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Editorial

It is the great honor for us to edit proceedings of "**2nd Global Conference on Contemporary Issues in Education (GLOBE-EDU 2015)'' The University of Chicago Chicago, USA, August 27-28, 2015.** This privileged scientific event has been contributing to the field of educational research for two years.

As the guest editor of this issue, I am glad to see variety of articles focusing on arts education, Adult Education, Competitive Skills, Continuing Education, Higher Education, Vocational Education, Transferring Disciplines, Business Education, Educational Administration, Human Resource Development, Academic Advising and Counselling, Education Policy and Leadership, Industrial Cooperation, Life-Long Learning Experiences, Workplace Learning and Collaborative Learning, Work Employability, Educational Institution Government Partnership, Patent Registration and Technology Transfer, University Spin-Off Companies, Course Management, Accreditation and Quality Assurance, