and do research in order to develop their own entrepreneurship and to increase their entrepreneurial skills in the classroom and to increase their skills; It was found that the vast majority of them haven’t received any entrepreneurship training and haven’t attended any courses.

Key words: entrepreneurship education, primary school, curricula.

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FIRST STEP TOWARDS VILLAGE SCHOOLS (KIAP): AN ONLINE TRAINING PROGRAM FOR TEACHING IN MULTIGRADE CLASSROOMS

PhD. Candidate, Arzu ŞAHİN¹ (Galatasaray University, Social Sciences Institute)

Prof. Dr. Ramazan SAĞ (Burdur Mehmet Akif Ersoy University, Department of Educational Sciences)

Assistant Professor, Ferat YILMAZ (Dicle University, Ziya Gökalp Education Faculty)

Assistant Professor, Ayça KARTAL (Muş Alparslan University, Faculty of Education, Department of Primary School Teaching Education)

Gökçen KARAMAN² (Rural Schools Transformation Network (KODA))

Problem Statement

Multigrade classrooms are defined as classes where different grade levels share the same classroom during learning and teaching activities. Multigrade classes are used in preschool and primary school classrooms, as well as in secondary schools in different countries (Ronksley-Pavia, Barton & Pendergast, 2019). In the last 30 years, countries like Australia, the USA and Canada have developed pre-service and in-service teacher training programs to assist prospective teachers who will work in rural areas. A striking feature of these programs is that they have been jointly developed by universities and the administrative offices that appoint teachers at the national and local levels in a way that takes into consideration the characteristics of rural areas (Jenkins & Cornish, 2015). Turkey does not have a joint pre-service program between the Ministry of Education and universities to prepare prospective teachers for their work in rural areas. A literature review on this subject suggests possible ways to revise education faculty curriculums, including required internships in multigrade classrooms (Keser, Özmantar & Civelek, 2017). Within the framework of these recommendations, KODA has developed the First Step Towards Village Schools Program (KIAP). The goals and contents of KIAP are determined via expertise-based approach and document review approach (Demirel, 2015). Within the framework of expertise-based approach, a two-day study was conducted with teachers who have teaching experience in the multigrade classrooms and academicians studying on this subject. Based on the ideas emerged from small group discussions and the resources obtained from the document review, the deficiencies in preparing prospective teachers for teaching in multigrade classrooms and suggestions for these deficiencies were defined. Consequently, the goal of KIAP is determined as “to prepare prospective classroom teachers to teach in multigrade classrooms” and due to the corona virus pandemic, the program has been prepared to be applied online. KIAP is made up of the following modules: ‘Being a Rural School Teacher’, ‘Education in Rural Turkey’, ‘Intercultural Communication’, ‘Communication with Parents’, ‘Planning for a Multigrade Classroom’, ‘Being a Rural School Teacher in the 21st Century’, ‘Working with Special Needs Students’, ‘Inclusive Education’, ‘Working with Children who do not Speak Turkish’, ‘Peer Teaching’, ‘Classroom Management’ and ‘Assessment and Evaluation Methods’. This study aims to evaluate the effectiveness of KIAP via Tyler’s goal-based evaluation approach (Erden, 1998). To achieve this goal, the following questions were considered:

1. In the rural school teaching and communication scale, is there a significant difference between the pre-test and post-test scores of prospective teachers who took part in KIAP?
2. In the professional knowledge and skills scale, is there a significant difference between the pre-test and post-test scores of prospective teachers who took part in KIAP?
3. In the personal/interpersonal skills scale, is there a significant difference between the pre-test and post-test scores of the prospective teachers who took part in KIAP?
4. How do the prospective teachers evaluate the implementation process of the curriculum developed as a part of KIAP?

1 Correspondent Author. gokcen.karaman@kodegisim.org;

2 arz.sahin@gmail.com;

Method

The study was set on mixed methods, in which the integration of qualitative and quantitative data types is necessary to understand the results (Creswell, 2019). The effectiveness of the program developed under KIAP was researched through the aims to be achieved, and was evaluated using embedded mixed method. In the quantitative part of the study, a single group pre-test/post-test design is used. In the qualitative part, the phenomenological design was used. 244 individuals participated in the experiment. 173 of these participants answered both pre-test and post-test questions. Data from 3 participants were determined to be outliers and were therefore not evaluated. At the end of the research period, 25 prospective teachers were interviewed to evaluate the process. These 25 prospective teachers were chosen on the basis of maximum diversity sampling. Accordingly, 3 or 4 prospective teachers were selected from each participating university. Researchers developed the Rural School Teaching and Communication scale (KOIO), the Professional Knowledge and Skills scale (MBBO) and the Personal-Interpersonal Skills scale (KSBO). During the qualitative data collection, prospective teachers were asked 3 open-ended questions as part of the post-test. The SPSS program was used to analyze the quantitative data. The inductive content analysis technique was used for the analysis of the qualitative data

Findings

The results of the study show that KIAP positively affected the professional knowledge and skills of the prospective homeroom teachers as well as their personal-interpersonal skills. The prospective teacher interviews show that they did not have any knowledge or experience of the multigrade classrooms and/or rural schools prior to KIAP. They stated that they gained new knowledge regarding rural schools, multigrade classrooms, the teaching profession, methods and techniques that can be used in multigrade classrooms, peer teaching, inclusive education, communication with parents, teacher-student relations, school-community cooperation, lesson planning and core concepts. Additionally, KIAP had a positive effect on them in terms of teaching and communication in rural settings. Furthermore, the prospective teacher interviews done before the project show that they had prejudices towards rural schools and communication issues. It is recommended that KIAP or similar programs expand their application to different regions in cooperation with both the Turkish Ministry of Education and the universities.

Keywords: Multigrade classrooms, rural education, First Step Towards Village Schools Program (KIAP), homeroom teaching, prospective teacher

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THE EFFECT OF COMPUTER ASSISTED TEACHING ON ELEMENTARY SCHOOL MATHEMATICS COURSE ACHIEVEMENT

Merve KARABALI¹ (Graduate Student)

Doç. Dr. Mustafa YEŞİLYURT (Yıldız Technical University Social Sciences Institute/ Turkey)

Problem Statement¹

This research was conducted in order to examine the effect of computer-aided software programs on student achievement on the subject of “Subtraction Process Requiring Decade” in primary school 2nd grade mathematics curriculum. For this purpose, two groups, the experimental and the control group, were formed in the 2nd grade of a public school in the Kağıthane district of Istanbul. Groups were formed as 15 experimental groups and 15 control groups in equal numbers. The control group consists of 5 boys and 10 girls. The experimental group consists of 7 boys and 8 girls. In addition to the narration methods in accordance with the official curriculum, the experimental group was taught computer-aided lessons through Okulistik and Wordwall programs. Simultaneously, the control group was taught a lesson in accordance with the official curriculum. A pre-test and a post-test were applied to the groups before and after the classroom activities. As a result of the comparisons between the tests and the groups, it was found that computer-assisted teaching has a positive effect on students’ learning achievement.

The research was carried out in accordance with the official curriculum for a two-week course period. The research is an experimental study, and T-test analysis was applied to measure the correlation of independent groups. Experimental and control groups were determined according to student numbers, and it was determined by a pre-test that there was no difference between the groups. The research was conducted through distance education due to the epidemic process. During the implementation phase of the study, the problems that may occur due to distance education were taken into consideration.

Sub Problems

1. Is the readiness level of the students sufficient to learn the outcome “Subtraction that requires and does not require decimal point”?
2. What effect does school-based and web-based games make “Subtraction that requires and does not require decimal point” on learning outcome?

Method

This study is an experimental study, and this study compared the activity-based learning environment and the computer-aided learning environment (where the Okulistik program is applied).

Trial model; In order to reveal the cause-effect relationship, they are research models in which the data to be observed under the control of the researcher is produced by the researcher. It is the most reliable type of research in terms of giving results close to the incision.

The experiment is done by the independent variables affecting the dependent variables, making systematic changes under controlled conditions and monitoring the results. It is tried to see how the systematic changes in

1 mervekarabali91@gmail.com

the independent variable affect the dependent variable. The contribution of such studies to the development of theories is great as a result of its being controlled and the relations between variables can be determined precisely.

Before the classroom applications, a pre-test was applied to both groups in order to measure the students' pre-gains. The pre-test consists of 10 questions in total (Appendix-1). All of the questions contain the acquisitions that form the basis of the unit "Subtraction with Natural Numbers". The pre-test results showed that there was no statistically significant difference between the selected groups (given in the Results section). Therefore, one of the groups was determined as the experimental group and the other as the control group.

After two weeks of training, a post-test was applied to both groups. All of the questions consisted of questions asked in the pre-test. The post-test was conducted to see the effect of the "Okulistik and Wordwall" software on student success.

In this study, students studying in the control group learned the subjects of subtraction in an activity-based education environment, that is, together with the course teacher, in line with the MEB textbook activities. The experimental group students learned the same subtraction process based on the activities prepared with the Okulistik program and the MEB textbook activities. In other words, the experimental group was trained in both computer aided and textbook approach. The research lasted a total of 2 weeks, approximately 5 lesson hours of 30 minutes per week.

Findings

When the total results were examined, both the experimental group and the control group increased their success in the post-test and as a result, a significant difference was found between the scores of the two groups. However, the control group's failure to achieve the success of the experimental group despite these differences shows that the activities prepared with the Okulistik program and the web-based game wordwall are effective in increasing the retention of the learned information.

Key words: Student achievements, decimal point, subtraction, computer aided instruction.

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EXAMINATION OF GRADUATE THESES CONDUCTED IN TURKEY ON PRIMARY EDUCATION CURRICULUMS

Kadri BEKTAŞ¹ (MEB Talim ve Terbiye Kurulu Başkanlığı-Türkiye)

Problem statement

Teaching curriculums are texts that reveal the educational philosophy of society. It can be said that the curriculum development studies started with the Republic. The first studies on this subject were made in the field of primary education. Updates were made in primary education curriculums on different dates (1924, 1926, 1936, 1948, 1968, 1997, 2005, 2013 and 2017). Primary education curriculums have been developed, updated, and put into practice in line with the education policies. Some studies on primary education curriculums are shown below.

Şen ve Taşkın (2010), Changes brought by the new primary education curriculum: The views of classroom teachers. Aydın ve Kılıç Özmen (2013), Teachers' opinions on the new elementary education curriculum. Bulut ve Güven (2013), Primary education in political party curriculums.

Elkatmış (2014), Citizen profile of primary education curriculums. Kart ve Şimşek (2020), The search for value in the Turkish Education System: Which values do the renewed (2017) primary education curriculums bring?

As can be seen, a lot of work has been done on primary education curriculums with different methods, the various universe, sample, or study groups. The topic of primary education curriculums and qualifications has always been an important topic. It has kept up to date in every period. Primary education curriculums and their qualifications can be considered as an educational science problem, beyond being a country problem. Thus, in Turkey research conducted on primary education curriculums, in particular, should be considered significant. A literature review has been made on this subject. There is no study examining the postgraduate theses on primary education curriculums. For this reason, this research has been conducted to examine the postgraduate theses related to primary education curriculums published in Higher Education Council Thesis Center in certain categories. This research; has revealed the inadequacy of postgraduate studies in the field of primary education curriculums, and that more up-to-date, common, and in-depth theses should be made by including all stakeholders of education in the study group with mixed methods. It should be seen as important in this aspect. It is evaluated that it will contribute to the field.

Method

This research, conducted to examine the postgraduate theses on primary education curriculums, is a qualitative study. Qualitative research involves defining people, experiences, attitudes, behaviors, styles, experiences, events, facts, actions, reflecting feelings and thoughts; it can be used in social researches, either directly or together with quantitative data supported by qualitative data, to order to provide detailed information (Kümbetoğlu, 2005).

The data of this study was obtained by using previous research in a similar field, taking expert opinion, and by document review method through “graduate theses review and Evaluation Form” prepared by the researcher. Document review includes the analysis of written documents about events, facts and situations to be investigated (Yıldırım ve Şimşek, 2011, s. 187). In line with the purpose of the study, master’s and doctoral theses in the National Thesis Center of the Higher Education Council (limited to postgraduate studies published until February 14, 2021) were scanned. The search was carried out with the keywords “primary education curriculum(s), primary school curriculum(s), secondary school curriculum(s)”. These postgraduate theses were evaluated on the basis of the university, publication date, working group, method, data collection tool, data analysis technique, and subject areas. Both descriptive and content analysis were used in the analysis of the data. The data that could not be analyzed by the descriptive analysis was tried to be analyzed by dividing them into categories and themes with content analysis method. These are tabulated and given in the findings.

