

WCDA-2023

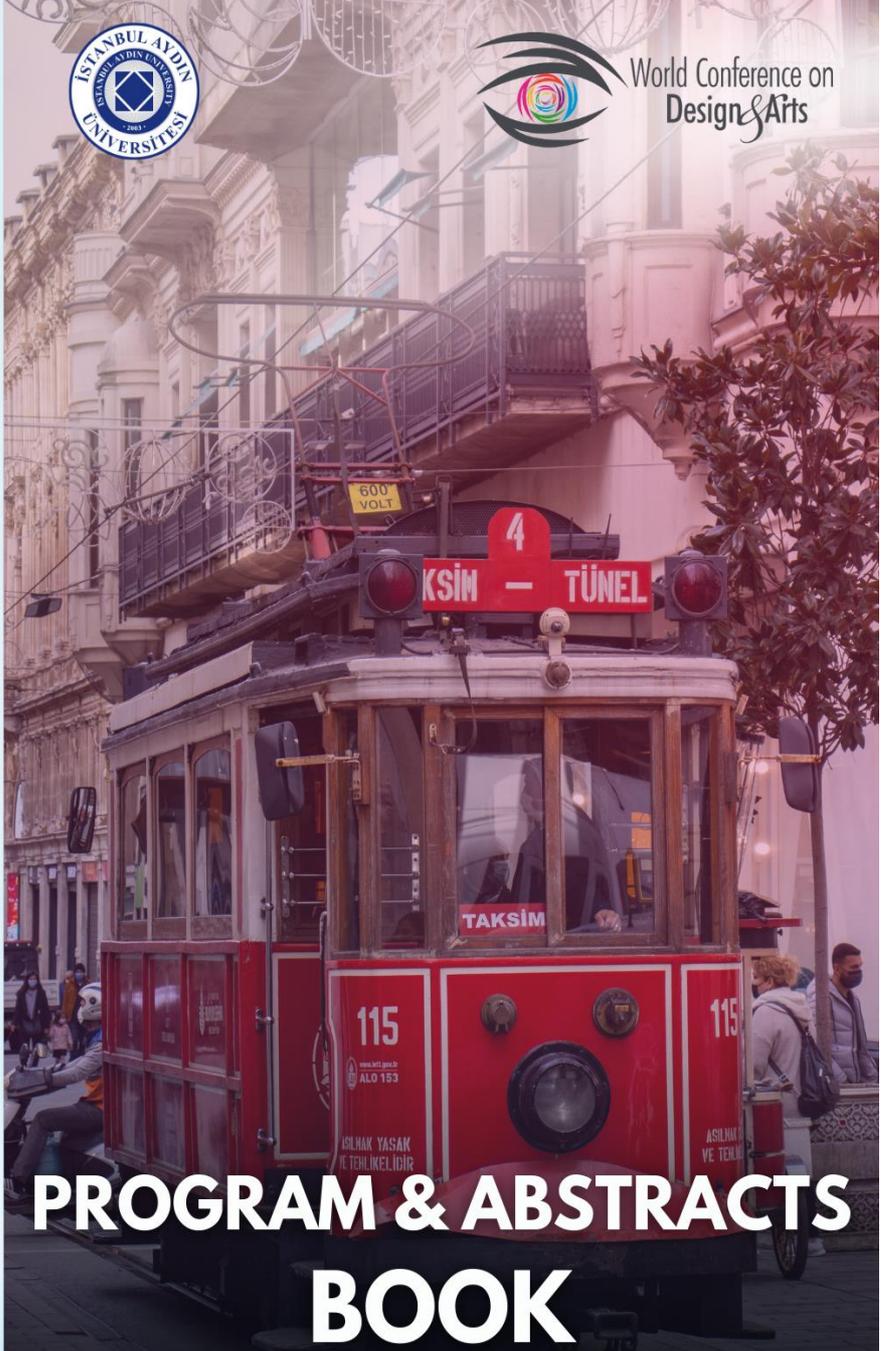
12TH WORLD CONFERENCE
ON DESIGN AND ARTS

www.artsedu.org



World Conference on
Design & Arts

02 - 04 NOVEMBER 2023 | ISTANBUL AYDIN UNIVERSITY | ISTANBUL - TURKEY



PROGRAM & ABSTRACTS BOOK

WCDA-2023 Participants Flags



taegcenter taeg_center taegcenter taeg_center



12th INTERNATIONAL CONFERENCE ON EDUCATION (IC-ED 2023)

Istanbul Aydın University
Istanbul, Turkey

Beşyol İnönü Caddesi, No: 38, 34295 Küçükçekmece/İstanbul, Turkey

November 02-04, 2023

Program and Abstracts Book

Organizing Committee

Organized by

Istanbul Aydın University
The Academic Event Group
Cyprus Educational Sciences Association

Honorary Chair

Prof. Dr. Mustafa Aydın
Istanbul Aydın University
The President of the Board of the Trust

Honorary Program Committee Chair

Prof. Dr. Yadigar İzmirli
The rector of Istanbul Aydın University

Program Chair

Prof. Dr. Hafize Keser, Ankara University (retired)

International Program Committee

Prof. Dr. Jesus Garcia Laborda, Alcala University, Spain
Prof. Dr. Ulzharkyn Abdigapbarova, Abai Kazakh National Pedagogical University, Kazakhstan
Assoc. Prof. Dr. Mukaddes Demirok, Near East University, North Cyprus
Assist. Prof. Dr. Blerta Etemi, Rochester Institute of Technology in Prishtina, Kosova
Assist. Prof. Dr. Ebru Elci, Beykent University, Turkey

Organizing Committee

Beria Gokaydin, Near East University
Daniel Sekyere-Asiedu, Near East University
Nihat Ekizoglu, Ataturk Teacher Training Academy
Tahir Tavukçu, Cyprus Social Sciences University
Tolga Savaş Kurt, Istanbul Aydın University
Zeynep Genç, Istanbul Aydın University

Secretary

Beria Gokaydin, B.Sc., M.A., Phd. Candidate
iced.infodesk@gmail.com

International Advisory Board

Ahmad Alipour – *Payame Noor University, Iran*
A. Rui Gomes – *University of Minho, Portugal*
Aldert Vrij – *University of Portsmouth, UK*
Ana Loureiro – *Polytechnics Institute of Santarem, Portugal*
André Francisco Pilon – *University of São Paulo, Brazil*
Andrew Day – *Deakin University, Australia*
Andy McKinlay – *The University of Edinburgh, UK*
Anthony L Pillay – *University of KwaZulu-Natal, South Africa*
Brent G. Wilson – *Colorado At Denver University, USA*
Bimbola Kemi Odu – *University of Ado-Ekiti, Nigeria*
Brian Miller – *University of Delaware, USA*
Carmen Pérez-Sabater – *Universidad Politécnica de Valencia, Spain*
Chee Ken Nee, Universiti Pendidikan Sultan Idris, Malaysia
Dennis A. Conrad – *The University of New York, USA*
Elena Lupu – *Oil and Gas University, Romania*
Emmanuel Hooper – *Harvard University, USA*
Francis Kwansa – *University of Delaware, USA*
Funminiyi Olajide – *University of Portsmouth, UK*
George S. Mouzakitits – *Greece*
Hafize Keser – *Ankara University, Turkey*
Ioan-Gheorghe Rotaru – *Timotheus' Brethren Theological Institute of Bucharest, Romania*
Jacobus G. Maree – *University of Pretoria, South Africa*
Jaleh Hassaskhah – *University of Guilan, Iran*
Jan Parker – *Open University, UK*
Jean Underwood – *Nottingham Trent University, UK*
Jerry W. Willis – *Louisiana State University, USA*
Jung-Cheol Shini – *Seoul National University, South Korea*
Kinshuk – *Athabasca University, Canada*
Kobus Maree – *Pretoria University, South Africa*
Lan Jiang – *University of Nevada Las Vegas, USA*
Mahtab Pouratashi – *Iran*
Martha Burkle – *SAIT Polytechnic, Canada*
Mohammad H. Yarmohammadian – *Isfahan University of Medical Sciences, Iran*
Maria Dobritoiu – *University of Petroşani, Romania*
Maria Helena Esteves – *University of Lisbon, Portugal*
Marilyn Campbell – *Queensland University of Technology, Australia*
Malik Amjad – *University College of the North, Canada*
Mona O'Moore – *Trinity College Dublin, Ireland*
Natalya Khokholova, Yeosu Technical Institute in Tashkent, Uzbekistan
Nick Rusby – *British Journal Of Educational Technology, UK*
Norma Nel – *University of South Africa, South Africa*
Pablo González Blasco – *Sobramfa, Brazil*
Peter Duffy – *University of South Carolina, USA*
Robert Foster – *University of Wolverhampton, UK*
Sarka Hoskova-Mayerova – *University of Defence, Czech Republic*

Steven M. Ross – *John Hopkins University, USA*
Tintswalo V. Manyike – *University of South Africa, South Africa*

Keynotes



Keynote Title: “Internationalization in Higher Education”

Abstracts: Will be announce...

Bio: Huseyin Uzunboylu graduated from Anadolu University, completing a degree in BSc Educational Communicating and Planning in 1991. He graduated from Ankara University; completed a degree in MA Curriculum and Instruction in 1995 and completed PhD in area of Educational Technology in 2002. He became Assistant Professor in 2013, Associate Professor in 2015 and Professor of Educational Technology in 2010 at Cyprus Near East University. He was elected to member of “Higher Education Planning, Supervision, Accreditation and Coordination Board” by the Republican of Parliament in November in 2019.



Prof. Dr. Alessandro Figus
University of Cassino and Southern Lazio
Italy

Keynote Title: “Inclusion and Sport: New Approach in Global Time”

Abstract: This manuscript aims to examine the relationship between sport and inclusion, addressing it in all its complexity of the globalisation phenomenon, considered from an innovative perspective, not exclusively related to the theme of interdependence. Due to the prolonged crisis period in which we are immersed, there is an increase in exclusion processes. The exclusion process affects the entire population as no one is unfortunately exempt from or at risk of being excluded, even if the phenomenon appears different from country to country, from continent to continent. Our work analyses new ways of addressing and responding to these new processes of exclusion and how public and private organisations encourage people at risk of exclusion to reintegrate into society to avoid worse harm. We see and examine how there are new approaches to the world of sport. Sports practices are a strategy to be used as a tool for social inclusion in disadvantaged populations, especially today in times of globalisation (think of things unthinkable only a few years ago, such as functional diversity, for example, the Paralympic world). The work shows how sport can be used as a tool of inclusion; it was not an easy task, and, currently, in Europe, many programmes and projects related to this topic have not yet been publicised despite the significant impact and publicity on sport and its benefits. In our article, we highlight how the sport is a new way of social intervention for the most vulnerable population susceptible to the risk of exclusion.

Keywords: inclusion, interculturality, social inclusion, social



Prof. Dr. Diana Spulber
University of Genova
Italy

Keynote Title: “Inclusion and Sport: New Approach in Global Time”

Abstract: This manuscript aims to examine the relationship between sport and inclusion, addressing it in all its complexity of the globalisation phenomenon, considered from an innovative perspective, not exclusively related to the theme of interdependence. Due to the prolonged crisis period in which we are immersed, there is an increase in exclusion processes. The exclusion process affects the entire population as no one is unfortunately exempt from or at risk of being excluded, even if the phenomenon appears different from country to country, from continent to continent. Our work analyses new ways of addressing and responding to these new processes of exclusion and how public and private organisations encourage people at risk of exclusion to reintegrate into society to avoid worse harm. We see and examine how there are new approaches to the world of sport. Sports practices are a strategy to be used as a tool for social inclusion in disadvantaged populations, especially today in times of globalisation (think of things unthinkable only a few years ago, such as functional diversity, for example, the Paralympic world). The work shows how sport can be used as a tool of inclusion; it was not an easy task, and, currently, in Europe, many programmes and projects related to this topic have not yet been publicised despite the significant impact and publicity on sport and its benefits. In our article, we highlight how the sport is a new way of social intervention for the most vulnerable population susceptible to the risk of exclusion.

Keywords: inclusion, interculturality, social inclusion, social



Invitation Title: “Istanbul Aydın University STEM Education Research Center”

Abstract: STEM education refers to a project-based, application-oriented, and interdisciplinary educational approach that includes science, technology, engineering, and mathematics (STEM) disciplines. The main purpose of this approach is to provide students with an inquisitive perspective, to develop the ability to conduct research, to build the capacity to make new inventions, and to gain the skills to produce creative solutions to problems in daily life.

STEM education offers students the opportunity to develop the ability to transfer knowledge to concrete life contexts. It also gives them the ability to present innovative approaches to real-life problems. In this context, STEM education is of great importance today. The rapid pace of scientific and technological advances, changing economic dynamics, increasing global competition, the emergence of new business areas, and the importance of technology-based innovations have increased the demand for STEM education. STEM education contributes to the development of important skills such as problem-solving, critical thinking, creativity, teamwork, communication, and leadership, as well as providing students with the ability to adapt to future job opportunities and technological developments.

STEM education can also be integrated with other disciplines and practices. For example, storytelling, which helps to find more effective solutions to problems by increasing a sense of curiosity, can be combined with STEM education. This approach aims to increase students’ interest in scientific,

technological, engineering, and mathematical subjects and to learn more deeply in these areas. Storytelling can help students learn using their imagination and apply their knowledge to real-life problems.

In this talk, storytelling-based STEM education and practices will be shared.

Bio: He completed his undergraduate and graduate studies at Gazi University and his doctorate in Science Education at Marmara University. He gave conferences, seminars, and in-service training to more than ten thousand teachers and students on STEM education, project management, blended learning, and technology integration in education. He established Türkiye's first project school in 2006 and he founded Turkey's first STEM School (stemokulu.com), STEM laboratory, and STEM Education Research Center in 2015. He is the editor of the STEM Education Türkiye Report and STEM Education Workshop Report, which are the first reports on STEM education in Türkiye. He carried out STEM projects funded by TUBITAK, UNESCO, TUSIAD, and the US State Department. He still has been working as an associate professor at Istanbul Aydin University, Faculty of Education, and Director of the STEM Education Research Center. Also, he has been managing the STEM Laboratory, STEM Teacher Certificate Program, World STEM Education Conference, and World STEM Festival. He most recently published a book called 2033 Türkiye Education Vision. He has authored more than 40 books and book chapters. announced."



Invitation Title: "To Be Media Literate Individuals in The Digital World"

Abstract: In the media, previously traditionally and now called new media, there have been transformations under the influence of changes in time, form, content, and ideology. With the transition from traditional media to new media, which are now called, we have become more involved in digital environments. However, the new media technologies – the internet, mobile broadband, e-commerce, internet-enabled entertainment, social networking, and others – are fundamentally changing the way people interact with the world and with each other. More and more individuals are using digital media tools and platforms with phones being used almost every moment of the day in addition to online chats and blogs. Especially, young people are unconsciously trained with media culture, and the time they spend with the media is increasing day to day. Children exposed to the media for hours a day face an incredible number of media messages every day in the ongoing struggle with media and technology on the individual-society axis, the importance of having a say in social and political issues as active citizens and being able to express oneself in digital environments is increasing. For this reason, media literacy, which is a life skill, appears as a skill that should be maintained throughout life in both formal and informal environments. All these reasons reveal the importance of the conscious use of the media and correct interpretation. This seems to be possible by teaching the skill of media literacy and making it a way of life.

Bio: Dr. Dolanbay received her bachelor's and master's degrees from İnönü University Faculty of Education, Department of Social Studies Education. In 2011, she started to work as a research assistant at Muş Alparslan University Faculty of Education, Social Studies Education. In the same year, she started her doctoral education in the same field at Marmara University. In 2017 she was a visiting scholar for a year with Tubitak 2214 A doctoral order scholarship in the and Media department Harrington School of Communication, located at the University of Rhode Island in the United States. While in the USA, she

participated in many conferences related to media literacy. Firstly those organized by NAMLE (National Association for Media Literacy Education), University of California, Brooklyn College, New York, and the Reuters agency a few of them. Working as an Associate Professor at Muş Alparslan University, Dr. Dolanbay has expertise in social studies education and training, digital & media literacy and education, skills teaching, teaching methods, techniques and learning strategies. There are many book chapters and article studies published by international publishers at home and abroad on these topics. Since 2019, she has been carrying out an EU project related to media literacy education, as well as two international and one national project supported by consulates.



Invitation Title: “Mental Health Symptoms and Social Support as Predictors of Quality of Life in Cardiovascular Patients: A Multilevel Modeling Approach”

Abstract: It is known from earlier literature that mental health symptoms are the negative predictors of quality of life for all and particularly for clinical samples. However, data from clinical samples also shows the protective role of social support in improving quality of life. Primary, the study was aimed at predicting domains of quality of life in cardiovascular patients from depression and anxiety after controlling the protective effects of social support. The present study analyzed four quality of life domains namely physical, psychological, social, and environmental. Likewise, depression and anxiety symptoms were analyzed as indicators of mental health symptoms. The sample of cardiovascular disease patients was selected from a South Asian country, Pakistan. Participants were 181 (age range: 22–59 years) cardiovascular patients recruited from government sector hospitals. A multilevel hierarchical regression model approach was analyzed. Additional findings showed that patients reported relatively better psychological and environmental quality of life compared to social and psychological. Findings from hierarchical regression analysis showed that depression after controlling the effect of social support predicted 3 out of 4 quality of life domains including physical, psychological and social but not environmental. However, anxiety was a significant predictor of only psychological quality of life.

Keywords: Cardiovascular Patients, Depression, Anxiety, Social Support, Quality of Life

Bio: Shameem Fatima has received her PhD Degree from the University of Punjab in the field of Applied Psychology in 2012. She is a Tenured Associate Professor of Psychology and is currently serving as a chairperson and formerly as Head, Department of Humanities at COMSATS University Islamabad. She has obtained many awards including but not limited to the Punjab University Talent Award in 2000, the 5th and 7th HEC Outstanding Research Awards, the CUI Lahore Best Researcher Award in 2017, COMSATS Research Productivity Awards in 2016 and 2017. Moreover, she achieved a distinct Position in Bachelor Studies in Punjab University (Among Top Ten), awarded with HEC Scholarship for PhD studies (for 5 years), and Merit Scholarship Holder from Primary till master's degree. She has several publications in well reputed and top ranked international and national journals. Apart from this, she has a book published with internationally renowned publisher, Springer Nature, on her credit in addition to several book

chapters. She is a member of the external board of many public and private sector universities in Pakistan and a reviewer of several international and HEC recognized national journals. She is a member of several Psychological Societies including American Psychological Association and Pakistan Psychological Association. She is an Elected Chair Membership Committee of APA's Division 48-Society for the Study of Peace, Conflict, and Violence for a three-year term (January 2024-December 2026). She has been awarded a grant of 1.88 million PKR from Higher Education Commission Pakistan to organize the International Conference on Peace, Conflict, and violence on 29th - 30th November 2017. Recently, she organized the 2nd International Conference on Peace Building on 15th - 16th March 2023 and was awarded \$1000 by APA's Division 48 to sponsor the conference. In addition, she has organized and conducted several workshops, seminars, conferences as organizer or trainer. She has also attended several international and national conferences, seminars, and mental health day celebrations in various capacities such as a keynote speaker, session chair, invited guest, presenter, coauthor, or participant.

PROGRAM

02/10/2023, Thursday

IMPORTANT EVENTS

02.10.2023 10:00 – 10:10	Opening Ceremony Assoc. Prof. Dr. Melis Seray Özden , Istanbul Kultur University, Turkey & Prof. Jesus Garcia Laborda , University of Alcalá, Spain & Prof. Dr. Elif Yeşim Üstün , Istanbul Aydın University, Turkey & Prof. Dr. Hacı Duran , Istanbul Aydın University, Turkey	
-----------------------------	--	--

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 1 02.10.2023 10:10 – 10:40	"Internationalization in Higher Education"	Prof. Dr. Hüseyin Uzunboylu , Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, Cyprus	PSY

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 2 02.10.2023 11:00 – 11:30	"Mental Health Symptoms and Social Support as Predictors of Quality of Life in Cardiovascular Patients: A Multilevel Modelling Approach"	Associate Professor of Psychology/Chairperson, Shameem Fatima , Department of Humanities, COMSATS University Islamabad, Lahore Campus, Pakistan	PSY

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 3 02.10.2023 11:30 – 12:10	"Inclusion and sport: new approach in global time"	Prof. Dr. Alessandro Figus , University of Cassino and Southern Lazio, Italy & Prof. Dr. Diana Spulber , University of Genova, Italy	PSY

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 4 03.10.2023 10:40 – 11:30	"Istanbul Aydın University STEM Education Research Center"	Assoc. Prof. Dr. Devrim Akgündüz , İstanbul Aydın University, Turkey	PSY

TIME	TITLE	SPEAKER	HALL NAME

Keynote Speaker 5 03.10.2023 11:30 – 12:15	“To Be Media Literate Individuals in The Digital World”	Assoc. Prof. Dr. Hacer Dolanbay, Muş Alparslan University, Turkey	PSY
--	---	---	-----

04.10.2023 17:30 – 17:45	CLOSING CEREMONY		
-----------------------------	-------------------------	--	--

05.10.2023 09:30 – 13:00	SOCIAL ACTIVITY		
-----------------------------	------------------------	--	--

02/10/2023
Thursday

02.10.2023 10:00 – 10:10	Opening Ceremony Assoc. Prof. Dr. Melis Seray Özden , Istanbul Kultur University, Turkey & Prof. Jesus Garcia Laborda , University of Alcalá, Spain & Prof. Dr. Elif Yeşim Üstün , Istanbul Aydın University, Turkey & Prof. Dr. Hacı Duran , Istanbul Aydın University, Turkey		
-----------------------------	--	--	--

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 1 02.10.2023 10:10 – 10:40	“Internationalization in Higher Education”	Prof. Dr. Hüseyin Uzunboylu , Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, Cyprus	PSY

10:40 – 11:00	Coffee Break		
---------------	--------------	--	--

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 2 02.10.2023 11:00 – 11:30	“Mental Health Symptoms and Social Support as Predictors of Quality of Life in Cardiovascular Patients: A Multilevel Modelling Approach”	Associate Professor of Psychology/Chairperson, Shameem Fatima , <i>Department of Humanities, COMSATS University Islamabad, Lahore Campus, Pakistan</i>	PSY

TIME	TITLE	SPEAKER	HALL NAME
Keynote Speaker 3 02.10.2023 11:30 – 12:10	“Inclusion and sport: new approach in global time”	Prof. Dr. Alessandro Figus , <i>University of Cassino and Southern Lazio, Italy</i> & Prof. Dr. Diana Spulber , <i>University of Genova, Italy</i>	PSY

12:10 – 13:00	Lunch		
---------------	-------	--	--

ICED Session 1

13:00 – 15:00

D Blok

Turuncu Hall

Education

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1 ICED	An experimental study on the Impact of Kahoot on Learning and Academic Performance of the Students	Dhyan Singh; <i>Govt. Post Graduate College Dharamshala kNAGRA (Himachal Pradesh); India</i>
2 ICED	Effectiveness of Fun Learning Module to enhance Motivation for Learning among Bajau Children in Semporna, Sabah	Asnul Dahar bin Minghat, <i>Universiti Teknologi Malaysia Kuala Lumpur</i> ; Siti Salina binti Mustakim; <i>Senior Lecturer Faculty of Educational Studies Universiti Putra Malaysia; Malaysia</i>
3 ICED	Widening the Circle: Teaching English for Specific Purposes in the Light of Content Based Instruction	Abdat Yassamina; <i>University of Tlemcen; Algeria</i>
4 ICED	L1 Content Adaptations and English language Teaching at Tertiary Level: Case of EFL Learners at the Department of Political Sciences, Tlemcen University	Hadjadj Choayb; <i>University of Tlemcen; Algeria</i>
5 ICED	Approaching Inclusive Education Through AI: The Impact of AI Powered Accessibility Tools on Enhancing the Inclusion of Neurodiverse Students	Imane Zeryouh, Latifa Belfakir, Mohammed Moubtassime; <i>Sidi Mohammed Ben Abdellah University; Morocco</i>

Poster Session

13:00 – 15:00

D Blok

Turuncu Hall

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1 PSYSOC	Psychological Factors Impacting Joining STEM-Related Majors in the United Arab Emirates	Dalia Bedewy; <i>Ajman University, UAE</i>
2 ARTS	Product Design with Artificial Intelligence	Nil Acar Ertürk, Nurdan Orday, Ferihan Haskan; <i>Şık Makas Giyim San. ve Tic. A.Ş., Turkey</i>

15:00 – 15:30	Coffee Break
---------------	--------------

Session 2
15:30 – 17:30
D Blok
Turuncu Hall

Educational Psychology

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1 PSYSOC	The Effect of Trait Mindfulness on Stress Appraisal and Well-being among First-year University Students in Macau	Chon Cheng Vong; <i>Macao Polytechnic University, Macao</i>
2 PSYSOC	Challenges Confronting Women Entrepreneurs in Pakistan	Vicar Solomon; <i>University of Jhang, Department of Psychology, Pakistan</i>
3 PSYSOC	The Future of Online Education in Pakistan: Scope and Challenges	Shameem Fatima; <i>Comsats Univesrity Islamabad, Lahore Campus, Pakistan</i>
4 PSYSOC	Analyzing the Influence of social media on the Evolution of the English Language	Sobia Rana; <i>Area Study Centre, Quadi-i-Azam University Islamabad; Allama Iqbal Open University Islamabad, Pakistan</i>
5 PSYSOC	Investigating the use of Humor as a Coping Mechanism in Post-Colonial Literature	Sobia Rana; <i>Area Study Centre, Quadi-i-Azam University Islamabad; Allama Iqbal Open University Islamabad, Pakistan</i>

17:30	End of the day
-------	-----------------------

03/10/2023, Friday

**Session 3
09:00 – 10:20**

Educational Psychology

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1 ICED	Social Service Students' Perception of Poverty	Ebru Elçi; <i>Beykent University</i> ; Turkey
2 ICED	How Do Science Experiments Effect Students' Computational Thinking Skills: An Example of Titration?	Nurcan Kahraman, Gülbin Kıyıcı; <i>Uludağ University, Eğitim Faculty</i> , Turkey; <i>Manisa Celal Bayar University</i> , Turkey
3 PSYSOC	Comparison of Self-Perceptions and Anxiety Levels of Adolescents According to Dating Violence	Eylem Atlas, <i>Cebrazil Kısa</i> ; <i>Istanbul Aydın University</i> , Turkey

10:20 – 10:40	Coffee Break
---------------	--------------

Invited Speaker Session

TIME	TITLE	SPEAKER	HALL NAME
Invited Speaker 03.10.2023 10:40 – 11:30	"Istanbul Aydın University STEM Education Research Center"	Assoc. Prof. Dr. Devrim Akgündüz , Istanbul Aydın University, Turkey	D Blok Turuncu Hall

TIME	TITLE	SPEAKER	HALL NAME
Invited Speaker 03.10.2023 11:30 – 12:15	"To Be Media Literate Individuals in The Digital World"	Assoc. Prof. Dr. Hacer Dolanbay Muş Alparslan University, Turkey	D Blok Turuncu Hall

12:15 – 13:00	LUNCH
---------------	-------

**Session 4
13:00 – 14:30
D Blok, Turuncu Hall**

Design Art and Education

1 ARTS	Natural dyes: A Recent Opportunity for Sustainable Fashion Designers	Jihen Trabelsi, Sondes Gargoubi; <i>Textile Engineering Laboratory—LGTex; Textile Department, University of Monastir, Monastir, Tunisia</i>
2 ARTS	Views of Fashion Design Students on Distance and Hybrid Education	Pınar Çınar; <i>Sakarya University of Applied Sciences, Ferizli Vocational School, Department of Design Fashion Design Program, Turkey</i>
3 ARTS	Conceptual Art: A Critical Study	Ihab Hanafy, <i>Design Department, Al Zahra College for Women, Sultanate of Oman</i>

VIRTUAL Session
14:30 – 17:30
D Blok, Turuncu Hall

Education Arts and Psychology

ORDER	TITLE	AUTHOR, AFFILIATION and COUNTRY
1 ICED	Yusuf's Character as an Element of Rabbani Education: Shaping the Personality and Identity of a Superior Human Being	Wan Hilmi Bin Wan Abdullah, Al Muslim Bin Mustapa, Mohamad Zulkifli Bin Abdul Ghani; <i>Universiti Kebangsaan Malaysia, Malasia</i>
2 ICED	Student-centered and Teacher-centered Approaches to the Application of TV Series in ESP Teaching	Viktorija Tataurova; <i>Riga Technical University, Latvia</i>
3 ICED	Teachers' Opinions About Reflections of Families' Education Level on Preschool Education Environments	Aslı Balci, <i>Atatürk University, Zeynep Nur Aydın Kılıç, Gazi University, Fatma Tezel Şahin, Gazi University, Turkey</i>
4 PSYSOC	The Mediating Role of Cognitive Flexibility in the Relationship Between Creative Thinking Tendencies and Problem-Solving Skills	Nilay Çelik Ercoşkun, <i>Atatürk University, Zeynep Nur Aydın Kılıç, Gazi University, Aslı Balci, Atatürk University, Turkey</i>
5 PSYSOC	Adolescent Poly-Victimization: The Role of Family Factors in Resilience	Antara Thakur, Solomon Renati; <i>University of Mumbai, India</i>
6 PSYSOC	Relationship between Dimensions of Psychological Capital and Psychological Well-being	Touraj Hashemi; <i>University of Tabriz, Iran, Islamic Republic Of</i>
7 PSYSOC	Sociology of artificial intelligence for social sustainability in the digital age	Sandro Serpa; <i>University of Azores, Portugal</i>
8 ARTS	Probing 2D skins from the perspective of 3D skins to construe a relationship model	Ramaraj, Venkata Varadan, Selvaraj; <i>Sathyabama Institute of Science and Technology, Department of Architecture, India</i>
9 ARTS	The impact of textile coloration technologies on fashion design	Reham A. Sanad; <i>Damietta University, Faculty of Applied Arts, Egypt</i>
10 ARTS	The importance of intercultural education today	Barna Iuliana, Rață Irina, Țuca Marius; <i>Dunarea de Jos University, Romania</i>
11 ARTS	The impact of social networks on the teaching of language and literature	Barna Iuliana, Rață Irina, Țuca Marius; <i>Dunarea de Jos University, Romania</i>
12 ARTS	From Mass Entertainers to Unconventional Trainers or Teaching Culture Learning through Video Games	Bogdan Daniela Aura, Necula Lidia Mihaela; <i>"Dunărea de Jos" University, Romania</i>
13 ARTS	Design and Development of a Mobile Game for Primary School Music Education: Music Marathon	Ugur Kartal Satir, Ajda Aylin Can; <i>Agri Ibrahim Cecen University; Marmara University, Turkey</i>

14 ARTS	Spatial Transformation of Traditional Ayvalık House: A Comparative Analysis of Two Houses	Serpil Özker, Umut Tuğlu Karslı; <i>Işık University; İstanbul University, Turkey</i>
15 ICED	Perceived Stress is a Better Predictor of Mental Wellbeing than Work Stress: a study in Secondary School Teachers in Skopje, North Macedonia	Urime Demiri – Shaipi, Mother Teresa University, Skopje, North Macedonia, Macedonia, The Former Yugoslav Republic Of

17:30 -17:45	Closing Ceremony
--------------	-------------------------

04/10/2023, Saturday

Social Activity

09:00-12:00

Participant List

Name-Surname	Affiliation	Country
Abdat Yassamina	University of Tlemcen	Algeria
Hadjadj Choayb	University of Tlemcen	Algeria
Sevil Gurbanova	Azerbaijan University of Languages	Azerbaijan
Reham A. Sanad	Damiatta University, Faculty of Applied Arts	Egypt
Antara Thakur	University of Mumbai	India
Dhyan Singh	Govt. Post Graduate College Dharamshala kNAGRA (Himachal Pradesh)	India
Ramaraj Venkata	Sathyabama Institute of Science and Technology, Department of Architecture	India
Solomon Renati	University of Mumbai	India
Varadan Selvaraj	Sathyabama Institute of Science and Technology, Department of Architecture	India
Touraj Hashemi	University of Tabriz	Iran
Alessandro Figus	University of Cassino and Southern Lazio	Italy
Diana Spulber	University of Genova	Italy
Viktorija Tataurova	Riga Technical University	Latvia
Chon Cheng Vong	Macao Polytechnic University	Macao
Al Muslim Bin Mustapa	Universiti Kebangsaan Malaysia	Malasia
Mohamad Zulkifli Bin Abdul Ghani	Universiti Kebangsaan Malaysia	Malasia
Wan Hilmi Bin Wan Abdullah	Universiti Kebangsaan Malaysia	Malasia
Asnul Dahar bin Minghat	Universiti Teknologi Malaysia Kuala Lumpur	Malaysia
Siti Salina binti Mustakim	Senior Lecturer Faculty of Educational Studies Universiti Putra Malaysia	Malaysia
Imane Zeryouh	Sidi Mohammed Ben Abdellah University	Morocco
Latifa Belfakir	Sidi Mohammed Ben Abdellah University	Morocco
Mohammed Moubtassime	Sidi Mohammed Ben Abdellah University	Morocco
Beria Gokaydin	Near East University	North North Cyprus
Can Uzunboylu	The English School of Kyrenia	North North Cyprus
Hüseyin Uzunboylu	Higher Education Planning, Supervision, Accreditation and Coordination Board	North North Cyprus

Zehra Özçınar	Ataturk Teacher Training Academy	North North Cyprus
Shameem Fatima	COMSATS University Islamabad, Lahore Campus	Pakistan
Sobia Rana	Quadi-i-Azam University Islamabad, Area Study Centre; Allama Iqbal Open University Islamabad	Pakistan
Vicar Solomon	University of Jhang, Department of Psychology	Pakistan
Sandro Serpa	University of Azores	Portugal
Barna Iuliana	Dunarea de Jos University	Romania
Bogdan Daniela Aura	Dunarea de Jos University	Romania
Necula Lidia Mihaela	Dunarea de Jos University	Romania
Rață Irina	Dunarea de Jos University	Romania
Țuca Marius	Dunarea de Jos University	Romania
Jesus Garcia Laborda	University of Alcalá	Spain
Ihab Hanafy	Al Zahra College for Women, Design Department,	Sultanate of Oman
Jihen Trabelsi	Textile Engineering Laboratory—LGTex	Tunisia
Sondes Gargoubi	University of Monastir, Textile Department	Tunisia
Aslı Balcı	Atatürk University	Turkey
Devrim Akgündüz	Istanbul Aydın University	Turkey
Fatma Tezel Şahin	Gazi University	Turkey
Hacer Dolanbay	Muş Alparslan University	Turkey
Nilay Çelik Ercoşkun	Atatürk University	Turkey
Serpil Özker	Işık University	Turkey
Umut Tuğlu Karslı	Istanbul University	Turkey
Zeynep Nur Aydın Kılıç	Gazi University	Turkey
Melis Seray Özden	Istanbul Kultur University	Turkey
Hacı Duran	Istanbul Aydın University	Turkey
Elif Yeşim Üstün	Istanbul Aydın University	Turkey
Ajda Aylin Can	Marmara University	Turkey
Cebraail Kısa	Istanbul Aydın University	Turkey
Ebru Elçi	Beykent University	Turkey
Eylem Atlas	Istanbul Aydın University	Turkey
Ferihan Haskan	Şık Makas Giyim San. ve Tic. A.Ş.	Turkey
Gülbin Kıyıcı	Manisa Celal Bayar University	Turkey
Nil Acar Ertürk	Şık Makas Giyim San. ve Tic. A.Ş.	Turkey
Nurcan Kahraman	Uludağ University	Turkey
Nurdan Orday	Şık Makas Giyim San. ve Tic. A.Ş.	Turkey
Pınar Çınar	Sakarya University of Applied Science	Turkey
Ugur Kartal Satir	Agri Ibrahim Cecen University	Turkey
Zeynep Genç	Istanbul Aydın University	Turkey
Dalia Bedewy	Ajman University	United Arab Emirates

ABSTRACTS

Yusuf's Character as an Element of Rabbani Education: Shaping the Personality and Identity of a Superior Human Being

Wan Hilmi Wan Abdullah, Research Center for Al-Quran and Al-Sunnah, Faculty of Islamic Studies, Selangor, Malaysia

Al Muslim Mustapa, Arabic Language Center, Faculty of Islamic Studies, Malaysia, Selangor, Malaysia

Mohamad Zulkifli Abdul Ghani, Research Center for Dakwah and Leadership, Faculty of Islamic Studies, Selangor, Malaysia

Abstract

The content of Yusuf's surah is rich in the educational elements of Rabbani, which can educate and guide people to understand the speech and actions of the Shari's. The study, which is based on the educational model of the Prophet of Allah, Yusuf, managed to become such a great human being that Zulaikha, who is known for his evil character, professed faith in Allah and eventually married him. The objective of this study is to explain the approach of

the Prophet Yusuf in the aspect of Rabbani education so as to form a superior personality. The design of the study is qualitative. Data obtained and collected through analysis of content such as journals, books, proceedings, and papers. Data is analysed using ATLAS.ti software, which is done thematically. The results of the study found that Surah Yusuf contains a source of Rabbani education that can shape the personality of the superior. The educational elements are: [1] confidentiality and preventing disobedience; [2] good communication and advice; [3] courage and persistence; [4] continuing with good deeds; [5] testing, retribution, and repentance; [6] philanthropy and worshippers; [7] love and respect; [8] guide and guidance; [9] patience and positive thinking; [10] sheltering from women's temptations; [11] leadership and example; [12] good management of treasures; and [13] high living principles. The implication of the study is that the education of the Prophet Yusuf can produce a model of Rabbani education that forms a superior personality and identity.

Keywords: Surah Yusuf, education, Rabbani, personality, identity

ADDRESS FOR CORRESPONDENCE: Wan Hilmi Wan Abdullah, Research Center for Al-Quran and Al-Sunnah, Faculty of Islamic Studies, Selangor, Malaysia

E-Mail Address: hjmiey@ukm.edu.my

An Experimental Study on the Impact of Kahoot on Learning and Academic Performance of the Students

Dhyan Singh, Govt. Post Graduate College Dharamshala Kangris (Himachal Pradesh) India, India

Abstract

This research explores the influence of Kahoot, a gamified learning platform, on student learning outcomes and academic performance. It investigates whether the integration of Kahoot into classroom instruction leads to improved knowledge acquisition, retention, and overall academic achievement. A rigorous experimental design was employed, involving a diverse sample of 60 students randomly assigned to either an experimental group exposed to Kahoot-enhanced instruction, or a control group taught through traditional methods. Pre- and post-assessments, academic performance metrics, and surveys were utilized to collect quantitative and qualitative data. The analysis revealed a significant positive impact of

Kahoot on learning outcomes. The experimental group exhibited post-assessment scores approximately 20% higher than the control group ($p < 0.001$). Academic performance metrics, including exam scores and final course grades, consistently favored the experimental group. This study provides compelling evidence that Kahoot enhances student learning outcomes and academic performance. Moreover, qualitative data indicated increased student engagement and motivation. These findings underscore the value of gamified learning platforms, like Kahoot, in modern education, emphasizing their potential to create engaging and dynamic learning environments. The study encourages educators to consider the judicious integration of such tools to optimize student learning experiences.

Keywords: Kahoot, gamified learning, student engagement, academic performance, educational technology

ADDRESS FOR CORRESPONDENCE: Dhyan Singh, Govt. Post Graduate College Dharamshala Kangris (Himachal Pradesh) India, India

E-Mail Address: dsinghjm@gmail.com

Effectiveness of Fun Learning Module to enhance Motivation for Learning among Bajau Children in Semporna, Sabah

Siti Salina Mustakim, Universiti Putra Malaysia, Malaysia

Tham Jia Hao, Universiti Putra Malaysia, Malaysia

Ansul Dahar Ming Hat, Universiti Teknologi Malaysia, Malaysia

Abdul Hamid Abdul Rahim, Tawau Teacher Institute of Education, Ministry of Education, Malaysia

Enio Kang Mohd Sufian Kang, Universiti Putra Malaysia, Malaysia

Abstract

The difference in growth in these children's lives will lead to the future of a nation's development. Bajau are a group of individuals who still embrace the maritime and nomadic lifestyle, are unidentified, and have no access to formal education. They are different in terms of socioeconomic status, place of residence, culture, historical origin, and citizenship. In 2019, UNICEF emphasized that a more contextualized program should be created to

address the needs of children from specific backgrounds, and teachers from the local communities can make learning more meaningful. This study examines an alternative education program for Bajau children to have alternative education enriched from formal education. In various ways, alternative education has many positive effects on students and communities. It helps develop the literacy of students who can read and write after attending alternative education classes. In relation to that, with the existence of 3Q Module designed in three different languages of Malay, English, and Bajau, the study seeks to explore the effectiveness of the 3Q Module toward reading, writing, and arithmetic skills and assess the effectiveness of 3Q Module among Bajau children in Semporna, Sabah. The study employs a qualitative research method using an observation protocol and interview as a tool for data collection. The research designed caters to the Sustainable Development Goals (SDG) of (1) Good Health and Well-Being and (2) Quality Education as listed in the UNESCO and SDG's aspiration and implemented in Semporna Sabah. The findings of the study highlighted that 3Q Module effectively improved reading, writing, and arithmetic skills among Bajau children through various engaging activities. It not only addressed their educational needs but also made learning enjoyable, ultimately increasing school attendance and enthusiasm for learning among Bajau children.

Keywords: Motivation, learning module, bajau, semporna

ADDRESS FOR CORRESPONDENCE: Siti Salina Mustakim, Universiti Putra Malaysia, Malaysia

E-Mail Address: mssalina@upm.edu.my

Student-centered and Teacher-centered Approaches to the Application of TV series in ESP Teaching

Viktorija Tataurova, Riga Technical University, Latvia

Abstract

The use of movies and TV series in the foreign language classroom has proved to be successful for multiple reasons, such as the development of various English language skills, the increased motivation and engagement of the students, the awareness of cultural diversity, as well as the decreased anxiety and stress levels. However, the previous research in the field has been primarily concentrated on the use of teacher-centered methods and approaches. The present research employs two documentary TV series in teaching ESP to first year tertiary-level students with the aim of investigating the students' feelings

associated with the use of multimedia via two different perspectives: student-centered and teacher-centered. While the former method does not restrict the students with any requirements and allows for their creativity, the latter is fully directed by the teacher-instructor. On the completion of two sets of activities, the students are asked to reflect on their experiences with both teaching approaches by completing the surveys in Google Forms. The results of the research have suggested that the groups of students were satisfied with both sets of activities giving a slight preference to the student-centered one, which despite being time-consuming, was described as 'interesting, motivating, and engaging'.

Keywords: Student-centered, teacher-centered, ESP Teaching

Acknowledge: European Social Fund within the Project No 8.2.2.0/20/1/008 «Strengthening of PhD students and academic personnel of Riga Technical University and BA School of Business and Finance in the strategic fields of specialization»

ADDRESS FOR CORRESPONDENCE: Viktorija Tataurova, Riga Technical University, Latvia

E-Mail Address: Viktorija.tataurova@rtu.lv

Social Service Students' Perception of Poverty

Ebru Elçi, Beykent University, Turkey

Abstract

The purpose of this research is to evaluate social service students' perception of poverty. The research was created in accordance with the qualitative research method. The study group of the research consists of 22 students studying in the social services program in the fall semester of the 2022-2023 academic year at a vocational school of a university in Istanbul. A semi-structured interview form was created by the researcher to collect research data. Thematic analysis approach was used in the process of analysing the research data. As a result of the research, while social service students defined poverty in the dimensions of economic inadequacy, economic and social inadequacy and social inadequacy, the majority of the students associated poverty more with economic inadequacy. The disadvantages of

poverty were determined by the students as not being able to meet basic needs, not being able to benefit from health facilities, not being able to benefit from educational opportunities, anxiety about the future, limited social life and exclusion. Labor market, inflation, individual reasons, inequality in income distribution and lack of education were stated as the causes of poverty by social service students. Feeling the need to help, pity and sadness, ignoring and seeing it as a tool of exploitation are put forward from the students' perspective as the society's perspective on the poor and poverty, while improving the economy, social aid, providing employment and creating social awareness are developed as suggestions for preventing poverty.

Keywords: Social service, poverty, perception of poverty

ADDRESS FOR CORRESPONDENCE: Ebru Elçi, Beykent University, Turkey

E-Mail Address: ebrue@beykent.edu.tr

Widening the Circle: Teaching English for Specific Purposes in the Light of Content Based Instruction

Abdat Yassamina, University of Tlemcen, Algeria

Abstract

Pegged to the title, the rationale of this purely theoretical- based paper is to understand the current pedagogical practices in language across the curriculum and strive to unearth and uncover how ESP can be taught in the light of Content based Instruction CBI Emphasis will be on the application of this framework for foreign language learners in the higher education, more precisely in ESP context. Conspicuously, CBI and ESP as approaches to language teaching are far from being distant relatives but rather kissing cousins, having as mentioned by Brinton a symbiotic nature in the sense that the key aspect of CBI is that content is the point of departure or organizing principle of the course. In this respect and

recognising CBI as a syllabus and ESP as a domain of ELT makes the discrimination a bit difficult. Why? for the simple reason that they function at discrepant levels of ELT. Furthermore, Eskey affirms that ELT syllabi are a combination of both synthetic and analytic course types. As far as the former is concerned, components of language are seen as building blocks. In this regard, learners are unconsciously asked to: “re-synthesize the language that has been broken down into a large number of small pieces.”, (Wilkins, 1976). Whereas the latter stands on contextual instruction making use of holistic approach, through which learners are supposed to: “produce utterances that approximate the global language samples being presented.”, (Brinton, 1993). Moreover, according to many scholars who share nearly the same viewpoints, CBI is seen as an efficient reservoir on which ESP/EGP/EAP depend. In this line of thought, Brinton (2003) asserts that “. . . CBI can not only be a highly effective way of delivering EGP courses but can serve as an equally efficient organizing principle for EAP and ESP courses.” The field of teaching English to speakers of other languages (TESOL) abounds with a veritable “alphabet soup” of acronyms: English language teaching (ELT), English-language learners (ELLs), English for general purposes (EGP), English for academic purposes (EAP), English for specific purposes (ESP), and content-based instruction (CBI), to name just a few. ESP is particularly rich in acronyms that describe its various subdisciplines: English for science and technology (EST), English for business and economics (EBE), English for legal purposes (ELP), English for medical purposes (EMP), English for occupational purposes (EOP), and so on. This article reflects upon CBI as a relevant language teaching approach, its background, the definition of the concept, and its principles. Likewise, the article reports on CBI’s distinctive characteristics and its main models. Moreover, a CBI lesson plan with its materials is also provided. Finally, a set of conclusions and implications is also discussed.

Indexing

Keywords: Teaching, English, content-based instruction

ADDRESS FOR CORRESPONDENCE: Abdat Yassamina, University of Tlemcen, Algeria

E-Mail Address: yassab83@yahoo.fr

L1 Content Adaptations and English Language Teaching at Tertiary Level: Case of EFL Learners at the Department of Political Sciences, Tlemcen University

Hadjadj Choayb, University of Tlemcen, Algeria

Abstract

The Algerian reforms in higher education have shifted from the communicative approach towards the Competency- Based Instruction and the role of the teacher has changed and taken the form of P.L.E.F.T.E.R, who caters for his learners needs. In the same line of thought, and standing on nearly the same pillars, Content-Based Language Teaching (CBLT) has

encompassed a variety of models differentiated according to the setting in which they are implemented. Focusing on both Content and Language with different rates makes CBLT models clearly understandable. On the other hand, the Englishization process of the Algerian higher education obliged subject matter teachers (SMTs) in different fields to learn English, which is considered as a foreign language in Algeria. Moreover, the Algerian ministry of higher education recruited permanent English Language Instructors (ELIs) in different faculties and departments, whose function is teaching English as a Medium of Instruction. This exploratory research paper strives to present the findings of a study measuring the success of English Medium lectures relying on L1 content adaptations. In other words, this study examines the adapted English lectures' content taught to students belonging to the department of Political Sciences studying at Tlemcen university, in order to investigate which changes, if any, accompany the linguistic shift from L1 to English-medium teaching. The analysis revealed the learner's good quality output and positive response to Learning Oriented Assessment (LOA) model (Turner & Purpura, 2016).

Keywords: English, language, teaching

ADDRESS FOR CORRESPONDENCE: Hadjadj Choayb, University of Tlemcen, Algeria

E-Mail Address: choayb.h@gmail.com

Approaching Inclusive Education Through AI: The Impact of AI Powered Accessibility Tools on Enhancing the Inclusion of Neurodiverse Students

Imane Zeryouh, Latifa Belfakir, Mohammed Moubtassime, Sidi Mohammed Ben Abdellah University, Morocco

Abstract

UNESCO defines Inclusive education as an endeavour to address and respond to the needs of students from all backgrounds by fostering equitable learning environments and experiences. In an age where the landscape of education is revolutionized with the new technologies of artificial intelligence and machine learning, AI has recently transitioned from being a purely scientific domain, into a real-world applied technology. This paper studies the prospects of AI tools as a solution for the inclusion of neurodiverse students; in other words, it is

an investigation of the effect the use of AI tools as an educational approach has on improving the cognitive engagement and learning experience of these students. The predominant stereotype regarding neurodiversity as a disability limits participation and engagement; as well as shadow bans neurodiverse students from showcasing their full potential; furthermore, the perpetuated stereotypes about their abilities reflect negatively on their self-perception as successful learners. The objective of this research paper is to explore the role of using AI-powered educational technologies, such as adaptive content delivery, real-time captioning, and text-to-speech, in advancing the learning outcomes, as well as bettering the quality of the learning experiences and environments of students with different cognitive profiles. The research approach of this study is the mixed method. It is composed of two phases. The first phase is qualitative; it captures students' perspectives on AI-powered tools to investigate and discuss the challenges and recommendations they have as learners. The quantitative phase includes a pre-test and a post-test to assess the level of cognitive engagement and learning outcomes through content-specific evaluation, along with self-reported observations and measures; furthermore, it is significant to point out that this paper sways away from deficit-based models as it follows a social ecology approach. The use of AI in education provides unprecedented features, such as vast data analysis, personalized learning experiences, and identifying trends and patterns. All of these are necessary for creating effective and accessible education for all. Therefore, eventually addressing the issue of inclusion and meeting the needs of neurodiverse students by offering them better learning experiences and future opportunities.

Keywords: Inclusive education, artificial intelligence, neurodiversity, learning experience, learning outcomes

ADDRESS FOR CORRESPONDENCE: Imane Zeryouh, Sidi Mohammed Ben Abdellah University, Morocco

E-Mail Address: zeryouhzeryouh@outlook.fr

How Do Science Experiments Effect Students' Computational Thinking Skills: An Example of Titration?

Nurcan Kahraman, Uludağ University, Turkey

Gülbin Kıyıcı, Manisa Celal Bayar University, Turkey

Abstract

The current study aims to investigate the effect of science experiments on pre-service teachers' computational thinking skills. The current study aims to investigate the effect of participating in a science experiment on pre-service science teachers' computational skills. To achieve this goal, the following research problem is investigated: Participants 24 pre-service science teachers who enrolled in the Chemistry III course were involved in the present study. 16 of them were women, and eight of them were men. Research method to compare pre-test and post-test findings, paired sample t-tests were used. Outcomes, Computational thinking was handled in four dimensions: abstraction, decomposition, data evaluation, and algorithm. To assess students' skills as mentioned before, the Computational Thinking Rubric was used. Conclusions to investigate whether involvement in a titration experiment improved pre-service science teachers' CT skills, paired sample t-tests were performed for not only total score but also for sub dimensions of computational skills. The Pearson correlation coefficient was calculated to examine the relationship between achievement and critical thinking (CT) skills. The findings revealed that all dimensions of CT, namely decomposition (.79), algorithms (.81), data evaluation (.75), and abstraction (.77), were significantly and positively related to achievement. Implications, First, the experimental design of the study is weak as there was no control group. A further study could replicate this one with a control group. Second, the number of experiments used in this study can also be mentioned as a limitation of the study. Although it was a five-week implication, only one science experiment was focused on during the implication. Therefore, in a further study, the experiments can be varied by adding more science subjects and used as implications.

Keywords: Experiments, computational thinking skills, titration

ADDRESS FOR CORRESPONDENCE: Nurcan Kahraman, Uludağ University, Turkey

E-Mail Address: nurcankahraman@uludag.edu.tr

Title, The Effect of Trait Mindfulness on Stress Appraisal and Well-being among First-year University Students in Macau

Chon Cheng Vong, Macao Polytechnic University, Macao

Abstract

Previous research has shown that mindful individuals often report low levels of perceived stress, which enhanced their well-being outcomes (Weinstein, 2009). Our current study aims to examine the effect of trait mindfulness on stress appraisal and well-being outcomes among first-year university students in Macau. We recruited 50 first-year undergraduate students as volunteers, using both random sampling and opportunity sampling methods. The age range of participants was between 18 and 22 years old. Respondents first completed the "Mindful Attention Awareness Scale", assessing the quality of their trait mindfulness. After that, they were asked to complete the "Perceived Stress Scale", assessing their experience of stressful events in the last month. Respondent's subjective well-being outcomes were measured using both the "Positive and Negative Affect Schedule" and the "Satisfaction with Life Scale". A correlational design was used to examine the relations between trait mindfulness, perceived stress, affect state and life satisfaction. Four linear regression models for statistical analyses were completed using the SPSS, Version 25 software. Our findings supported the "Mindfulness-to-meaning theory", that students with trait mindfulness demonstrated significant reduction in perceived stress levels during adverse circumstances, which promotes both positive emotions and enhances well-being outcomes in life.

Keywords: trait mindfulness, university students, perceived stress, well-being, life satisfaction

ADDRESS FOR CORRESPONDENCE: Chon Cheng Vong, Macao Polytechnic University, Macao

E-Mail Address: vianavong@gmail.com

Psychological Factors Impacting Joining STEM-Related Majors in the United Arab Emirates

Dalia Bedewy, Ajman University, UAE

Abstract

In the present study, we examined for the first time the psychological aspects underlying enrollment in STEM majors at an Arab Gulf institution. We have recruited both science, technology, engineering, and mathematics (STEM) and non-STEM students from the United Arab Emirates (UAE). All students were administered several scales measuring math anxiety, parental expectations, and educational (i.e., academic) stress. Demographical data including age, and gender, are also collected. Using T-tests, results show that non-STEM students have higher math anxiety than STEM students and that female students have higher educational stress than male students. Using logistic regression analyses, results show that being male, math anxiety, educational stress, and parental expectations are predictors of enrolling in STEM fields. Further, parental expectations had a strong correlation with math anxiety and educational stress. Our findings have implications for increasing the number of students in STEM fields in the United Arab Emirates.

Keywords: Psychological factors, STEM, non-STEM

ADDRESS FOR CORRESPONDENCE: Dalia Bedewy, Ajman University, UA

E-Mail Address: daliaab78@hotmail.com

Challenges Confronting Women Entrepreneurs in Pakistan

Vicar Solomon, Department of Psychology, University of Jhang, Pakistan

Abstract

This qualitative study intends to investigate the specific challenges faced by female entrepreneurs in Pakistan, with a focus on their experiences in beginning and establishing businesses. The study used a purposive sampling technique, with data gathered through one-on-one interviews with 11 female entrepreneurs (n=11) from various industries aged between 21 and 65 (M =33.36, SD = 12.77). A semi-structured interview guide was prepared based on a review of existing literature and consultation with the research supervisor. One-on-one interviews were conducted without distractions. Thematic Analysis was done to analyse the data. Initially, common themes were collected, and these common themes were then examined to identify repeating patterns. Superordinate and subordinate themes were extracted from the reduced themes. The findings of the study reveal several key challenges that hinder the entrepreneurial success of women in Pakistan. Cultural factors emerge as significant barriers, with limited support and recognition being a recurring theme. Cultural barriers such as limited support and recognition, societal biases and discrimination, and resistance from family and community are among these challenges. The findings emphasize the importance of providing targeted support and interventions to overcome these issues and boost the success of women-owned companies. Pakistan can leverage the full potential of women's entrepreneurship for economic growth and development by empowering women entrepreneurs and establishing an enabling environment.

Keywords: Women entrepreneurs, gender inequality, women's empowerment, entrepreneurial ecosystem

ADDRESS FOR CORRESPONDENCE: Vicar Solomon, Department of Psychology, University of Jhang, Pakistan

E-Mail Address: vicarsolomon5@gmail.com

The Future of Online Education in Pakistan: Scope and Challenges

Shameem Fatima, COMSATS University Islamabad, Lahore Campus

Abstract

It is known that digitalization of education is on the rise since past few decades with a spike in the past few years as an impact of Covid-19 pandemic. Likewise, easy access to digital technologies has further increased opportunities of online education across the globe and so is the case with Pakistan. Integration of technology in classrooms is becoming part of educational system. Future education system cannot be imagined without technology. Online/digital education is an innovative instructional paradigm supported with advanced applications of instructional technologies and internet i.e., Learning Management System, You Tube, Video conferences and virtual television etc. Online education incorporates digital elements in education including animations, audio-visual effects, and gamification etc. The major trademarks of online education are quality education, cost effectiveness and education for all. But this scope can be achieved only in the presence of three crucial individual factors that affect student success in online learning including student motivation, self-efficacy and technological confidence. On the darker side, challenges for online education include technological hurdles, digital divide, teachers' professional development, financial difficulties, time management problems, developing and streamlining mechanisms for content sharing with students and monitoring progress. The most important among these is the digital divide. Due to technological divide, learners from disadvantaged and rural backgrounds have fallen behind their more advantaged peers from technologically advanced areas. Recommendations to policy makers include focusing on bridging the economic and structural divides to facilitate the quality learning in youth and faculty development initiatives, streamlining content sharing and assessment mechanisms etc.

Keywords: Online education, future education, digital education

ADDRESS FOR CORRESPONDENCE: Shameem Fatima, COMSATS University Islamabad, Lahore Campus

E-Mail Address: shameemfatima@cuilahore.edu.pk

Adolescent Poly-Victimization: The Role of Family Factors in Resilience

Antara Thakur, Solomon Renati, University of Mumbai, India

Abstract

Research has estimated that world over almost 9 out of 10 adolescents have experienced some form of poly-victimization. Not all adolescents with poly-victimization experience its adverse effects but for a significant number of adolescents poly-victimization may have a potentially lifelong biopsychosocial impact. India being a collectivistic society it is noteworthy to study the crucial role of family factors in poly-victimization. This study examines the role of family risk and protective factors in determining resilience among victimized adolescents. The study employed a cross-sectional survey design to collect data from adolescents (aged 13 to 17 years) from Mumbai schools. Stratified random sampling technique was used to select adolescents (N=819). Standardized psychometric measures used include, Juvenile Victimization Questionnaire, Communities that Care youth survey, Child and Youth Resilience Measure. Findings suggest a significant inverse relationship between family risk factors and resilience and a significant positive relationship between family protective factors and resilience. Logistic regression suggests, family risk factors comprising family conflict (OR .87, 95% CI: .80-.94), poor family management (OR .95, 95% CI: .92-.99), parental attitude favourable towards antisocial behaviour and drug use (OR .89, 95% CI: .77-1.03) were associated with low resilience in adolescents. Family protective factors comprising family attachment (OR 1.08, 95% CI .98-1.20), family opportunities for prosocial involvement (OR 1.20, 95% CI: 1.05-1.36), rewards for prosocial involvement (OR 1.00, 95% CI: .91-1.10) were associated with high resilience in victimized adolescents. In conclusion, family factors appear to be important predictors of resilience. Preventive measures should concentrate on family factors while promoting resilience.

Keywords: Poly-victimization, family factors, resilience

ADDRESS FOR CORRESPONDENCE: Antara Thakur, University of Mumbai, India

E-Mail Address: tantara96@gmail.com

Comparison of Self-Perceptions and Anxiety Levels of Adolescents According to Dating Violence

Eylem Atlas, Cebrail Kısa, Istanbul Aydin University, Social Science Institutes, Psychology Department Graduate Program, Turkey

Abstract

Violence is an increasingly serious public mental health problem that occurs in all areas of life, resulting in many deaths each year. For this purpose, it is of great importance to prevent dating violence, which has been frequently encountered recently. In this study, it is aimed to examine the self-perceptions and anxiety levels of adolescents and to determine whether there is a difference between self-perceptions and anxiety levels according to socio-demographic variables. This research is a descriptive study and the relational screening method, known as the general screening model, was preferred in order to examine the self-concept and anxiety levels of adolescents in terms of dating violence. In research conducted for this purpose, studies are carried out by considering the whole of the universe or with a specific sample selected from the universe. For this purpose, during the collection of data, it was informed in writing why this research was conducted, that personal information would be kept confidential and that the findings obtained from the data would only be used for academic purposes. The principle of voluntariness was taken as the basis for filling out the questionnaire. The questionnaire form to be used in the research was prepared in computer environment with the Google Form tool. Data tools are spread over the internet (Facebook, Instagram, email). Data were collected online using the random assignment method. The sample of this study is limited to 500 people aged 12-18 years. Demographic Information Form prepared by the researcher was used as a data collection tool in the research. Rosenberg Self-Esteem Scale, Beck Anxiety Inventory, Dating Violence Attitude Scale were used as other data collection tools used in the study. SPSS package program was used in the analysis of the data obtained. The data obtained from the findings will be presented in detail at the conference.

Keywords: Adolescent, self, dating violence, anxiety, respect, violence

ADDRESS FOR CORRESPONDENCE: Eylem Atlas, Istanbul Aydin University, Social Science Institutes, Psychology Department Graduate Program, Turkey

E-Mail Address: eylematlas@stu.aydin.edu.tr

Relationship between Dimensions of Psychological Capital and Psychological Well-being

Touraj Hashemi, University of Tabriz, Iran, Islamic Republic Of
Gader-I-shateri, P.H, University of Tabriz, Iran, Islamic Republic Of
Saeedi, Z, Shahid Beheshti University of Medical Sciences, Iran, Islamic Republic Of

Abstract

The present study aimed to determine the relationship between dimensions of psychological capital and psychological well-being. This research was conducted with a correlative method. The study population included the students of Sulaymaniyah, Garmian and Halabja universities in the Kurdistan region of Iraq. Therefore, using one-stage cluster method, 300 subjects were selected and completed Riff's psychological well-being scale, and Luthans' psychological capital questionnaire. Data were analysed using multiple regression method. Results showed that self-efficacy, optimism, hope, and resilience had a positive relationship with psychological well-being. Hence, it can be concluded the four dimensions of psychological capital are able, in addition to modulating the effects of stress sources, to set the stage for the motivational use of life's stressors in order to develop new challenges and help the individual to continuous effort in order to develop new goals and expand happiness.

Keywords: Psychological well-being; self-efficacy, optimism, hope, resilience

ADDRESS FOR CORRESPONDENCE: Touraj Hashemi, University of Tabriz, Iran, Islamic Republic Of

E-Mail Address: tourajhashemi46@gmail.com

Analysing the Influence of social media on the Evolution of the English Language

Sobia Rana, PhD Student Quadi-i-Azam University Islamabad; Allama Iqbal Open University Islamabad, Pakistan

Abstract

This study delves into the profound impact of social media on the evolution of the English language. With the widespread adoption of platforms like Twitter, Facebook, Instagram, and TikTok, communication has become more rapid and condensed, resulting in new linguistic features, including acronyms, hashtags, emojis, and unique syntax. This paper explores the linguistic transformations brought about by social media, examining how they have shaped language use, communication styles, and language norms among users. It also highlights the challenges and controversies associated with these changes, such as concerns about language simplification and the erosion of traditional grammar rules. This research provides valuable insights into the dynamic relationship between social media and the English language's ongoing evolution by analysing linguistic data and conducting questionnaires.

Keywords: Social media influence, English language, internet language, change, language evolution, social media linguistics

ADDRESS FOR CORRESPONDENCE: **Sobia Rana**, PhD Student Quadi-i-Azam University Islamabad; Allama Iqbal Open University Islamabad, Pakistan

E-Mail Address: sobiarana.qau@gmail.com

Sociology of Artificial Intelligence for Social Sustainability in the Digital Age

Sandro Serpa, University of Azores, Portugal

Abstract

Sociology can help us to understand the social changes that are taking place in the age of artificial intelligence, shaping the micro, mesa and macrosocial levels in aspects such as the processes of socialisation, schooling, training, work, communication, leisure and work, becoming concrete in social sustainability. These are profoundly challenging and eclectic contexts, both in terms of access and in terms of promoting digital literacy for artificial intelligence, both as a consumer and as a producer. It also influences sociology as scientific knowledge, both as a process and as a product. Through a reflexive analysis, the aim is to present a contribution to understanding how the sociology of artificial intelligence can contribute to social sustainability in the digital age and the challenges to be overcome in order for this process to be successful.

Keywords: Artificial intelligence, social sustainability, digital age

E-Mail Address: sandro.nf.serpa@uac.pt

Spatial Transformation of Traditional Ayvalık House: A Comparative Analysis of Two Houses

Serpil Özker, Department of Interior Architecture and Environmental Design, Işık University, Turkey

Umut Tuğlu Karslı, Department of Interior Architecture, Istanbul University, Turkey

Abstract

The characteristics of traditional houses vary according to culture and geography and reflect cultural and historical identity of the society it belongs. Ayvalık is one of the historical settlements that preserves its original identity, due to its 19th-century traditional housing texture. The traditional houses of Ayvalık have a different ethnic structure shaped by Greek and Turkish identity. This ethnic structure reveals the traditional house texture with its characteristics embodying the influence of different lifestyles. Environmental factors emerging depending on the conditions and requirements of the period cause the damage of many traditional buildings. The research covers a comparative spatial analysis of two traditional Ayvalık houses located in İsmet Paşa Neighbourhood of Ayvalık and aims to read the transformation through the analysis of these two houses, according to the spatial characteristics of the traditional Ayvalık house defined by literature review. The reasons for selection of these two houses are: “first house has not been restored and has no a housing project, while the other house has been restored and has a housing project, and the buildings are adjacent and easily accessible by researchers”. Although there are a few traditional buildings in Ayvalık, it is very difficult to find all these features in one building. The number of sources analyzing the architecture of traditional Ayvalık houses is very limited, inventory studies of residential buildings are almost non-existent. Although the house number 2 is located in the historical site, the fact that its project has not been created is one of the important factors in case selection. By determining the spatial characteristics of the traditional Ayvalık house, the research also aims to contribute to the cultural assets documentation system and the related literature. In this context, the spatial characteristics of the traditional Ayvalık house are determined in line with the relevant literature, comparative spatial analyses of two houses are made in line with these characteristics, and the transformation of the buildings are examined through photographic documentation and on-site observation. As a result, it is determined that traditional Ayvalık houses have undergone changes in line with the needs of their users without losing their residential identity, which is generally their primary purpose of use from past to present and in the case of two houses which have the architectural characteristics of the traditional Ayvalık house; it is determined that the houses partially preserved their original spatial characteristics and preserved the traditional house texture with individual interventions and efforts.

Keywords: Ayvalık Houses, Traditional House, Traditional Dwelling, Spatial Transformation, Spatial Analysis

ADDRESS FOR CORRESPONDENCE: Serpil Özker, Department of Interior Architecture and Environmental Design, Işık University, Turkey

E-Mail Address: serpil.ozker@isikun.edu.tr

Probing 2D Skins from the Perspective of 3D Skins to Construe a Relationship Model

Arulmalar Ramaraj, Department of Architecture, Sathyabama Institute of Science and Technology, India

Sanghavi Venkata Varada, School of Architecture and Interior Design, SRM Institute of Science and Technology, India

Catherine Selvaraj, Sathyabama Institute of Science and Technology, India

Abstract

Literature studies reveal that ‘cross domain influences’ serve as potential sources of inspirations to evolve unique ideas. With an intention to examine such influences, ‘architecture and clothing,’ often recognized as the third and second skins serve to protect the humans at macro and micro scales are identified as potential domains in this study. Even though numerous papers exploring the 3D and 2D are published, this study intends to construe a model based on shared views. Nearly one hundred and fifteen samples were collected from the secondary sources based on a framed criterion. An exploratory methodology incorporating qualitative and quantitative data is adopted to investigate the ways through which the ideas drawn from 3D skins are espoused in 2D skins. The findings by the authors, intra-raters and inter-raters are consolidated, synthesized and interpreted to construe a relationship model.

Keywords: cross domain influences, 3D skin, 2D skin, exploratory methodology, shared views, relationship model

ADDRESS FOR CORRESPONDENCE: Arulmalar Ramaraj, Department of Architecture, Sathyabama Institute of Science and Technology, India

E-Mail Address: arulmalar21@gmail.com

The Impact of Textile Colouration Technologies on Fashion Design

Reham A. Sanad, Faculty of Applied Arts Damietta University, Egypt

Abstract

This study aimed to investigate the role of textiles' colouration technological aspects adopted by fashion designers in their job. This study's objectives are to analyse and describe the nature of fashion designers' adoption of textile colouration techniques to develop significant designs and brand identity. Five Famous high-end fashion design brands are studied to test the research hypothesis that colouration technology would form unique fashion design trends or brand identities. Another hypothesis is that fashion designers would exploit technological terms in marketing their products. One more hypothesis is that they could distinctively employ similar colouration techniques. Images, Data and information relevant to these fashion designers were analysed and compared. This study found that a number of prominent, high-end fashion designers have employed the tie-dye colouring process frequently and differently. For numerous seasons and collections, some designers have depended on this method to establish a strong sense of identity for their brands. Since the term "Tie-dye" has been applied to all of its patterns, the process itself may be effectively used to sell the product. These findings suggest that tie-dye, as a colouring method, is a flexible method in the field of fashion design. It is recommended to build on this research by looking at further textile colouring techniques and their effects on the apparel and fashion industries.

Keywords: Trend, print, dye, consumer, fashion, textiles, tie-dye

ADDRESS FOR CORRESPONDENCE: Reham A. Sanad, Faculty of Applied Arts Damietta University, Egypt

E-Mail Address: rehamsanad@gmail.com

Conceptual Art: A Critical Study

Ihab Hanafy, Design Department, Al Zahra College for Women, Sultanate of Oman

Abstract

Conceptual art or the art of the idea is a relatively recent artistic approach that aims to present non-traditional artistic creations. The strangeness of this approach stems from the fact that the issue of an artist's creativity may go beyond the limits of the artwork itself, which means indifference to the traditional classic language of form and formulations of beauty that are traditionally employed in creating artworks such as photography and sculpture. An artist in this context cares about the presented idea, which in itself may be his artwork. The artist highlights the idea of the artwork by employing the appropriate available techniques and often exploiting the modern era's diverse technologies and applications. This research study sheds light on "conceptual art" as a modern artistic style that impelled itself in public exhibition halls all over the world, causing an intellectual uproar among all art critics, creators (artists) and tasters/audiences. Some critics classified this artistic style as a contemporary artistic style which is consistent with the artist's viewpoint towards the art and creativity value and their message. On the other side, this style is rejected by another group because it is pointless and far away from the creative motives of artworks developing visual and expressive impacts on the audience and recipients. This research studies the conceptual art dimensions through a review of its history, causes, and increasing motives. This will be through various models representing its significant features. Moreover, the most prominent artists, the positive and negative effects of this style on the Contemporary art movement especially and human creativity in general are discussed.

Keywords: Critical study, conceptual art, art

ADDRESS FOR CORRESPONDENCE: Ihab Hanafy, Design Department, Al Zahra College for Women, Sultanate of Oman

E-Mail Address: ihab@zcw.edu.om

The Impact of Social Networks on the Teaching of Language and Literature

Rață Irina, Barna Iuliana, Țuca Marius, “Dunărea de Jos” University of Galați, Romania

Abstract

Online social networks can provide new opportunities for e-learning. While the online courses become more and more popular, the remote training of young learners becomes a challenge. Learning apps that use games or video editing tools, classroom blog conception for essays or debates on various platforms (WordPress, Squarespace, Wix, Blogger, Tumblr or Medium) are innovative and attractive in their teaching methods in the context of language and literature teaching. For the purpose of the current study, we conducted micro-research, which analyses the extent to which the social networks develop the communication skills, linguistic skills and creative thinking in young learners. Concurrently, we found that online social networks promote the customisation of the educational process at the formal, informal and non-formal levels, allowing the adjusting of the learning process to the needs and learning rhythm of each student. It is important to understand the impact of the social networks on education. Learning through the social networks does not have to exclude the social learning. Albert Bandura (1999: 23), in his research about social cognitive theory, underlines the fact that: the individual's behaviour is the result of dynamic triadic reciprocal causation, namely internal personal factors in the form of cognitive, affective, and biological events, behavioural patterns and environmental influences.

Keywords: Social networks, online platforms, educational technology, language and literature teaching

ADDRESS FOR CORRESPONDENCE: Rață Irina, “Dunărea de Jos” University of Galați, Romania

E-Mail Address: juliabarna@yahoo.com

From Mass Entertainers to Unconventional Trainers or Teaching Culture Learning through Video Games

Bogdan Daniela Aura, Necula Lidia Mihaela, “Dunărea de Jos” University, Romania

Abstract

From literature to video games, education has undergone a remarkable metamorphosis: on the one hand, with their inventive stories and sometimes beautiful imagery, books have long been a treasured teaching medium as they inspire creativity and intellectual engagement by taking readers to new worlds via the power of words alone. On the other hand, now held as cinematic masterpieces with lifelike images, intricate stories, and alluring melodies, video games have gradually turned into unconventional teaching tools, used in edutainment (education and entertainment) that can be used in class to teach culture and re-enact the past. Can culture be taught? Can we move in and out of culture through video games? These are just two of the premises that mark the starting point of this paper, the purpose of which is to demonstrate that, seen like this, video games cater for fascinating and dynamic experiences that allow players to explore, engage with, and sometimes even challenge various cultural contexts. From cultural representation to cultural authenticity, video games embody a wide range of cultures not only from different countries but also from different historical periods thus educating players about various cultures and their traditions while striving for authenticity in their cultural representation, incorporating accurate language, clothing, architecture, and customs. This immersion allows players to experience different cultures in a more genuine way, as if things were experienced first-hand and not mediated via an artificial virtual reality.

Keywords: Teaching culture, learning, video games

ADDRESS FOR CORRESPONDENCE: Bogdan Daniela Aura, “Dunărea de Jos” University, Romania

E-Mail Address: bogdan.daniela2013@gmail.com

Views of Fashion Design Students on Distance and Hybrid Education

Pınar Çınar, Sakarya University of Applied Sciences, Ferizli Vocational School, Department of Design Fashion Design Program, Turkey

Abstract

As a result of the coronavirus epidemic, which started to be seen in the first months of 2020 and gradually affected the whole world, and the earthquake disaster that took place in our country on February 06, 2023, centered in Kahramanmaraş and affecting 10 provinces, the distance education process was started at the education levels. Distance education is defined as the conduct of educational activities without physical interaction, by means of tools such as television, computer, tablet, mobile phone. It is known that distance education has advantages in terms of not being bound by limitations in terms of time and space, allowing the use of multimedia tools, as well as disadvantages such as possible technical failures, inequality in accessing the necessary infrastructure and technical tools for the system. In the 2023 Academic Year Spring Semester in higher education institutions, it has been decided to carry out the teaching with the distance education method, and then, as of April 03, 2023, to process the traditional education method as a hybrid education model, in which the traditional education method is enriched with online education materials. The aim of this study is to reveal the views of the students who receive Fashion Design education on the distance and hybrid education process at the level of knowledge, skills and competencies. The study group of the research will consist of students studying in the Fashion Design Program of Sakarya University of Applied Sciences, Department of Design. Research data will be collected with the survey measurement tool created by the researcher. Content analysis method will be used in the analysis of research data. It is thought that the research subject is important and will contribute to the field, as it will make suggestions for making the distance education process more effective in Fashion Design education.

Keywords: Fashion design, distance education, hybrid education

ADDRESS FOR CORRESPONDENCE: Pınar Çınar, Sakarya University of Applied Sciences, Ferizli Vocational School, Department of Design Fashion Design Program, Turkey

E-Mail Address: pcinar@subu.edu.tr

Product Design with Artificial Intelligence

Nil Acar Ertürk, Nurdan Orday, Ferihan Haskan, Şık Makas Giyim San. and Tic. A.Ş., Turkey

Abstract

The developing world of technology supports to personal and professional development of designers and to making design and production processes more sustainable together with production power. Considering that brands that are closer to technology will progress more strongly in the coming years, advancing on the technology path with the experience of traditional methods can provide different perspectives for company and we' ve become aware of this. With traditional methods, we work on infrastructure focused on model and washing development, and sometimes limits can be placed due to commercial concerns. At the same time, Fiber identification, demand forecasting and more are needed for textile industry to increase productivity. In this study, it's aimed to overcome certain limits by integrating concept of artificial intelligence, which has become widespread with developing technology into design and works, to improve products by improving ourselves in design interpretation, to minimize design development cost and to produce more products in shorter time. In this study, firstly, what kind of algorithm artificial intelligence sites have and what kind of results are obtained according to entered data were previewed. Technical terms describing product, washing, and futuristic definitions regarding denim have been entered on sites that offer extensive resources for artificial intelligence design, and all details necessary to transform the strongest of design options offered on site into product have been interpreted by our designers on how it should be converted into a product in technical sense. These interpretations were converted into technical drawings and sampling process was started. Denim trousers were chosen as product and a detailed study was carried out on washing as well as model design. During washing phase, the image given by artificial intelligence was tried to be captured by washing. At the same time, with determined printing and coating techniques, it's aimed to make image closest to artificial intelligence design and emphasis has been placed on creating a brand-new product design, independent of inputs, by learning the style features of two or more different products with deep learning algorithms. As a result of the study, positive results were obtained in terms of removing many boundaries and gaining different perspective. The products obtained in study enabled

our technical team to develop different ways of working, many teams to come together and exchange ideas on how image presented by artificial intelligence can be transformed into a product, to think outside certain boundaries, and as a company, we're intertwined with technology and find ourselves in globally changing and developing market. It's contributed to our empowerment and raised awareness about integrating artificial intelligence into sector.