Findings

In the field of primary education curriculums, 94 master theses and 13 doctoral theses were made. A total of 107 postgraduate theses were prepared on this subject between 1987-2021. 88% of the theses are master’s and 12% doctoral studies. Both qualitative (48.60%) and quantitative (36.45%) research methods were used in postgraduate theses. In these theses, qualitative research methods and techniques were mostly used. Master’s and doctoral theses were generally made by educational sciences (32.71%) and social sciences (61.68%) institutes. In theses, teachers, students, and documents were preferred more as a study group. The data of the studies were collected mostly by questionnaires (36.45%). The data of the theses were mostly analyzed by SPSS, descriptive and content analysis. After 2011, only 3 doctoral dissertations were made. It cannot be said that recent studies are sufficient. It is considered that more new studies are needed with the data collected by observation, interview, and scale.

Keywords: Education curriculum, primary school curriculum, secondary school curriculum, primary education curriculum,

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A STUDY ON INCREASING THE AWARENESS OF SECONDARY SCHOOL STUDENTS TOWARDS “KÖROĞLU EPIC”:E-TWINNING EXAMPLE

Halil Ziya ÖZCAN¹ (Ministry of Education, Turkey)

Problem Statement

Epics are poetic-prose masterpieces that contain different sociological elements such as the social lives of the nations, historical accumulations, religious beliefs, cultural elements and so on. Boratav (2013) defines epics in his book titled Turkish Folk Literature in 100 questions as “The literary genre, epope that tells the events of great, extraordinary collective or individual heroism in long verse.” There are three different definitions of epic in TDK’s Current Turkish Dictionary (2005); The first of these is the poem, epope, about the extraordinary events of prehistoric gods, goddesses, demigods and heroes. The second is a folk poem of eleven syllables in the form of running, telling a heroic story or an event. The third is a long heroic poem that differs from traditional epics in terms of form and content in contemporary Turkish literature.

Many epics have been said and are being said that reflect the identity, social life, cultural values, religious elements and similar elements of the Turkish nation. Ekici (2005) analysis Turkish epics under three headings; Epics written form, epics that in both written and oral culture, epics that only in oral culture until today. Examples for these three titles are as follows; The best example of Turkish epics written form is the Oğuz Kağan epic. The best example of both written and oral culture are the stories in the book of Dede Korkut. Only in the oral tradition are the Manas and Köroğlu epics (Ekici, 2004, p 13). Considering all Turkish epics, the epic told in the widest area in terms of spreading area and geography is the Köroğlu epic.

Considering our historical background, cultural richness and the importance of passing on our all of these to future generations, it is understood how vital epics are. In this context, this study aims to raise middle school students’ awareness of the “Köroğlu Epic” with the e-twinning project, one of the e-learning platforms within the scope of lifelong learning. For this purpose, the e-twinning platform, which is one of the e-learning tools that has become even more important in the pandemic process, has been used. In our country, e-twinning projects are organized by the National Support Service under the General Directorate of Innovation and Educational Technologies (YEĞİTEK) of the Ministry of Education. This study aims to increase middle school students’ awareness of the Köroğlu epic. For this purpose, the e-twinning learning portal that enables distance education, which is one of the requirements of the pandemic process we are in, has been actively used.

Method

This study, which aims to increase the awareness of middle school students about the “Köroğlu Epic”, is an action research. O’Brien (2003) defines action research as “a group of people defining a problem, doing something to solve the problem, seeing how successful their efforts are, and trying again if they are not satisfied with the result, briefly learning by doing and living”. Action researches are researches that aim to determine the measures to be taken to improve the situation by making a critical evaluation of the existing practice with the participation of practitioners and those who are parties to the problem under the leadership of expert researchers (Karasar, 1999, p. 27). As can be understood from the definitions, action research begins with

1 Correspond author’s e mail address: halilziyaozcan@gmail.com

the identification of an existing problem, experts and parties experiencing the problem actively engage in the process and seek a solution. The problem that arises in this study is that middle school students do not have enough information about the Köroğlu Epic. To solve this problem, a road map was prepared by the researchers involved in the research. 3 schools from Uşak province, 1 school from Hatay province, 1 school from Kırşehir province, 1 school from Quba province from Azerbaijan include in this research. The working group consists of 6 teachers and 45 students. This work is in progress between September 2020 and March 2021.

Findings

Based on the data obtained from the activities carried out so far, the following results have been reached; Students in the study group had very poor prior knowledge of the Köroğlu epic. At this point, their awareness of the Köroğlu epic has increased. It was concluded that the vast majority of the students received high scores from the quiz show held online using the Kahoot application for the Köroğlu epic. As a result of the painting activity “Köroğlu in My Dream”, it was observed that the students in the study group had positive impressions towards Köroğlu. It was observed that students’ interest in the Köroğlu epic increased in the academician meetings organized within the scope of the Köroğlu workshop. It is seen that participating students performed effective performances in Köroğlu-themed folk song and poetry vocalization activities.

The link of our twinspace page, where the shares of the stakeholders of our project are exhibited, is as follows. <https://twinspace.etwinning.net/121602/home> More detailed information about our project can be obtained from this link.

Keywords: Köroğlu Epic, E-twinning, Awareness

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MUSIC EDUCATION IN THE QUARANTINE DAYS: WHAT DID SECONDARY SCHOOL MUSIC TEACHERS LIVE IN THE PANDEMIC?

Aytaç Onur DEMİRTAŞ¹ (Aydın Adnan Menderes University)

Prof. Dr. Ruken AKAR VURAL² (Aydın Adnan Menderes University)

Problem Statement

As result of the COVID-19 pandemic that affected the whole world in the first half of 2020, education systems had to cope with an unforeseen change. UNESCO (2020) stated that 1.5 billion children and young people from 196 countries were affected by the of school closure by mid-April. Turkey started its distance education activities on March 23rd by creating 3 Television channels through EBA in cooperation with National Education and TRT. 674 teachers from 93 branches took part in the shootings in Ankara and Istanbul, 221 activity videos were prepared with 2,358 lecture videos and this process ended on June 19th (MEB, 2020). The schools, which were scheduled to open in September 2020, first began distance education activities on August 31st to make amends for the previous year, and then at the end of September to carry out the 2020-2021 academic year program (MEB, 2020). The proliferation of distance education is one of the indicators of adaptability to the age and technological developments experienced by states, institutions and individuals (Kırık, 2014). The opinions of music teachers in situations such as levels of readiness for this new situation, technological infrastructure inadequacies, lack of appropriate course environment, lack of course contents and materials are considered important for the evaluation of the distance education process. In schools of different socio-economic levels, it has been observed that students are unable to reach instruments in music lessons and unable to attend music lessons because they do not have sufficient technological equipment. Evaluation of the steps taken by the Ministry of National Education (Özer, 2020), the necessity of re-shaping post-epidemic education and the effectiveness of online education and development strategies (Yulia, 2020) are available in some researches. In line with the opinions of music teachers, it is thought that the difficulties experienced in the distance education process, identifying the problems related to the use of the teaching methods of the music course will benefit in terms of improving the quality of distance education and offering solutions that can be developed in the future and will guide future studies. Undoubtedly, the most affected courses by the move of educational programs to internet-based learning and teaching environments have been applied courses. The main purpose of this study, which was designed on the basis of these reasons, is to examine the experiences of music teachers working in government mandated secondary schools with different socio-economic status towards distance education during the COVID-19 pandemic process.

Method

In this study, case study method was used from qualitative research methods and maximum diversity pattern was applied in the sample of the study. The case study is the method by which actions and structures of certain situations are thoroughly researched in their natural environment (Orum, Feagin, and Sjoberg, 1991). The maximum variety is to offer the maximum variety of individuals related to the problem studied (Yıldırım and Şimşek, 2018). This study discussed how secondary school teachers have had to make a sudden shift to a

1 demirtas.aonur@gmail.com

2 rakarvural@adu.edu.tr

largely on-line modality, and the effects of these on teaching and learning in music. The study group consisted of 21 secondary school music teachers working in state schools in Aydın province in Turkey. In this research, case study which is one of the qualitative research methods was used. The research data was collected that prepared by the researchers and consisting of 12 questions with a semi-structured interview form, and the obtained data in the research were analyzed using the inductive content analysis.

Findings

Considering the findings of the study in general, the perceptions of music teachers towards the distance education process are generally negative. Teachers stated that the social class in which the student is located is an important variable in remote access to music lessons, they emphasized that they did not see the distance education process effective and thought that face-to-face education could not replace it. In addition, it is remarkable that they indicate the importance of being face-to-face, especially in applied art courses. On the other hand, they stated the negative experiences they encountered in the distance education process; poor or non-existent access to the internet, synchronization problems and inadequate participation. They also emphasized that in order to teach the lessons more effectively, parents should prepare a suitable environment for the students. Their perception of the learning outcomes of the music course is that they generally lead students to outcomes. They stated that the most common teaching methods they use in the distance education process are demonstration and direct instruction. On the other hand, music teachers stated that if this process continues, they need in service trainings on conducting music lesson effectively in distance education and alternative teaching programs of music.

Key words: Music education, secondary school, music teachers, distance education, COVID-19 pandemic.

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SECONDARY SCHOOL TEACHERS' AWARENESS, FREQUENCY OF USE AND EDUCATIONAL UTILIZATION OF WEB 2.0 TOOLS IN THE DISTANCE EDUCATION PROCESS

Asst. Prof. Dr. Mehmet BAŞARAN - Mukaddes CANYURT¹ - Derya SEVİNÇ

Meserret VURAL - Assoc. Prof. Dr. Ömer Faruk VURAL

Problem Statement

In these times when scientific studies breakthrough in the 21st century and technological developments are reduced to every moment, raising individuals who can present problems and produce solutions has become as much a need as the speed of technological developments. It has become an inevitable need for individuals who follow the developing technology to contribute to technological developments. In addition to the need of human beings to know and understand, the limited ability to concretize abstract concepts has caused technological knowledge and learning concepts to play an important role in the field of education (Günay & Çalık, 2019). For example, technologies developed for understanding phenomena beyond the capabilities of individuals, such as flying and moving at the speed of light, help meet the need for understanding and learning. It is Tim O'Reill and MediaLive International who first introduced Web 2.0 tools in 2004. According to O'Reill, Web 2.0 is a revolutionary concept in the computing world. According to Deans (2009), the use of web 2.0 tools in educational environments provides effective learning.

In the process of the Covid Pandemic in which the whole world is in, it is essential to protect the health of individuals and to continue their education processes together with equal opportunities. we, like other countries with a history of distance education in Turkey Pandemic process quickly and we started to integrate technology into education. Especially in this process, we started to use Web 2.0 tools and benefited from all the facilities provided by these tools. We, as educators, have started to use tools effectively with our students. In the age of Z, where technology is integrated into all areas of education and classrooms are moved to online platforms, it aims to reveal the extent to which teachers can bring Web 2.0 tools to online learning environments, which will make learning more enjoyable and more up-to-date.

The aim of the study is to examine teachers' awareness of Web 2.0 tools, their frequency of use and their views on how to use them educationally, and their level of transfer to learning environments.

Method

In this study, qualitative research method was used since secondary school teachers were informed about web 2.0 tools in the distance education process, their frequency of use and their educational use, and the number of teachers whose opinions were taken was limited. The design of this research is a case study, as the data in the study were collected through a semi-structured interview form consisting of five questions with 16 teachers from different branches about their awareness of web 2.0 tools, their frequency of use and their educational utilization.

The research was conducted with 16 teachers from different branches who work in secondary schools in Gaziantep and Malatya in the 2020-2021 academic year.

1 mukaddes_canyurt@hotmail.com

Findings

The answers given by the teachers working at the secondary school level to the research questions about their awareness of Web 2.0 tools, their frequency of use and their educational utilization status are listed in tables. Each of the interview questions are presented in a separate table, including themes and codes.

It is seen that secondary school teachers have made education sustainable about the distance education process during the pandemic period. The teachers who took part in the interviews stated that the use of distance education is important in order to keep the education uninterrupted. In addition, he stated that if students with limited technical means of distance education applications cannot participate in the course, equality of opportunity cannot be achieved in education. Some of the teachers also stated that both students and teachers have difficulties in keeping up with the changing and developing new technologies. For the importance of using web 2.0 tools in the distance education process, they have suggested that they increase the quality of the learning process by offering the opportunity to learn by doing and experience and that effective learning takes place. Teachers who took part in the interviews stated that the use of Web 2.0 tools in live classrooms in the distance education process is important. In addition, thanks to Web 2.0 tools, the education process was not interrupted, and at the same time, he stated that it provided effective learning. Teachers enabled students to learn by doing and experiencing web 2.0 tools by actively participating in the lesson by taking advantage of technology. They put forward opinions under the expressions sufficient, partially sufficient for the competence to use Web 2.0 tools, and often and rarely for the insufficient frequency of use. The teachers who took part in the interviews stated that we will be sufficient when we follow the technology closely and update ourselves for the competence of using Web 2.0 tools. Another teacher who participated in the interview said that he saw himself partially competent and needed to improve. Some teachers stated that it was insufficient. They put forward positive and negative opinions about the effect of Web 2.0 tools on the distance education process. Teachers who took part in the interviews stated that Web 2.0 tools provided the opportunity to continue education during the pandemic process. Another teacher who participated in the interview stated that there are physical and psychological effects that will arise with the increase of time spent in front of the screen.

Keywords: Web 2.0 Tools, Secondary School Teachers, Distance Education

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EXAMINING MIDDLE SCHOOL 8TH GRADE STUDENTS' MATHEMATICS ANXIETY¹

Murat ÜSTAŞ² (Burdur Mehmet Akif Ersoy University, Turkey)

Prof. Dr. Ramazan SAĞ³ (Burdur Mehmet Akif Ersoy University, Turkey)

Problem Statement

The concept of anxiety that has been continuing since the existence of humanity has been considered for many years. According to Cüceloğlu (2005), anxiety is defined as a concept that includes one or more of the emotions such as fear, worry, distress, feeling of failure, inability, and uneasiness. One of the influential factors in students' learning and understanding of mathematics is anxiety. It is thought that due to math anxiety individuals stay away from math lessons because they think they do not like, hate and cannot do math lesson (Baloğlu, 2001). As a result of these situations, there are insecurity in individuals, the thought that they cannot do mathematics and not being aware of their abilities (Yenilmez & Özbey, 2006). It is inevitable that students who move away from the mathematics course do not succeed in this course. Investigating the underlying causes of anxiety that lead to failure is thought to be important for reaching the desired level of success in terms of both students and school education in mathematics education.

It is seen that there are many studies on mathematics anxiety in the literature (Akgül, 2008; Kılıç, 2011; Şentürk, 2016). These quantitative studies are may not be sufficient on its own to explain what math anxiety means for the student, what triggers and how it emerges, and what effect it has on students' friends, family, and course success. Therefore, qualitative research methods focus on such questions, revealing in depth what mathematics anxiety means (Yıldırım & Şimşek, 2005). As a matter of fact, more detailed information is obtained about the phenomena related to the anxiety in the inner worlds of people with this study, which we have done using qualitative methods, and it is thought that this study will bring a new breath to the field. The problem sentence of this study is expressed as "How do middle school eighth grade students define their math anxiety?" In accordance with this research, answers to the following sub-problems were sought:

1. How is the mathematical anxiety experienced by the students defined and what are the components of the emerging anxiety and what is the relationship between them?
2. How do students define the effects of their math anxiety on their academic achievement, family, environment and themselves?

Method

The phenomenology research design, which is one of the qualitative research methods, was used in our study because it provides the opportunity to define based on the experiences, narratives and opinions of the students who have math anxiety problems. Since the purpose of the study is to recognize anxiety as a structure of meaning, define the formation and transformation processes of anxiety. The study group of the research consists of 8th grade students studying in two secondary schools affiliated to the Ministry of National Education

1 This study was produced from the first author's master's thesis named as "Examining of the math anxiety of middle school 8th grade students".

2 ustasmurat@gmail.com

3 email adress: rsag@mehmetakif.edu.tr

in the Uluborlu district of Isparta in the second period of the 2019-2020 academic year. Participants were identified using a purposeful and easily accessible situation sampling technique. Semi-structured interview form was used as data collection tool in the study. A pilot interview was held with 3 students in order to check the suitability, clarity and comprehensibility of the questions before the interview form was prepared. The data were tried to be analyzed through content analysis technique. As a result of the individual interviews, meaningful data that could be an answer to the research question were determined by the researcher, and then codes and themes were created in the content analysis process. In order to find the themes here, first of all, the codes were brought together and analyzed. Themes were created by finding similar aspects between the codes. Our study has been summarized and interpreted under these themes. The themes obtained as a result of our research are categorized under a heading.

Findings

According to the results of our study, students defined math anxiety mainly as frightening. Again, students mostly identified the symptoms of math anxiety as the bodily / physical symptoms theme. According to the findings obtained from the study, students stated that the sociological dimension, psychological dimension and philosophical dimension themes were effective in the emergence of mathematics anxiety. In addition, it was determined that some students expressed a common opinion on the sociological dimension-psychological dimension and psychological-philosophical dimension themes. Students stated that the themes of encourage, classroom climate, social media news, the idea that the family cannot meet the expectations of the child by comparing it with others, teacher's attitude towards doing wrong, boring of teachers' teaching style-teachers are unable to teach the way students can learn, feel worthless and losing the meaning of existence were effective in the emergence of anxiety. Mathematics has been examined under two headings as psychological and sociological effects. While considering the effects related to the psychological dimension in terms of course success and effects on self, its effects related to the sociological dimension are discussed in terms of its effects on family and friend relations.

Keywords: Anxiety, mathematics anxiety, phenomenology, teaching mathematics.

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METAPHORIC PERCEPTIONS OF TEACHERS AND ADMINISTRATORS WORKING IN SECONDARY SCHOOLS REGARDING GUIDANCE TEACHER/ PSYCHOLOGICAL COUNSELOR

Assoc. Prof. Oğuz GÜRBÜZTÜRK (İnönü University Faculty of Education, Department of Educational Sciences, Department of Curriculum and Instruction, Turkey)

Assoc. Prof. Sevdâ KOÇ AKRAN¹ (Siirt University Faculty of Education, Department of Educational Sciences, Department of Curriculum and Instruction, Turkey)

Burcu KÖKER ÇİRKİN (Siirt University Faculty of Education, Department of Educational Sciences, Department of Curriculum and Instruction, Graduate Student, Turkey)

Problem statement

The economic, social, cultural changes and developments experienced in recent years and the effects of science and technology on our lives are reflected in the field of education as in every field. This situation forces the change of the education system to adapt the individual to the changing society and the world (Selen, 2008). Our transition from traditional education to contemporary education has gained momentum due to these reasons, and the necessity for schools to provide student personality services as well as academic services has emerged (Tan, 2000). Guidance and psychological counselling is considered as a part of student personality services and complementary to the educational process. Because of guidance's having not much history in Turkey, problems encountered in guidance may be due to this (Ünal and Ünal, 2010). Although there is an emphasis on providing guidance services throughout life, guidance services in primary and secondary schools have been neglected both in our country and in the world, and the focus is on guidance services generally provided in high schools. After the 1990s, interest in guidance services in primary and secondary schools has increased a little more (Erkan, 2006). However, it is a fact that we are still not at the desired level today (Kuzgun, 2006). The main problems are that teachers and administrators do not have a sufficient level of counselling understanding due to the fact that it does not coincide with the traditional structure in the education system and the necessary cooperation is not provided (Yeşilyaprak, 2010).

It is inevitable that the guidance service of a school supported and cooperated by the school administration is effective and efficient (Kayıkçı and Turan, 2020). However, in addition to the agreements between teachers, administrators and counselling, there are examples of conflicts (Yeşilyaprak, 2016). In the researches, it was seen that the expectations of the teachers from the counselling and most of the work done by the counselling were not equal, so teachers found these studies unnecessary (as cited in Peker, 2020; Quarto, 1999).

As can be seen, there are still problems encountered in guidance and psychological counselling practices in our country and negatively affect the practices. At the top of these problems, it is known that counselors do not work at school as much as other teachers, there is no cooperation between teachers and school guidance service, and the function of this service is not understood by both teachers and students. Such an understanding disrupts the function of the guidance service and negatively affects the job description of the guidance teacher. For this reason, administrators, teachers and students should not forget that the guidance teacher/ psychological counselor is a part of the school. It should not be ignored that the knowledge and experience of these teachers are effective in problems encountered inside and outside the school. In order to solve the problems, guidance services should be evaluated continuously and studies should be carried out according to the evaluation results (Kepçeoğlu, 1999). Another dimension of these studies is the perspective towards guidance teacher(s). This study arose from the need to determine the metaphors of secondary school

1 Correspond author: sevdakc@gmail.com

teachers and administrators, who are part of the guidance services carried out in schools, regarding the guidance teacher / psychological counselor.

Within the framework of the above problem, the main purpose of this study is to determine the metaphorical perceptions of teachers and administrators working in secondary schools about the guidance teacher/psychological counselor. Based on this main purpose, answers will be sought for the following questions:

- What are the metaphors of teachers and administrators regarding the concept of Guidance Teacher / Psychological Counselor?
- Which conceptual categories can the metaphors be divided into by looking at their common aspects?

Method

In the research, phenomenology was used within the scope of qualitative research model. The working group of the study consisted of teachers and administrators working in secondary schools affiliated to the center of Siirt province. In the research, the metaphors of the teachers and administrators about the concept of Guidance Teacher / Psychological Counselor were determined with a semi-structured interview form. The form consists of two parts. In the first part, there are demographic characteristics of teachers and administrators. In the second part, Teachers and administrators were asked to complete the sentence that “Guidance Teacher / Psychological Counselor is like / similar to.....; Because.....”. Content analysis technique was used in the analysis of the data. Research reliability; It will be calculated using the formula [Consensus / (Agreement + Disagreement) x 100]. The data obtained as a result of the analysis will be presented in tables in the findings section.

Findings

Among the metaphors that teachers and administrators use for the concept of guidance teacher / psychological counselor in the study are best friend, key, vitamin, mother, bee, rain and knowledge man. Here, teachers and administrators are seen as the most supportive people in the execution of guidance and psychological counselling services. Because the teacher knows the interests and expectations of the students, their anxieties, successes, and what kind of guidance they need, and has the opportunity to observe them at every step. Other findings obtained in the research will be presented in detailed in tables later.

Key words: Teachers, Administrators, Guidance Teacher/ Psychological Counselor.

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EXAMINATION OF COMPARATIVE STUDY OF DISCIPLINE PROBLEMS IN MIDDLE SCHOOLS IN TERMS OF DIFFERENT VARIABLES

*Emre CANOĞULLARI*¹ (MEB, Çakabey Ortaokulu, Türkiye)

*Deniz ÜNLÜ*² (MEB, Niğde Gazi Ortaokulu, Türkiye)

*Harun ŞAŞMAZ*³ (MEB, Tarsus Kazım Ekenler Ortaokulu, Türkiye)

Problem Statement

Discipline is a complement of measures taken to ensure that people comply with the general thoughts and behaviors of the community they live in (Ada & Çetin, 2006). In addition, when it is defined as an act of care and respect towards others and oneself, overly controlled behaviors such as passivity, shyness, silence, unpretentiousness, and avoidance are expressed as uncontrollable as well as behaviors that are not adequately controlled (Humpreys, 2002, p.11). One of the most important obstacle to the achievement of educational goals disciplines are also distorting behaviors. The fact that students have different characters makes it difficult to identify these undesirable behaviors and long-term studies are needed to identify them (Gökçen, 2018). Examining the disciplinary problems experienced in middle school level, which is the critical period in the transition from childhood to adolescence, and revealing the change in time is considered important in terms of contribution to the field.

The aim of this study is to comparatively examine the disciplinary problems experienced in middle schools in terms of different variables. For this purpose, answers to the following questions will be sought:

1. In the studies conducted in middle schools between 2010 and 2020 on discipline,
 - a. What are the disciplinary problems identified?
 - b. What are the causes of the detected disciplinary problems?
 - c. What are the solutions and applications for disciplinary problems?
2. What are the perceptions of teachers, students and administrators regarding the concept of discipline in middle schools?
3. Of the teachers, students and administrators in middle schools,
 - a. What are the behaviors they perceive as disciplinary problems?
 - b. What are their views on the causes of disciplinary problems?
 - c. What are their opinions and suggestions to the solution of disciplinary problems?

Method

The holistic multi-case design, one of the qualitative research designs, was used in the study. In the holistic multi-case design, each situation was considered as a holistic in itself and then compared with each other (Yıldırım & Şimşek, 2016, p.301). The interviews conducted in this study were compared with respect to the perception of discipline, behaviors perceived as disciplinary problems, practices and solutions to disciplinary problems, based on the views of administrators, teachers, and students. In the document analysis, research between 2010-2020 was compared as inside and outside of Turkey.

1 emrecan.bilisim@gmail.com

The population of the study consists of the research conducted between 2010 and 2020 in the field of discipline. The sample for the survey sampling Turkey determined by the extent of the sampling method (f: 10) and outside Turkey (f: 11) are studies in middle school. As a criterion, studies have examined the causes of the problems of the discipline, behaviors perceived as disciplinary problems, applications made against disciplinary problems, and solution suggestions. The working group of the research consists of eight teacher, five administrator and 20 students who were determined by maximum variation sampling, one of the purposeful sampling methods.