Keywords: Artificial intelligence, technology, design, textile, fashion

ADDRESS FOR CORRESPONDENCE: Nil Acar Ertürk, Senior Management Systems Specialist, Quality Management Systems, Şık Makas Giyim San. ve Tic. A.Ş., Turkey

E-Mail Address: nila@crossjeans.com

Natural Dyes: A Recent Opportunity for Sustainable Fashion Design

Jihen Trabelsi, LLTA-University of Sfax-Tunisia, Tunisia

Sondes Gargoubi, Textile Engineering Laboratory—LGTex, Textile Department, University of Monastir, Tunisia

Abstract

In recent years, consumers and brands realized that they must move towards sustainable solutions. Plant dyeing is considered as an eco-friendly solution which can offer a great marketing boost. It consists of dyeing clothes with plant-based extracts, and it allows to create many fashion techniques that fashion designers can incorporate in their creations. This work aims to create fashion design using agricultural by-product as a dye for the finishing of cotton fabrics. Cotton fabrics were prepared before dyeing and the tie and dye technique was applied. The treated fabrics were analysed using Datacolor 650™ spectrophotometer. In addition, washing fastness, rubbing fastness and light fastness were evaluated. Results show that the tie and dye technique can be successfully applied when using plant-based dyes. The washing and rubbing fastness of the cotton samples were good. However, the light fastness was fair.

Keywords: Fashion design, natural dyes, sustainable fashion, cotton, fastness

ADDRESS FOR CORRESPONDENCE: Jihen Trabelsi, LLTA-University of Sfax-Tunisia, Tunisia

E-Mail Address: jihene.trabelsi@ismmm.u-monastir.tn

Design and Development of a Mobile Game for Primary School Music Education: Music Marathon

Ugur Kartal Satır, Agri Ibrahim Cecen University (Lec.); Marmara University (PhD Student),
Turkey

Ajda Aylin Can, Marmara University, Turkey

Abstract

This research addresses the need to enhance the efficiency of 5th-grade music classes, a pivotal component in a child's elementary education, where students first encounter a professional music teacher. The study's goal is to develop a mobile game application aimed at making it easier for 5th-grade students to acquire competencies in listening, singing, musical perception, knowledge, music culture, and musical creativity, while also fostering a greater love for music and enjoyable learning. In pursuit of this goal, the research employs the Design and Development Research (DDR) method, a scientific research approach. It features six different games allowing students to learn note sounds and positions, match instrument images with their sounds, develop rhythm skills, engage in a multiple-choice quiz about music culture, guess the instrument associated with a sound they hear, and play the drums and xylophone creatively. This application aims to present 5th-grade music curriculum topics in an engaging manner, enabling students to practice and learn from anywhere while promoting long-lasting understanding. In conclusion, the "Music Marathon" mobile game was designed and developed with the expectation of offering 5th-grade students a fun way to learn music concepts from their curriculum, practice anytime and anywhere, and achieve lasting comprehension.

Keywords: Music teaching; educational software; mobile game; use of technology in education

ADDRESS FOR CORRESPONDENCE: Ugur Kartal Satir, Agri Ibrahim Cecen University (Lec.); Marmara University (PhD Student), Turkey

E-Mail Address: ugurkartalsatir@hotmail.com

The Mediating Role of Cognitive Flexibility in the Relationship Between Creative Thinking Tendencies and Problem-Solving Skills

Nilay Çelik Ercoşkun, Atatürk University, Turkey

Zeynep Nur Aydın Kılıç, Gazi University, Turkey

Aslı Balcı, Atatürk University, Turkey

Abstract

This study aims to reveal the mediating effect of pre-school teacher candidates' cognitive flexibility between their creative thinking and problem-solving skills. In order to examine the direct relationship and mediation relationship between variables in the research, the relational model was used. The model proposed in the research was tested with a structural equation model. The participants of the research consist of 535 pre-school teacher candidates, 456 of whom are women and 79 of whom are men, studying at sixteen universities in different cities of Turkey. Three Likert-type scales were used in the research: "Marmara creative thinking tendencies scale", "Problem solving inventory" and "Cognitive flexibility scale". In the analysis of the data, Pearson Moment correlation coefficient and Hayes Process Macro for SPSS were used through the SPSS-20 package program to examine the relationship between the variables and to conduct the mediation analysis. As a result of the analyses, moderate to significant relationships were found between the creative thinking tendencies, problem-solving skills and cognitive flexibility of pre-school teacher candidates. It has been determined that cognitive flexibility plays a mediating role between creative thinking tendencies and problem-solving skills. According to these results, preschool teacher candidates' creative thinking tendencies together with their cognitive flexibility explain 35%

of their problem-solving skills. Various suggestions were made in the research depending on the results.

Keywords: Mediating, cognitive flexibility, problem-solving

ADDRESS FOR CORRESPONDENCE: Zeynep Nur Aydın Kılıç, Gazi University, Turkey

E-Mail Address: zeynepnuraydin@gmail.com

Teachers' Opinions About Reflections of Families' Education Level on Preschool Education Environments

Aslı Balci, Atatürk University, Turkey

Zeynep Nur Aydın Kılıç, Gazi University, Turkey

Fatma Tezel Şahin, Gazi University, Turkey

This research was conducted to evaluate how the education level of families is reflected in preschool education environments, in line with the opinions of preschool teachers. The research was carried out according to the descriptive qualitative research design, one of the qualitative research methods. Research data was collected through face-to-face and individual interviews with 15 preschool teachers. A semi-structured interview form prepared by the researchers was used as a data collection tool in the study. Research data were analyzed in accordance with the thematic analysis technique process. As a result of the research, the data obtained from the teachers were collected under three themes: "developmental reflections", "reflections on the learning process" and "reflections on the family participation process". Teachers stated that the education levels of families have various effects on children's development. While teachers emphasize that children from families with low levels of education in the field of cognitive development have difficulty in learning concepts and have low creativity skills; It has been stated that children of families with high education levels are perceptive, curious, and have strong academic and creativity skills. Teachers expressed positive and negative opinions about children from families with low and high education levels regarding social-emotional development. While some teachers reported negative opinions about the children of families with low education levels, such as low self-confidence, timidity, introversion, inertia, indifference, poor communication, and behavioral and adaptation problems, there were also teachers who reported that these children were well-adjusted. While families report positive opinions about the social and emotional development of children from families with high education levels, such as high self-confidence, leadership, initiative, kindness, positive peer and teacher relationships, extroversion, and strong communication skills; It was also determined that they expressed negative opinions such as egocentrism, impatience, dissatisfaction, stubbornness and clique formation. While teachers emphasize the language development of children from families with low education levels, such as speaking superficially, not being able to express their emotions, using vulgar language and local dialect, opinions about children from families with high education levels include being easy to express, being talkative, having a rich vocabulary, and speaking Turkish accurately and beautifully. They reported. In addition, teachers teach children from families with higher education levels to learn how to hold scissors and pencils, cut, etc. They stated that they were advanced in their skills, were more meticulous in their self-care skills, had adequate and balanced nutrition, and needed less adult support. Regarding the reflection of the educational level of the families on the learning process, teachers reported that children from families with low education levels remained in the background in activities, were

indifferent and careless, and were interested in active activities, while some teachers reported that these children were curious about learning, enjoyed the activities, and were interested in the toys and materials in the classroom. They emphasized that they are. Teachers stated that children from families with high education levels have high readiness levels, actively participate in activities, are interested in cognitive activities, and play creative and different games. Regarding the reflection of the education level of the families on the family participation process, teachers stated that families with low education levels show low participation in the school-family cooperation process, are shy, less conscious and reluctant, often make excuses and have difficulty participating in classroom activities; They emphasized that they spend less time with their children, provide limited opportunities and materials, and have poor family-child relationships. Teachers stated that families with higher education levels show high and active participation in the school-family cooperation process, are enterprising, outgoing and responsible, and carry out family participation activities carefully and creatively; They spend quality time in their relationships with their children and enrich the home environment by offering their children different opportunities and rich materials; They reported that they developed positive relationships through communication and cooperation with the teacher. There were also teachers who reported that families with high education levels were busy and uninterested, and that they showed low participation in family participation activities.

Keywords: Preschool education, educational level of families, educational environment

ADDRESS FOR CORRESPONDENCE: Zeynep Nur Aydın Kılıç, Gazi University, Turkey

E-Mail Address: zeynepnuraydin@gmail.com

Perceived Stress is a Better Predictor of Mental Wellbeing than Work Stress: a study in Secondary School Teachers in Skopje, North Macedonia

Urime Demiri – Shaipi, Mother Teresa University, Skopje, North Macedonia, Macedonia, The Former Yugoslav Republic Of

Abstract

Aim of the study: This cross-sectional study aimed to analyze the association between perceived stress, work stress and mental well-being in secondary school teachers in city of Skopje, North Macedonia. **Participants:** The sample was non-random, all teachers in six secondary schools in city of Skopje, North Macedonia were invited to participate in the study. Participants were 107 teachers, 67.3% female and 32.7% male, 83.2% had undergraduate diploma, 15.9 had Maters' degree, 97% were ethnic Albanians. **Research methods:** Participants completed an online survey comprised of World Health Organisation - Five Well Being Index (WHO - 5), Workplace Stress Scale (WSS), and Perceived Stress Scale (PSS10) that measured mental well – being, work stress and perceived stress, respectively. Prior to data collection, the English versions of WHO- 5, WSS and PSS-10 were translated into Albanian and Macedonian languages and were tested for reliability and construct validity in the target population. All three instruments showed adequate psychometric properties. **Outcomes:** Multiple Linear Regression (MLR) analyses indicated that perceived stress, but not work stress, statistically significantly predicted teachers mental wellbeing $R^2 = 0.500$, $F(7, 98) = 13.997$, $p < 0.005$, adjusted $R^2 = 0.464$. (50% of wellbeing was predicted by perceived stress). **Conclusions:** Overall, this findings suggest that perceived stress is a stronger predictor of

wellbeing than work stress. Implications for future research: Intervention strategies that focus on reducing perceived stress levels are suggested. Future research could investigate other plausible predictors of wellbeing, including coping strategies and positive personality characteristics of teachers. More research is needed to investigate the association between work stress and wellbeing.

Keywords: Wellbeing, perceived stress; work stress, teachers, North Macedonia

ADDRESS FOR CORRESPONDENCE: Urime Demiri – Shaipi, Mother Teresa University, Skopje, North Macedonia, Macedonia, The Former Yugoslav Republic Of

E-Mail Address: urimedsh@hotmail.com