The documents to be used within the scope of the research were collected via computer and internet via the official website of YÖK, EBSCO, and Google Academic web pages. The interview data of the study were collected through interviews with teachers, students and administrators from three different middle schools.

The documents investigated and the detected codes was presented to the expert opinion in order to enhance the credibility of the study. In order to increase transferability, the data was described in detail without comment; participants often included direct quotes when explaining their views, and clear and understandable language was used when writing the report. In order to increase consistency, the data was encoded by three authors, and the consistency of the codes was found to be 87.16 encoder reliability coefficient obtained using Miles and Huberman's (1994) formula of $\frac{\text{numbness}}{\text{numbness} + \text{numbness}} \times 100$.

Findings

A review of studies between 2010-2020 in Turkey showed that, the most common disciplinary problems included speaking without permission in class as well as neglecting the homework, fighting, not bringing materials to class, polluting the class, not obeying dress codes, being late for the lesson. While bringing cutting tool to school and use of alcohol is widespread outside of Turkey, these problems are not often seen in the Turkish schools. In the interviews conducted within the scope of this research, speaking, swearing, fighting, disrespectful behavior without permission was seen by students, teachers and administrators as a common disciplinary problem, and similar findings were reached in the literature.

In the studies conducted in Turkey, family, media, peer group and community are considered as the cause of discipline problems while "economy", "policy" and "curriculum" are seen as discipline problems additively outside of Turkey. In parallel with the literature, teachers, administrators and students expressed that discipline problems are caused by family and friends in general.

Studies in Turkey and foreign countries dealing with discipline problems included giving reward/punishment to students, reviewing the behaviors, talking with the students, deprivation. When the proposals brought in the research results are examined, the suggestions that are common both in and outside Turkey are cooperation, social activity. In the interviews, the solution method for disciplinary problems that teachers, administrators and students agree on is verbal stimulation of the student. In addition, teachers and administrators have proposed collaboration strategies and parent training in order to solve these problems more easily, while students have proposed to show them the right behavior.

Keywords: Discipline, perception of discipline, problem of discipline in education, dealing with discipline problems.

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THE RELATIONSHIP BETWEEN THE SECONDARY SCHOOL AND HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS READING AND THEIR SUCCESS LEVEL AT ORTHOGRAPHIC RULES

Tamer YAVUZ¹ (Turkish Language and Literature Teacher – Ministry of Education, Graduate Student – Education Programs and Teaching-Sakarya University)

Assoc. Prof. Dr. Ömer Faruk VURAL (Institute of Educational Sciences-Sakarya University)

Problem Statement

Attitudes have an important place in the process of a person's education. Thanks to the student's positive attitudes, education process can be more efficient (Sallabaş,2008). Erdoğan&Demir(2016) states making reading an enjoyable activity get the readers gain the habit of reading easily. During reading, because people convert the feelings and opinions into the mental concepts, reading's an important learning domain supporting mental development (Öztürk&Can,2013). Bloom found the positive contributions of reading comprehension ability gained during the primary education to a student's learning in the years ahead (Aşılıoğlu, 2008). Expressing oneself correctly make the communication process easier (Korkut,2005). Orthographic rules occur as a result of correct communication need (Erdem,2007). Orthographic rules're to write letters, syllables, words and sentences correctly regarding some rules (Uludağ,2002). A text which's written with orthographic rules increases one's delight of reading. A successful student in orthographic rules improves positive attitudes towards reading (Özkara&İzci,2013). When a text's published, experts in language field make the text ready by eliminating the ortography errors. When these texts reunite with the readers, readers may learn these rules consciously or unconsciously. According to Akmugan(2019) the student reading books also improves orthographic rules skills. The relationship status between the students' attitudes towards reading and the success level at orthographic rules should be examined to analyze current state. In this study, 119 students from İstanbul, Ankara, Konya, Sakarya and Karaman joined the research. Reading scale and orthographic rules achievement tests're applied. It's assumed that there's a positive relationship between the students' attitudes towards reading and the success level at orthographic rules. To see this relationship and the differences between some variables, the research problems're determined like: What is the level of the secondary and high school students' attitudes towards reading and success level at orthographic rules? Is there a significant correlation between the secondary and high school students' attitudes towards reading and their success level at orthographic rules? Is there a significant difference in students' success level at orthographic rules and in attitudes towards reading according to gender variable, the province variable, the school types (state or private / high or secondary) variables?

Method

Correlational method's used to determine the relationship between the students' attitudes towards reading and the success level at orthographic rules. 138 students from different cities and schools're chosen as research population. The convenience sampling's used. Bad datas're eliminated. 65 secondary school and 54 high school students joined the research. The attitudes towards reading scale by Özbay&Uyar(2009)'s applied. Cronbach's Alpha value's 0,953 in this research. To determine orthographic rules achievement, 9 items from Maden's(2013) scale, 5 items from Gedik(2008) scale're collected. A new scale including 14 items's created. The number of options in the scale by Gedik(2008)'s reduced from 5 to 4 to make it easier for secondary

1 tameryavuz12@gmail.com

school students. To determine the reliability of the new scale, KR-20 value's calculated. The value's 0,834. These data collection tools're send to the students via Google Forms through teachers. The datas collected from the students're transferred into the Spss-22. Descriptive statistics're used to determine the students' attitudes towards reading and the success level at orthographic rules. To determine the significance level of students' attitudes and successes according to the different variables, first normality tests're done. As a result, appropriate tests're done considering kurtosis and skewness values.

Findings

All the students have a high level attitude towards reading. The females have more positive attitudes towards reading. There's no significant difference between the students' attitudes and the provinces they study in. The students in Konya have the most positive attitudes towards reading. The students in state schools have more positive attitudes. However, there's no significant difference between the students' attitudes in state school or in private school. It's also found that the secondary school students' orthographic rules achievement levels're at low level, the high school students's are at middle level. There's a significant difference according to the gender variable. The females're more successful in orthographic rules. There's a significant difference according to the province variable. The students in Ankara're the most successful students in orthographic rules. The students studying in private schools're more successful. There's no significant difference according to the grade variable. High school students're more successful in orthographic rules. There's a significant positive correlation at low level between the secondary school and high school students' attitudes towards reading and the success level at orthographic rules.

Keywords: secondary school, high school, attitudes towards reading, orthographic rules, orthography success level

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ANXIETY AND RELIGIOSITY RELATIONSHIP IN HIGH SCHOOL STUDENTS (MERSIN EXAMPLE)

Dr. İlyas PÜR¹ (Milli Eğitim Bakanlığı-Öğretmen)

Problem statement

In this study, the relation of anxiety, which is one of the problems encountered in high school age, with religion is mentioned. It is observed that today's youth is in search of a spiritual and spiritual meaning, especially at this time when developments in technology and informatics progress rapidly and reach the highest level. In this respect, it is normal for today's youth to feel feelings of anxiety and piety. This situation made it possible to investigate the relationship between religiosity and many events that a person experienced. Therefore, in this study, it is aimed to investigate the relationship between anxiety and religiosity in high school students.

As a matter of fact, while biological development is observed in body organs during this period; A behavioral complexity is experienced because of not knowing how to behave psychologically (Kula, 2002: 31). One of the emotional states of high school youth is their need to be loved by others. Meeting the need for love is necessary for the young person to be healthier in terms of spirituality. Young people who grow up with love increase self-confidence and they experience less anxiety (Kulaksızoğlu, 2016). Studies on high school youth show that young people are more concerned about the future; It has been determined that the content of the anxiety of the educated youth is whether they can go to the school they want or whether they can do the job they want (Koç, 2004: 235). Anxious young people believe in God as a being who knows everything and can rid himself of all kinds of anxieties at any time (Peker, 2000: 245). As a matter of fact, the youth seeks a power that will eliminate the imbalances of this life and give him peace. As the lord of this realm, Allah answers this quest of the young man. Young people can cope with their anxieties with the help of this religious experience (Peker, 2000: 115; Kuşat, 2006: 114). It has been determined that religious participation and spirituality are effective on factors such as less anxiety, a more peaceful life and longer life (Joshi and Kumari, 2011: 43). In a survey based on a questionnaire technique on a total of 408 students studying at the Faculty of Theology of Uludağ University, the findings of the general sample group showed a high level of positive correlation between the practical aspects of religious life such as prayer and prayer, and anxiety, which are dimensions of psycho-social adaptation, negative, responsibility and self-expression has been determined (Hayta, 2002). In a study on the relationship between anxiety and religiosity in adolescents, 500 adolescents aged 12, 15 and 18 years were analyzed, respectively. 74% of 12-year-olds, 80% of 15-year-olds and 83% of 18-year-olds stated that prayers were a source of refuge in troubled and anxious times (Arıcı, 2015: 537).

Method

This study is designed in a relational screening model with a quantitative research method that tries to reveal the anxiety and religiosity relationship of students studying in different schools affiliated to the Ministry of National Education. Relational screening model is a research model that aims to determine whether the existence of change exists by examining two or more variables together and to determine the degree of change (Karasar, 2009). The application was carried out in January 2018. The population of the study was the students studying in high schools in Mersin city center, and the sample among the students studying in these high schools was 204 (47.3%), which was reached by simple random sampling. T Test and Analysis of Variance (One-Way ANOVA) were used to analyze the data and test the hypotheses. Whether the mean of the two variable

1 Correspond Author: ilyaspur@hotmail.com

groups was different was tested with the t-test. Analysis of variance, on the other hand, was carried out after investigating whether there is a significant difference between the averages of more than two groups of a variable, and if there is a statistically significant difference between them, it was conducted to reveal which groups this difference is. In addition to these analyzes, arithmetic mean and standard deviation values from descriptive statistics were used to determine the mean scores of the subjects obtained from the scales.

Findings

It should be stated that the relationship between anxiety and religiosity is not one-sided and linear. This situation varies according to the religiousness perception of the youth. There is a similar situation in studies conducted on Muslim and Christian youth. As the level of religiousness increases in young people, there is a decrease in anxiety. Being aware that there is a protective power above it carries a psychotherapeutic value as well as protective on adolescent psychology. Consequently, religiosity has an important function in dealing with anxiety situations. New research needs to be done on the subject in different religious and socio-cultural environments. Because, as the number of studies on this issue increases, the relationship between state anxiety and religious life may become clearer.

Keywords: Psychology of Religion, High School, Anxiety, Religiosity.

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COMPARISON OF ENVIRONMENTAL LITERACY LEVELS OF CHEMISTRY TEACHERS, CHEMISTRY TEACHING STUDENTS AND ENVIRONMENTALLY-RELATED PROFESSIONAL GROUPS

Emre ÖZDİL¹ (Turkey)

Ayşe YALÇIN ÇELİK² (Turkey)

Problem statement

Due to the developments in the technology and industrialization, standards of living increased amongs our society. On the other hand, this leads to misuse and even excessive use of natural resources, ending up with new concepts such as environmental problems and air pollution (Yücel and Morgil, 1998). Since these globally environmental problems, are stemming from mankind, meaning our attitudes, behaviors and activities, it cannot be denied that this is some sort of an educational problem. Environmental education, plays an important role in raising awareness of people against environmental issues and in gaining eco-friendly attitudes and behaviors (Eroğlu, 2016; Yılmaz, Morgil, Aktuğ and Göbekli, 2002).

Environmental education is concerned with ones being eco literate (Akıllı and Genç, 2015). According to Morrone, Mancl and Carr (2001), one's having environmental literacy is not sufficient, it should be accompanied by value, attitude and capability to act righteously with this very information. In order to educate individuals having eco literacy with consciousness, we should guide their teachers who can be role models for these students and raise those teachers so that they would be capable of taking precautions before problems arouse.

One of the reasons why teachers and teacher candidates environmental literacy levels are not at the required level, is that the environmental education provided in undergraduate studies is not sufficient enough (Eroğlu and Aydoğdu, 2016; Güngördü, Yalçın Çelik and Kılıç, 2017). Teacher candidates studying in science branches such as chemistry, physics and biology play a great role in raising environmental awareness of the young generations after their graduation.

Environmental education is not the only concern for our teachers and teacher candidates, it is required for each and every individual in our society. For this very reason, professions related to environment and and achitecture, it is becoming important to get eco literacy. These occupational groups, having a direct relationship with the environment can be exemplified as environmental engineer, agricultural engineer, architect, and civil engineer (Plant Magazine, 2015).

This research is based on the question; "Do the environmental literacy of chemistry teacher candidates, chemistry teachers and environmentally related professionals differentiate within its components statistically?".

Method

This research has a screening scheme, which is one of the quantative studies, determining environmental literacy amongst chemistry teacher candidates, chemistry teachers and individuals from different professions related to the environment.

The representatives of the study groups is constituted of the country-wide chemistry teachers and pupils studying in educational faculties and professionals in Ankara with the occupations like environmental

1 emre.ozdil@windowslive.com

2 ayseyalcin@gazi.edu.tr

engineering, architects, urban planners, agricultural engineering, civil engineering, geological engineering, map engineering, mining engineering, forest engineering, biologist, chemical engineering, geophysical engineering, petroleum engineering. Participants in occupational groups were selected by purposeful sampling method and 793 participants are included.

In this research, The Environmental Literacy Scale developed by Teksöz, Şahin and Ertepinar (2010) was used. Permission has been obtained from the authors for the use of this scale. In the scale, it is aimed to determine environmental literacy of teacher candidates studying at university under four main topics: environmental knowledge, environmental uses, attitude and interest towards the environment. While multiple choice questions are included in the Environmental Information section, the other sections are consist of 5-optioned Likert type questions. After the scale was applied to the sample group, the internal consistency coefficient (Cronbach alpha) was calculated as 0.78 for the information component; 0.65 for the attitude component; 0.76 for the usage component and 0.73 for the interest component. It was decided that the obtained internal consistency coefficients are within the acceptable levels for the continuation of the study.

The data obtained in the research were analyzed using IBM SPSS 26 program. In order to test the normality conditions of the collected data, Kolmogorov Smirnov Test was applied. It was determined that many tests ($p < 0.05$) did not show normal distribution and nonparametric tests were applied. In order to compare environmental literacy components between groups, Kruskal Wallis H-Test and Mann Whitney U-tests were used.

Findings

All of the significant differences between the study groups in terms of environmental literacy levels and subcomponents are against the pre-service chemistry teachers. It was found that the significant difference between the other study groups, except for the chemistry teacher candidates, was in the knowledge component in favor of environmental-related occupational groups.

The differences of each environmental-related occupational groups have been analyzed due to their eco literacy levels and significant differences were found. It has been understood that the significant differences are in favor of occupational groups (eg environmental engineers) who carry out project work in creating appropriate environmental conditions for the control and prevention of environmental pollution rather than professions (eg petroleum engineers) who consume natural resources and use them in enterprises.

Considering the significant differences between the environmental-related occupational groups the teacher candidates study program should be reviewed. Educational content should be constituted with determining the versatile environmental education suitable for the field and it should be differentiated according to the branch, that would create a more dynamic structure in creating environmental awareness.

It should be ensured that the environmental literacy and environmental awareness content of the environmental courses given in the undergraduate departments of the environmental-related professions that work towards the protection of natural resources and the prevention of environmental problems should also be given in education faculties, especially in science departments such as chemistry teaching.

Key words: Environment education, environmental literacy, attitude.

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EXAMINATION OF HIGHER EDUCATION STUDENTS' ACADEMIC PERFORMANCE PREDICTORS

Melih DİKMEN¹ (Firat University, Turkey)

Problem statement

Academic performance is considered as one of the most important indicators in terms of determining students' learning levels and understanding whether they are successful in academic subjects (Zeidner, 2010). For this reason, it is stated that the general average achievement (GPA) at the end of the year, which is accepted as an indicator of their academic performance, is taken into account in the recruitment process of higher education graduates (National Center for Education Statistics, 2001). Cliff and Keats (2003) state that the variables that predict higher education students' academic success have been examined by many researchers. Studies show that self-esteem (Özgüngör & Paksu, 2017), academic self-efficacy (Bahar, 2019), self-regulation skills (Aktan, 2012), daily distress (Yıldırım, 2006), environmental factors (Sarı, Arıkan & Yıldızlı, 2017), motivation (Helme & Clarke, 2001) and personality traits (Saygili, Atay, Eraslan & Hekim, 2015) affect academic achievement.

In the study conducted by Özgüngör and Paksu (2017), it is stated that although the variables that affect academic achievement of university students are frequently investigated, common determinants of academic success supported by all studies could not be determined. For this reason, determining possible factors affecting the academic achievement of higher education students may be important in terms of the efficiency of education and training. The aim of this study is to examine the variables that predict the academic achievement of higher education students. In this context, the following questions were sought:

- Do students' demographic characteristics (gender, age, marital status, grade level, socio-economic level, the region of residence) predict academic achievement significantly?
- Does the type of field in which students study significantly predict academic achievement?
- Does whether the department of education is liked or not significantly predict academic achievement?
- Does the state of students' voluntary entry or not entering the department where they study significantly predict academic success?

Method

The study was conducted in line with the descriptive survey research. The descriptive survey research is depicted as it is in the existing state. In the study, from a university in Turkey, 642 students participated. 343 (53.4%) of the students are male and 299 (46.6%) are female. In the study, the students were asked to report their gender, age level, marital status, type of education, class level, the region of residence and socio-economic levels via the online form. In addition, through this form, the students were asked whether they voluntarily entered the department where they were studying and whether they liked the department they studied. Finally, students were asked to report their year-end grade point averages (GPA). Many studies (Cassady, 2001; Cole & Gonyea, 2010) have reported a relatively high correlation between self-reported and

1 Correspond Author: melihdikmen@gmail.com

actual GPA (in the range of $r = 0.70$ to 0.90). Due to the anonymous nature of this study, it is impossible to reach the students' information and year-end GPA. Therefore, the grade point average at the end of the year reported by the students had to be trusted. It is seen that there are many studies (Yıldırım, 2006; Özgüngör & Duatepe-Paksu, 2017) that prefer this method.

Findings

The findings of the study show that gender, marital status, type of education and class level are significant predictors of academic achievement. Age level, socio-economic status, region of residence, whether the student likes the department or not, and whether the student enters the department willingly or not do not have a significant effect on their academic achievement. It was determined that the variables considered as a result of the research predicted students' academic achievement at the level of 8%. Studies in the literature seem to support the findings. More research is needed to determine the variables that can affect academic achievement. This research was conducted according to the quantitative research method. It describes the inherent situation of quantitative research methods as it is. For this reason, in-depth information cannot be obtained about the reasons for the variables that do or do not affect academic achievement. Future research can investigate variables that may have an impact on academic achievement using mixed methods that combine quantitative and qualitative methodologies.

Keywords: Academic performance, Higher education students, Lifelong learning

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INCREASING UNDERSERVED COLLEGE STUDENTS' SUCCESS AT ENGLISH LANGUAGE LEARNING

*Serpil TEKİR*¹ (Middle East Technical University, Turkey)

Problem statement

The study was conducted at an English Preparatory School (EPS) at an English Medium Instruction (EMI) University in Turkey. The students at the preparatory school come from different socioeconomic backgrounds. While some were lucky enough to attend private high schools or well-funded state high schools offering quality English language instruction, some others attended low-income schools offering poor or no English language instruction. Students' receiving dramatically different language learning opportunities based on their social status affects their language readiness to study at an EMI University and predict their academic success at university (Macaro, Akincioglu, & Dearden, 2016). As a result, most of these underserved and underprepared students, who are actually among the brightest youth in the whole country, do not persist in their academic endeavor and drop out of university as they cannot succeed in the preparatory program in their first year. These academically at risk students need support services and tutoring (Ginsburg-Block, Rohrbeck, & Fantuzzo, 2006; Miller, 1990; Ogden, Thompson, Russell, & Simons, 2003; Peterfreund, Rath, Xenos, & Bayliss, 2007; Ramirez, 1997). Research shows that support services offered at college predict improved grades (Arendale, 2002; Blanc, DeBuhr, & Martin, 1983; Martin & Arendale, 1993; Ogden et al., 2003). Therefore, in order to close the achievement gaps of the underserved students at our department, we started providing them with academic support services, which are specifically designed learning assistance, advice, and resources in addition to their classroom hours to reduce the socioeconomic and linguistic barriers. The available literature on academic support services focused on students' academic skills, not their foreign language skills and none of the available studies were conducted at an EMI university, where both linguistic and academic skills are critical for a student to be successful. Thus, our study aims to add to the literature by addressing these issues. In this mixed methods study, we aimed to test if the academic support services provided to the underserved college students at an EMI university influence their academic achievement and language skills

Method

This study adopted a mixed methods research design. The participants were the underserved and underprepared English language learners studying at a public EMI University in Turkey in the Fall semester of 2020-2021 academic year. The underserved students were provided with various academic support services such as individual tutoring, instructional support, academic advising, writing support and speaking support. Participation in these services was free and voluntary. Students only needed to get an appointment.

The impact of the support services were evaluated by comparing the achievement data (i.e., mean scores of Fall semester midterms) of the students who had attended five or more support sessions with the ones who did not attend any support sessions through a t-test. In addition, qualitative data was collected to get the perceptions of the students attending at least five sessions regarding the effectiveness of the support services

1 stekir@metu.edu.tr

on their academic achievement and language skills. The qualitative data was collected through semi-structured interviews from the twelve students who accepted to take part in the interviews. The qualitative data was subjected to content analysis, and to assure the credibility of the analysis, member checking was used (Lincoln & Guba, 1985). That is, the transcribed and coded data was checked by the participants.

Findings

A statistically significant difference was found to exist between the mean scores of the students in two groups ($p < 0.05$). The students attending five support sessions or more received significantly higher midterm scores ($M=79$) compared to the students who did not receive any academic support ($M= 68$). That finding of the research study suggests that the intervention effectively improved the students' academic achievement.

Additionally, qualitative data collected through semi-structured interviews suggests that the participants believed that attending to support sessions contributed not only their academic achievement but also to their language and academic skills to a great extent. The participants reported a self-perceived development in their writing and speaking skills as well as in some of their academic skills such as time management, note taking, and decision making. The interviewees also expressed that support services were very helpful in their transition to college and in becoming a successful student in college.

Key words: academic support service, English medium instruction universities (EMI), higher education, underserved students, students at risk

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AN INVESTIGATION OF THE VALUES OF JUSTICE, MEDICAL AND ENVIRONMENTAL ETHICS IN BIOLOGY COURSE

PhD Student, Yavuz ÇETİN¹ (Aydın Adnan Menderes University Faculty of Education, Curriculum and Instruction)

Prof. Dr. Asuman Seda SARACALOĞLU (Aydın Adnan Menderes University Faculty of Education, Curriculum and Instruction)

Problem statement

The concept of value introduced to social sciences for the first time by Znaniecki was derived from the Latin “valere”, which means “to be valuable” or “to be strong” (Aydın, 2003). Values are the integrity of a wide range of rules covering all the dynamics of life, from religion to philosophy, from economy to politics, in order for the individual and society to lead a qualified life, and to be known and understood by future generations.

Many methods such as value transfer, value analysis, value clarification, action/behaviour learning approach are used in values education. One of these methods is the moral dilemma method. In this method, students are provided with stories and case studies involving dilemma, and they reach the ideal value by thinking and discussing (Karatay, 2011). The main purpose of this method is to help students develop moral principles to guide their behaviour. The bases used by the student while evaluating provide information about the moral development of the individual. Here, not the solution of the student but the way to reach a solution is important (Akbaş, 2008: 16). People with advanced moral reasoning skills have high-order thinking skills and high critical comparison ability. Instead of objecting to and rejecting ideas that do not fit their own, they can listen to them, postpone, renew or change their preliminary thoughts when necessary (Çiftçi, 2003: 44).

This study aims to examine the answers given by high school students to the moral dilemma scenarios of justice, medical and environmental ethics in the biology course curriculum, according to Gilligan’s Moral Development Theory. In this context, the research question is as follows: “What are the students’ opinions of the values of justice, medicine and environmental ethics regarding the moral dilemmas applied in the biology course?”.

Method

This research, which is a qualitative study, was conducted with a holistic single-case study. It can be used in confirming a theory, studying specific situations, or in situations where no one has worked or reached before (Yıldırım & Şimşek, 2016). The research group consists of twenty female students studying at different grade levels in a state Anatolian high school in the city centre of İzmir in the 2019-2020 academic year. Six different worksheets prepared from the stories in Martin Cohen’s 101 Ethical Dilemmas were used as data collection tools. The data obtained were themed according to the stages of ‘orientation to individual survival’, ‘goodness as self-sacrifice’ and ‘morality of nonviolence’ in Gilligan’s Moral Development Theory and coded through descriptive analysis. In order to increase the internal consistency and validity of the research findings, direct quotations reflecting student views were included under each theme.

1 yavuz.cetin@yandex.com

Findings

When the answers given by the students to the 'Life's Not Fair' case of moral dilemma regarding the value of justice were examined, the codes of "virtue, sense of responsibility, gender equality, patriarchal society, factionalism/nepotism, elections" were found. From their responses to the second moral dilemma 'Diktataville Square', "harsh punishment, authority, respect for historical artefacts, public service, repressive management, aesthetics, limited resources, the nature of crime, collective thinking and decision-making mechanism, offering alternative to society" codes have been reached. According to Gilligan, there are gender differences in moral development and while women are more sensitive to social relations, feelings of others and moral problems related to life; men believe that the basis of moral pursuit is justice (Köksal-Akyol, 2019).

Upon the examination of the answers given by the students to the example of 'Witheringspoon-X Disease' moral dilemma regarding the value of medical ethics, the codes of 'belief in the creator, trust in science, alternative treatment, taking risks, changing perspective, fulfilling professional responsibility' were found. When their responses to the 'The Hospital's Dilemma' case were examined, the codes of 'right to life, deciding to die (someone else's need), hope, erroneous communication, accepting the situation, respect for differences, ideal-truth difference' were determined. Advances in medical sciences and technology raise questions that cannot be answered by traditional medical ethics (World Medical Association, 2015). As seen in the case studies in the study, they have the potential to provide great benefit to patients in terms of prolonging and improving their life, and also have the possibility of harming depending on how they are applied.

According to the answers given by the students to the example of 'Killing the wolf' moral dilemma regarding the value of environmental ethics, "ecological balance, natural selection, unresponsiveness, prey-hunter relationship, the right of the strong, future anxiety, arbitrary hunting should be prohibited, anthropocentric thinking"; in "The Green Revolution" case study, the codes of "Rationalism, ecological productivity, economic utilitarianism, sustainability, the use of the environment as much as basic needs, labour, genetic intervention, agricultural practices with classical biological methods" were reached. If environmental education focuses on ethical issues related to the meaning, importance and value of nature rather than loading information on individuals, love of nature can be settled in the hearts (Uzunoğlu, 2007). Environmental education has been involved in curriculums with an anthropocentric approach for many years. Even though this approach continues its effect today, the chronicity and deepening of environmental problems reveal that our perspective on environmental education should also change.

Keywords: Moral dilemma, value education, justice, environmental ethics, medical ethics.

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CAMBRIDGE IGCSE: HOW IS IT EXPERIENCED BY HIGH SCHOOL STUDENTS IN TURKEY?

Gülbahar YILMAZ¹ (PhD Candidate, Ankara University Graduate School of Educational Sciences)

Yasemin İMİRZİ (Biology Teacher, Ankara University Development Foundation Private Schools)

Problem statement

Relevant literature clearly shows that international schools offering an international curriculum were founded to provide a universal education to establish peace, an intercultural understanding and a sustainable future for young people after World War II. However, this specific ideological purpose has gradually united with the concerns of meeting the pragmatic educational needs of communities for internationalization and globalization (Hayden, 2011; Song, 2013; Cambridge&Thompson, 2004). Cambridge Assessment International Education (CAIE), a division of the University of Cambridge, began to offer IGCSE (International General Certificate of Secondary Education) with such purposes in mind launching the program in 1988. IGCSE was the first one CAIE introduced to the international education market, followed by AICE Diploma (A/AS Levels) in 1993 and Cambridge Primary and Cambridge Lower-Secondary Programs in 2006.

IGCSE was first introduced to Turkish school context by Koç Schools in 1994 at high school level, followed by BLIS and BELS in 2000s. In the next decades, schools implementing both IGCSE and other CAIE programs gradually increased and as of today, there are 28 private and 4 state Cambridge International Schools across Turkey (CAIE, 2021). The number of Cambridge International Schools increased from 14 to 32 in the last 6 years. Despite this tremendous increase, few research studies have been conducted to investigate the various aspects of these programs. To address this void in the field and to practically reflect on the implementation of international programs to improve practice, we aim to look at how a CAIE program affects high school students' academic routines and plans. It is our primary purpose to dig into the individual experiences of students completing the IGCSE program, and to reach commonalities leading to the patterns of experiencing an international program in Turkey.

Many national curricula around the world are now internationalized or offering an international curriculum along with their national curriculum. More national educational systems than ever now aim to adopt knowledge, skills and attitudes with the purpose of developing global awareness and international understanding among young people. Therefore, this study is significant in providing an in-depth understanding of an international curriculum in a national context through students' perspectives. This will allow researchers in the field of curriculum and instruction to doublethink two curricula in one context, to understand how these two interact with contextual influences and to reveal how it can affect students' academic routines, their ways of thinking and future plans.

Methods

It is organized as a case study, one of the designs of qualitative research. The specific case under investigation is the high school students' experiences in the IGCSE program. Study group is composed of 14 high school students completing the program and currently going on grade 11. They will be included on a voluntary basis

1 Corresponding author, gulbaharryilmaz@gmail.com

and data will be collected via semi-structured interviews. As the COVID-19 surge is highly serious nowadays and students are not able to attend schools, we will collect data via an online platform.

Our qualitative research view is thoroughly shaped by the ideas of Maxwell (2020:181), as he positions qualitative research being “*critically relevant for developing and evaluating public policies and programs*” with an emphasis on the value of *meaning, context and process*. With this in mind, we believe that one of the strengths of this study is that it is conducted by researchers (a teacher and a curriculum specialist) with a significant experience in CAIE programs in Turkey. As is known, qualitative data are pieces of information that can be interpreted differently depending on the emerging context as Maxwell points. Therefore, we believe that experience in context will allow us to analyze and interpret data in its existing conditions with its limited boundaries.

Findings

First of all, we ask questions to students about how they began and continued the program along with the challenges faced throughout the program. We expect students to provide insights into how they coped with the challenges of studying an international program in a national context. Besides, we plan to collect data on the autonomous and disciplined study habits of high schools students, if they have developed any, during the program. CAIE programs aim students to develop the learning attributes of being *confident, responsible, reflective, innovative and engaged*. We ask them how IGCSE nurtured their learning habits and how it will affect their future plans and professional choices. We also look for more details on what completing an international program means for students and how they organize their personal and school life to follow up two curricula at a time.

Keywords : International education, international curriculum, Cambridge IGCSE, Cambridge International General Certificate of Secondary Education, internationalization

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PUBLIC AND PRIVATE HIGH SCHOOL STUDENTS' ATTITUDES TOWARDS THE TEACHING PROFESSION

Dr. Güneş KORKMAZ¹ (Özel Ege Lisesi, İzmir, Turkey)

Problem Statement

Teaching is one of the most important professions that aims to meet the educational needs of the individuals and society. To serve the society better, teachers are expected to have “pedagogical knowledge”, “subject matter (disciplinary) knowledge” and “general culture knowledge”, and to take on responsibility for social progress and work with the aim of creating a sustainable world (Korkmaz, 2020). Therefore, in addition to facilitating students in their learning process, teachers are also responsible for helping individuals realize their potential, increasing the social responsibility of the learners, providing them with the opportunities to gain competences required in real life. Within this scope, the teaching profession is not only about “instruction”, but also educating the individuals for real life challenges. Thus, education is not a job that everyone can do, but a special profession that can be performed by teachers specially trained for this profession (Özcan, 2011). However, the nature of teaching as a profession and the attitude towards it has significantly changed due to various sociological, cultural, economic and political factors in the 21st century. These factors also have had direct impacts on the occupational prestige, societal value and status of the profession. So, the individuals' perceptions of the teaching profession as well as the students' attitudes about choosing this profession as their future careers have also been affected.

Of course, it is not easy for the individuals to make decisions about their future professions. There are many factors that affect one's career choice such as personality, gender, parents, peers, culture, academic achievement, the income level they will have thanks to that profession, social prestige of the profession, and work satisfaction (Borchert, 2002; Kazi & Akhlaq, 2017; Tomšik, 2016). Since high school students are at the stage of making decisions for their future professions, examining their attitudes about the teaching profession is of great importance. This study aims to explore high school students' attitudes towards teaching as a profession and compare public and private school students' attitudes towards the teaching profession.

Method

In this descriptive study, the purposive sampling method was used, and the data were collected online from the 163 public and 121 private high school (both located in İzmir) students who gave their consent to participate in the study. To collect data, “High School Students' Attitudes Toward the Teaching Profession Scale (HSSATPS)” developed by Toraman and Çelik (2021) was used. The scale has 16 items and 3 factors according to the construct validity analyses: (1) teaching as an ideal profession (items 1-5), (2) teaching profession's contribution to society (items 6-11), and (3) negative thoughts about the teaching profession (items 12-16). Cronbach's Alpha validity is .82 for the overall scale. The reliability level for the factor of “teaching as an ideal profession” is .76, for the factor of “teaching profession's contribution to society” is .73, and for the factor of “negative thoughts about the teaching profession” is .71, and the confirmatory factor analysis fit indices were

1 Corresponding author's email address: gunes.korkmaz.gk@gmail.com

calculated as χ^2/df : 2.6, GFI:0.89, AGFI:0.87, NFI: 0.84, IFI:0.9, TLI:0.85, CFI:0.91 ve RMSEA:0.079. To analyze the data, descriptive statistics and t-test was used. The Central Limit Theorem suggests that if the sample is large enough ($n=30+$), the sampling distribution of the means will be normally distributed regardless of the distribution of variables, and the normal distribution violation will not cause a major problem (Everitt & Howell, 2005; Field, 2018; Pallant, 2016; Tabachnick & Fidell, 2013).

Findings

The results revealed that the private high school students' scores in the dimension of "teaching as an ideal profession" is significantly lower than those studying in the public high school ($t=-41.13$, $p<.05$). This indicates that the students studying at a private high school do not think that the teaching is their ideal profession. The reason why they think in this regard may have resulted from the fact that they would like to have a better paid or more prestigious profession in the future. On the contrary, public high school students' scores in the dimension of "negative thoughts about the teaching profession" are lower than those of studying private high school students ($t=79.54$, $p<.05$). In this regard, it can be concluded that they consider this profession has a good social status, and they will be happy if they choose the teaching profession in the future. However, there is no significant difference between the scores of public and private high school students' attitudes in terms of the "teaching profession's contribution to society". This shows that both public and private high school students think that the teaching profession has a positive contribution to the society, and it is an important profession that should always be respected.

When the scores about the three factors in the scale were analyzed according to gender variable, it was found that male students' scores within the dimension of "teaching profession's contribution to society" is higher than those of female students ($t=-2.19$, $p<.05$). This result indicates that male students believe the teachers have a crucial role for the rise of other professions that are important for the society, and for this reason, they think this profession is a sacred one that deserves respect. However, there is no significant difference between male and female students' scores in the dimensions of "negative thoughts about the teaching profession" or "teaching as an ideal profession".

Keywords: *Teaching as a profession, student attitude, high school, public school students, private school students*

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EVALUATING THE USE OF DIGITAL BADGES AS ASSESSMENT TOOL FROM PERSPECTIVES OF FACULTY MEMBERS

Dr. Gürol YOKUŞ¹ (Sinop University, Turkey)

Problem Statement

This study aims to explore whether the digital badges can be used as an assessment tool which are frequently preferred for recognition of learning in higher education. Digital badges are about the recognition of new skills and competencies acquired by learners, and digital badges reflect a system that represents learners' acquired competencies in online environments and increases their recognition. In the first phase, quantitative data was collected by survey form from 102 academic members working in education faculties on whether digital badges can be used as an assessment tool in educational environments. In the second phase, an online focus group discussion was held with 8 faculty members working only in the Measurement and Evaluation Department.

Method

The explanatory sequential mixed design has been preferred as the method of the research (QUANTITATIVE → qualitative = explanation). This mixed research design is popular among education researchers (Subedi, 2016). While the quantitative data gives a general picture of the research problem, qualitative data clarifies, broadens or explains the general picture (Creswell & Plano Clark, 2007). Descriptive analysis is performed in analysis of quantitative data, and content analysis in analysis of qualitative data.

Findings

As a result of the analysis, faculty members think it is necessary the digitization of competencies in teacher training and they have generally positive views about the use of digital badges as an assessment tool. Digital badges can be used as evidence of student learning efforts; however, it is seen that there are points to be considered in the use of digital badges. First of all, it is revealed that digital badges can be used as a holistic and process-based assessment tool compared to one-time assessment and evaluation such as midterms and final exams. Rather than judging with one assessment tool, a holistic evaluation can be made by giving badge to the participation, a badge to the communication, another badge to the in-class learnings, and evaluating these badges along with the exam grades at the end of the term. Unique badges should be designed for different learning products. E-portfolio or digital CV should be provided to learners where digital badges can be added to the collection. In this way, it is more meaningful in terms of assessment that students have a digital CV with which they can associate their earned badges instead of collecting lots of independent badges. In order to use digital badges as an assessment tool, the following criteria should be clarified: the name of the badge, its scope, what kind of learning it has proved, metadata, the issuer (institution / tutor). It has been observed that digital badges are the certification system of the future and are well suited to lifelong learning and lifelong learning concepts

1 gurolyokus@gmail.com

There are studies in the literature that are in parallel with the findings of this study that digital badges do not substitute for diploma but have a complementary value. In Dyjur and Lindstrom's study (2017), many participants have a positive perception about badges, they find them original and innovative; however, there are some participants finding digital badges less prestigious than certificates, therefore having a more average perception of badges. It is underlined that digital badges are mostly preferred at primary, secondary levels and teaching professional development programs but not at higher education level. It is also reported that the appearance of badges have effect on the perceived reputation, digital badges are generally motivating, and they are used in various ways such as sharing on social media and job searches (Dyjur & Lindstrom, 2017). In study of Yıldırım, Çelik, Kaban ve Yıldırım (2017), digital badges of the participants are used to document their success. It seems that they think digital badges can be used like other documents. In addition, it has emerged that digital badges can be presented alongside certificates of achievement such as diplomas. These findings show that digital badges can be used to document learner success in different situations. Jones, Hope, and Adams (2018) also state that teachers have a positive view of digital badges, but do not understand the purpose of digital badges sufficiently. They claim that teachers working with the younger age group value this digital practice more. There are other studies in the literature that support this finding. Zhou, Chen, Fan, and Ji (2019) highlight that more studies need to be conducted on the digital badge perceptions of higher education students. It is also highlighted that the acceptance of digital badges as an assessment tool in higher education has compelling aspects for both students and educators, and it should be applied continuously in higher education to prove its effectiveness. According to Mehta, Hull, Young, and Stoller (2013), digital badges as a form of small-scale certificate can provide a more detailed framework to evaluate students' knowledge and skills, provide evidence of what they have learned, and show that their skills are progressing.

Keywords: Digital badges as assessment tool, open badges, digital pathways.

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AN INVESTIGATION OF SELF-DIRECTED LEARNING SKILLS OF FACULTY OF HEALTH SCIENCES STUDENTS

Cennet GÖLOĞLU DEMİR¹ (Bandırma Onyedi Eylül University, Turkey)

Problem Statement

Knowledge is changing rapidly and increasing exponentially in today's World. Individuals need to identify their own learning needs, monitor, and evaluate their learning. According to Aşkın (2015), self-directed learning means that students reveal their own learning needs, set their own goals, choose appropriate learning methods and evaluate their learning. In researches on self-directed learning, it has been demonstrated that there is a positive relationship between self-directed learning and creativity (Cox, 2002) critical thinking, self-efficacy (Karataş, 2013), and academic achievement (Cazan & Schiopca; 2014; Carson, 2012, Avdal, 2013), and a negative relationship with the locus of control (Avdal, 2013). Edmondson, Boyer and Artis (2012) revealed that self-directed learning is associated with creativity, curiosity, high academic performance, future purpose, and life satisfaction as a result of their meta-analysis on self-directed learning. During higher education, university students can reveal their own learning preferences and manage their own learning so it is very important to determine the current situation of self-directed learning skills of university students. Also, when the relevant literature is examined, it is observed that studies on self-directed learning are mostly carried out in face-to-face learning environments. On the other hand, in the Covid 19 process, emergency distance education was initiated in universities. Researching self-directed learning skills with students studying in online environments will contribute to the relevant literature. From this point of view, the purpose of this study is to identify the self-directed learning skills of the students of the health sciences faculty. In line with this purpose, it was examined whether the self-directed learning skills of health sciences faculty students' significant difference according to their gender, department, willingness to postgraduate education, and their perception of learning through distance education.

Method

The research is in a descriptive survey model. A descriptive survey involves asking the same set of questions of a large number of individuals by mail, telephone, or in-person (Fraenkel, Wallen & Hyu, 2012, p.12-13). The research was carried out with 235 students studying at Bandırma Onyedi Eylül University Faculty of Health Sciences in the 2020-2021 academic year. The study group is composed of physiotherapy and rehabilitation, health management, nutrition and dietetics, and social work department students. "Self-Directed Learning Skills Scale" developed by Aşkın Tekkol and Demirel (2018) was used to collect data. As results of confirmatory factor analysis the fit indices of the scale showed good or acceptable values. The Cronbach Alpha internal consistency coefficient was ,90 (Aşkın Tekkol & Demirel, 2018). According to the data obtained from health sciences faculty students within the scope of this research, the Cronbach Alpha reliability coefficient of the scale was determined as 88. It was determined that the data were not distributed normally and nonparametric analyzes were made. The datum was analyzed with descriptive statistics, Kruskal Wallis-H, and Mann Whitney-U tests.

1 Correspond author's email address: gologlu.cennet@gmail.com

Findings

As a result of the research, it was determined that health sciences faculty students' self-directed learning skills were found high. There was a significant difference between the two genders' self-directed learning skills. Female students' scores were higher than male students' scores, and self-directed learning skills of students who were willing to continue graduate studies had significantly higher scores than those who were not willing to continue graduate studies. It was found that the motivation levels of the students of the physiotherapy and rehabilitation departments were lower than the students of the health management and nutrition and dietetics departments. Also, students who think that they can learn with distance education had lower self-control towards learning. In the light of the results obtained from the research, it can be suggested to carry out activities that will increase the motivation of physiotherapy and rehabilitation department students during the distance education and reorganization of e-learning environments may be suggested. For students with low self-control towards learning, distance education can be continued to support the learning of these students after face-to-face education is started.

Key words: Self-Directed Learning, Skill, Higher Education

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ONLINE SELF-REGULATION STRATEGIES OF UNIVERSITY STUDENTS

Assoc. Prof. Dr. Dilara DEMIRBULAK¹ (Medipol University, Turkey)

Dr. Ayşe YILMAZ VIRLAN² (Marmara University, Turkey)

Problem statement

Education is a part of life itself, so is learning-to-learn regardless of age, time and place (Samancı & Ocakcı, 2017). We need to acquire several essential skills and competencies at various levels to cope with modern life. Yet, especially after the burst out of COVID-19 pandemics it was realized that improvement of knowledge and skills professional and daily life wise from childhood to adulthood is sine qua non (Tedmem, 2020). These skills, which consist of cognitive and metacognitive learning strategies, largely have been neglected in analyses of issues surrounding lifelong learning and in policy development (Cornford, 2002). Self-regulation is an important learning strategy in developing life-long learning skills. It focuses on the learner planning his own learning process, making adjustments when necessary, and self-motivation throughout the training process. Zimmerman (2002) defines the characteristics of self-regulated learners as individuals who are aware of the difficulties and limitations that they can face in their own learning, and who can use strategies that are appropriate for these goals and motivate themselves throughout the learning process. As the online learning environment is characterized with autonomy, self-regulation becomes a critical factor for success in online learning (Barnard, et al., 2009). Gaining self-regulation skills for students in online learning environments is quite different from face-to-face learning settings as they require dynamic learning interfaces (Yavuzalp & Özdemir, 2020).

To the best of the researchers' knowledge the role of self-regulatory skills in the online learning environment is limited in our country and has not received the same attention as it does in the traditional face-to-face environment (Barnard, et al., 2009; Yavuzalp & Özdemir, 2020). Moreover, the findings of studies also show that the self-regulation skills of higher education students is a problematic issue (Lonka and Lindblom-Ylänne, 1996; Virtanen and Nevgi, 2010), and that they also have unrealistic conceptions of their use of learning strategies (Winne & Jamieson-Noel, 2003). The high challenging nature of courses offered at higher education and their way of delivery (Ketonen et al, 2016; Ganda & Boruchovitch, 2015; Basso et al, 2013) could hinder effective and efficient lifelong learning of even highly motivated and well-selected university entrants due to their lack of or limited self-regulatory skills. For this reason, the aim of this study is to identify the perceived self-regulation level of tertiary students.

Method

This study was conducted as a descriptive survey model. As the data collection tool of the study, Online Self-Regulated Learning Questionnaire (OSLQ) which was developed by Barnard, et al., (2009) and adapted in Turkish by Kilis & Yıldırım (2018) was used. The questionnaire had 24 items under 6 factors which are goal setting, environment structuring, task strategies, time management, help seeking, and self-evaluation. Convenience sampling method was employed in the study. The questionnaire was distributed among the university students that could be accessed through the online forum (Google forms application). The participants of the study

1 ddemirbulak@hotmail.com

2 ayseyilmazvirlan@gmail.com

were university students who voluntarily accepted to complete the questionnaire. Data were analyzed using descriptive statistics and frequencies and percentages as well as the reliability and validity measures related to the questionnaire items were provided. Finally, the study is limited in terms of the participants who are students at tertiary level. A future study could include participants studying at different educational levels.

Findings

Distance or hybrid education and lifelong learning have become an inseparable part of all the societies in the world. The findings of the studies carried out since 2020 have shown that readiness level of all parties involved in education is blurry. This could be due to various social and academic reasons or infrastructures. Therefore, the self-regulation levels of university students and their awareness of such a strategy is expected to be limited. It is however, believed that findings of this and other studies could serve as a means in raising awareness of higher education learners.

Keywords: Lifelong learning, online learning, self-regulation strategies, socioeconomic status

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THE INVESTIGATION OF GRADUATE THESIS THAT INCLUDES EPISTEMOLOGICAL BELIEF ISSUE

Doç. Dr. Ömer Faruk VURAL¹ - Onur SETTAŞI² - Fatih BİLGİÇ³

Problem Statement

Knowledge appears as a concept that people have been chasing for centuries. Humankind has produced and used knowledge so they achieved today's life. At the same time, the ability to produce and use information is a feature that distinguishes humans from other living things. While other creatures have one or more abilities to survive, people possess knowledge that is the product of reason and intelligence. People shape their surroundings using the knowledge they have, create living spaces suitable for them and continue their lives. While knowledge is indisputably important to humanity, the question of "What is the knowledge?" appears. At this point, the philosophy of knowledge helps us to find the answer to the question. The philosophy of knowledge, the epistemology branch of philosophy, provides information about the nature, source and scope of knowledge. (Külcü, 2000) Epistemology is one of the sub-branches of philosophy and means information science with the combination of the Greek words episteme (knowledge) and logos (science, theory) (Çüçen, 2001, s. 29; Cevizci, 2010, s. 10). Epistemology examines the works that emerge as a result of the connection established between subject and object, that is, knowledge. It is also explained as a discipline that researches and examines the boundaries, accuracy, source, collection and transfer methods of information (Demir, Acar, 1992, s. 120; Topdemir, 2008, s. 16).

Belief is defined as a state of affiliation to a situation, a phenomenon, understanding, and positive emotions (TDK, 2020). Since this situation occurs at different levels in each individual, it also causes individual differences to emerge. Likewise Kaplan (2006), emphasized that beliefs affect the behavioral processes and thoughts of people and thus create individual differences. Considering that beliefs have a great effect in guiding people's behaviors, it is thought that they can have a great effect on understanding and learning information.

Epistemological belief can be named as the attitude of individuals towards knowledge. According to Schommer (1994) Epistemological beliefs are defined as beliefs about what knowledge is and how it is gained and how learning takes place.

Epistemological beliefs that represent the acceptances about the nature and source of knowledge, can affect teachers' learning methods, academic performance, classroom behavior, way of interpreting information, metacognitive skills and attitudes towards school (Topçu, 2011). Pintrich and Hofer (2001) stated that understanding the beliefs of teachers and students about knowing and knowledge will provide a better understanding of learning-teaching processes in classrooms. Therefore, it is thought that epistemological beliefs can also be effective in learning-teaching processes, as the beliefs of individuals affect all the decisions they make and all the behaviors they display. Due to the high effects of epistemological beliefs on education and our daily routines, its importance as a factor that guides our behavior has increased in recent years and there are many studies and theses on the subject. Especially in recent years related to this field, thesis studies

¹ omervural@sakarya.edu.tr

² onur.settasi@ogr.sakarya.edu.tr

³ fatih.bilgic1@ogr.sakarya.edu.tr

conducted in many different institutes and faculties are encountered. However, in the literature, there is no study that analyzes and compiles the postgraduate thesis studies related to epistemological belief, and offers the opportunity to bring them together and look from a common perspective.

Method

In this study, postgraduate theses including the concept of epistemological belief were examined structurally. The study was patterned in the survey model and the data were analyzed through document analysis. Data sources of the study consists of all theses published on the website of the Council of Higher Education (YÖK), which includes epistemological beliefs issue.

Findings

In the research, the thesis titles or keywords were scanned as epistemological beliefs and 134 theses were reached. The data obtained in the research were coded according to the coding method in the document analysis. Under eight sub-headings (year of publication, type of publication, research methods, research models, sample type, population / sample / study group definition, research variables and data collection tools), information about the study identity and content of the studies are included. At the end of the research, 40 of the thesis studies involving the subject of epistemological belief are doctoral thesis and 94 of them are master thesis. Most studies were conducted on the subject with 31 theses in 2019. In the theses, it was determined that quantitative methods and descriptive models were used more heavily, accidental sampling was the most used sampling type and scales were the most used data collection tool. As a result of the study, it was observed that the interest of researchers in epistemological beliefs increased. This study will be able to create a resource for studies to be done on the subject and will bring suggestions to inservice activities. It is recommended that other studies to be carried out should be put into action with a qualitative method or action researches should also be implemented in order to dig deeper into the subject.

Keywords: Epistemology - Faith - Knowledge

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DETERMINATION OF UNIVERSITY STUDENTS' PERCEPTIONS ABOUT INTERNATIONALIZATION IN HIGHER EDUCATION

Muhammet Muhsin UMURBEK¹ (Ministry of Education-Turkey)

Prof. Dr. Murat TAŞDAN (Kafkas University-Turkey)

Problem Statement

Scott (2006) states that in the 21st century, higher education institutions, which he calls post-modern higher education, undertake the mission of internationalization. The concept of internationalization includes a different understanding, interpretation and implementation of a university's research activities, curriculum, culture, policies, international mobility and, exchange (Bartell, 2003).

When Turkey MoNE's 2019-2020 education statistics are examined, as of June 24, 2020, total of 2948 students are studying abroad on scholarship. The most preferred countries by these students, respectively, are as follows: 1311 students in England, 907 students in the USA and 173 students in Germany receive scholarships. According to the report first three of these statistics by region, the breakdown of students coming from abroad to Turkey are as follows: 5116 people from the Middle East, 3425 students sub-Saharan Africa and 1601 students are from South Asia.

Higher education institutions need internationalization to compete in the globalizing world. One of the most important parts of the internationalization of universities is students. In this respect, it is important to determine university students' perceptions of internationalization in higher education. The main purpose of this research is to determine university students' perceptions of internationalization in higher education. In line with this purpose, the following sub-goals have been achieved: Do university students' perceptions of internationalization in higher education differ significantly according to their gender, faculties, departments, in which grade they study and whether they are foreign nationals in their courses?

Method

The aim of the research is to determine the university students' perceptions of internationalization in higher education. The research is descriptive and quantitative method and survey model were used.

Population and Sample: The population of the study consists of 10,476 people studying at various faculties at Kafkas University in the 2018-2019 academic year, and the sample consists of 417 undergraduate students randomly selected from the universe using the simple random method.

Data Collection Tool and Data Collection Process: In the study, the "A Scale for Determining the Perceptions of University Students for Internationalization in Higher Education" developed by the researchers to determine the internationalization barriers of university students in higher education was used. Validity and reliability studies were conducted for the scale. As a result of the exploratory factor analysis, it was determined that the scale consists of four dimensions. These dimensions are "Institutional", "Foreign Students", "Academic" and "Socio-cultural". The Cronbach Alpha value of the institutional dimension is 0.80 and the explained variance is 16.95%, the Cronbach alpha value of the Foreign Students dimension is 0.80 and the variance explained is 15.26%, the Cronbach alpha value of the academic dimension is 0.81 and the variance it explains is 15.03%, and the Cronbach alpha value of the sociocultural dimension is 0.72 and the variance explained is 10.22%.

Confirmatory factor analysis of the scale was performed. Accordingly, the CMIN / DF value of the scale was determined to be 2.098. In large samples, / DF ratio below 3 corresponds to a perfect fit (Kline, 2005).

When the RMSEA value is examined, it is seen that a .05 level fit index has been obtained. A RMSEA lower than .05 is perfect and less than .08 indicates good fit (Jöreskog & Sörbom, 1993). When the fit indexes are continued to be evaluated, it is seen that GIF is .92 and AGFI is .90. If GFI and AGFI indexes are over .90, it corresponds to good fit (Hooper, Caughlan, & Mullen, 2008). It is seen that the RMR fit index is .056. A smaller than .05 indicates a perfect fit (Schumacher & Lomax, 2004). Finally, when the NNFI and CFI fit indices are examined, it is seen that the NNFI is .92 and the CFI is .93. NNFI and CFI indexes over .90 corresponds to good fit (Sümer, 2000).

Data Analysis: The Kolmogorov-Smirnov test and the homogeneity of the variances of the test were examined. As a result of these examinations, are there any foreign students in your department and your courses? It has been determined that the question has a normal distribution and its variances are homogeneous, that is, p values are greater than 0.05, and it does not show a normal distribution according to gender, faculty and class variables. Then the ANOVA test was used for the department variable. For the question of "Are there any foreign students in your courses?" Independent groups t-test was applied. Mann Whitney U Test was used for gender variable and Kruskal Wallis H Test for Faculty and Class variables.

Findings

According to the findings, students think that their universities cannot compete on a global scale in internationalization, that the administration of their universities does not strive for internationalization and that the university administration does not have an international perspective. University students think that their university website is not understandable for foreign students, that their universities are not attractive to foreign students, and that their university website is not capable of guiding foreign students. According to the research; The perceptions of students who have foreign students in their courses are more positive than those of students who do not have foreign students in their courses.

Keywords: Internationalization in Higher Education, Globalization, Internationalization.

Ethical Compliance: This study has been prepared in accordance with ethical rules.

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COMPARISON OF PHYSICS-I COURSE IN UNDERGRADUATE PHYSICS EDUCATION AND PHYSICS PROGRAMS

*Rıza SALAR*¹ (Ataturk University, Turkey)

Problem statement

With the quality assurance studies in higher education, determining and measuring the learning outcomes of higher education programs has gained importance. The most important tools for students to achieve program learning outcomes are courses. The courses also have their own learning outcomes. This research presents a comparison of the learning outcomes and course contents of Physics-1 courses in the undergraduate physics education programs, which were established with the aim of training teachers, and the physics undergraduate program within the science faculties. This study seeks an answer to the question: What are the similarities and differences of Physics-1 course learning outcomes and course contents in physics education programs and physics programs?

With the globalization of education, the privatization of education, and the massification of higher education have come into question. Meanwhile, the demand for higher education is increasing steadily (UNESCO, 2009). In this process, it has become a necessity for states to re-emphasize the quality of teaching and learning in accordance with the mobilization and standardization requirements as part of their quality assurance systems (Nasrallah, 2014). Today, the outcome-based education paradigm is the main purpose of pedagogical actions in higher education (Marg, 2019). In higher education, there is a need to improve teaching to provide problem-solving skills, communication skills, and attitudes of students. Also, the quality of teaching is always considered important and generally, it is desired to see a process where lecturers develop measurable learning outcomes and successfully implement them (Nasrallah, 2014).

In the educational process, course learning outcomes are the most fundamental. Course learning outcomes refer to the knowledge and skills acquired by a student at the end of the course. Next come the program learning outcomes, which describe the knowledge and skills the student acquired when they graduated from the program. Finally, there are institution learning outcomes that express what the graduates of an institution believe can be accomplished (Biggs & Tang, 2011). Program learning outcomes are used as reference points to assist in curriculum planning and development, design and review of academic programs, determine undergraduate qualifications and eligibility, and formulate course learning outcomes (Marg, 2019). Considering all these, it is desired that this study on course learning outcomes will contribute to the design of undergraduate physics education programs.

Method

Case study design, one of the qualitative research methods, was used in the study (Creswell et al. 2007). The document analysis was applied in the process of obtaining and interpreting the data within the qualitative research model. Document analysis can be defined as the systematic handling of both printed and web-based information and documents (Bowen, 2009). In line with the purpose of the study, the course learning outcomes and course contents of the Physics-1 course in physics education and physics undergraduate programs in the course information packages of universities were examined. Among the universities where both programs

1 Correspond author's email: rizasalar@atauni.edu.tr

exist, 10 programs of 5 universities that have access to course learning outcomes constituted the sample of the research. Course learning outcomes and course contents were transferred to Nvivo 12 package program. This information formed the data of the study. The data were analyzed descriptively.

Findings

As a result of the study, it was determined that the course learning outcomes and course contents of the Physics-1 course in the physics education programs and the Physics-1 courses in the physics programs were substantially similar. In all the programs examined in the study, it was seen that the course included mechanics topics. In fact, in some physics education programs, it was determined that the course was included in the curriculum with the name Mechanic-1. The aim of the physics education program is to train undergraduates who will teach in high schools. The physics program is to train future scientists who will do research in the field of physics. Although the names of the programs are similar, the aims of the programs are very different. Therefore, program learning outcomes are also different. Since the learning outcomes of the courses are expected to serve the program learning outcomes, presenting a course in a physics education program with the same content as a course in a physics program is unacceptable by the outcome-based education approach. The same name of two courses does not mean that it is presented with the same content in all programs. Presenting the course with the same content in these two programs will result in students missing the knowledge and skills they really need or transferring unnecessary information for them. For this reason, basic science courses should not be conducted with a wholesale approach.

Key words: course learning outcomes, physics, physics education, program learning outcomes.

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BIBLIOMETRIC EXAMINATION OF POSTGRADUATE THESES WRITTEN ON EMOTION REGULATION IN TURKEY

Öznur SEVEN¹ (Bolu Abant İzzet Baysal University, TURKEY)

Problem statement

Learning in process; factors such as memory, patterning, environment, motivation, nutrition, sleep, and emotions affect (Keleş and Çepni, 2006).

Emotions are associated with learning both directly and indirectly, and they significantly affect both the quality and the quantity of learning (Putwain, Deveney, 2009; as cited in: Özsaray, 2016). Researches; showed that emotions affect human behavior as much as cognitive processes and are intertwined with cognitive processes (Ainley, Corrigan & Richardson, 2005; Pekrun, Goetz, Titz and Pery; 2002).

Gross (1998) defined emotion regulation as the processes that affect how people experience the emotions they acquire and how they express these emotions.

Studies show that emotion regulation skill affects children's social competence, development of positive peer relationships and adaptation to classroom environment. It is seen that children with good emotion regulation have better social skills and exhibit less behavioral problems (Denham et al., 2003; Eisenberg et al., 2003; Kim and Cicchetti, 2010; as cited in: Aktürk, 2015). It is necessary and important for individuals to have emotion regulation skills in order to continue their daily lives in a healthy way. Researches on the concept of emotion regulation, which we encounter in all areas of life, have been increasing recently. However, there is no information about the general view of these studies, how and how much they are included in the theses in the literature. With the bibliometry examination, the field of emotion regulation is evaluated, and the studies are quantified.

Method

In this study, master's and doctoral theses that examine the issue of emotion regulation were examined structurally in order to get a general picture of what has been done for emotion regulation. For this purpose; The research was designed in a qualitative method and document analysis was used. Accordingly, the phrase "Emotion Regulation" was scanned in the National Thesis Center of the Higher Education Council and 515 theses were reached. When these theses are examined; Theses outside the field of Educational Sciences were excluded from the scope of the research because they did not meet the required criteria, and the opinion of an expert in the field of Education Programs and Teaching was also taken while classifying the theses. 83 theses with thesis publishing permission form were downloaded in pdf format and bibliometric analysis was conducted. While analyzing the data; The theses reached were classified according to their years, types, languages, universities, branches of science, research methods and designs, emotion regulation scales used, and finally the sample group. The obtained data were analyzed and analyzed; frequency () and percentage values (%) were tabulated and interpreted in Microsoft Excel program.

Findings

When examining postgraduate theses written on Turkey in the first thesis Emotion Regulation in the field of Educational Sciences it was written in 2009. It is seen that no thesis was written later, but it started again in 2014 and increased gradually in 2019. It is seen that studies on the concept of Emotion Regulation are increasing day by day, and as it can be understood from here, it can be concluded that the importance of this concept in the field of education has begun to be understood. Emotion Regulation in Turkey on the graduate thesis written at very high on emotion regulation were written on the license type and type of doctoral study concluded that less space is given. Emotion Regulation in theses and dissertations written on the choice of Turkey as most Turkish language, while English written thesis Considered in relation to general seems to be very little. It is concluded that the limited number of universities in English thesis writing is effective in this case. Emotion Regulation in Turkey in graduate thesis written on it is seen that most are written in large and established universities. Consequently, when thought to be only 203 universities in Turkey's 30 universities to write a thesis on emotion regulation; It shows that not every university does a study on this subject. Feelings of Turkey in graduate thesis written on Regulation is observed that most articles in Guidance and Counseling Department. Considering that the concept of Emotion Regulation is important in every field of education, not only in terms of Guidance, but also other branches of science in the field of education can produce new theses. Turkey is seen as the most performed using quantitative methods and relational patterns of graduate thesis written on Emotion Regulation. It is concluded that the concept of emotion regulation is suitable for quantitative studies. Emotion Regulation in graduate thesis written on Shields in Turkey are being used and developed by Cichetti of Emotion Regulation Scale. Considering that the scale used in the study may vary according to the sample group, it is concluded that the scale and the sample group are compatible and that scales accepted in the literature are used. Work on most high school students in Turkey in graduate thesis written on it is seen that emotion Arrangement.

Keywords: Emotion Regulation, Postgraduate Theses, Bibliometric Examination

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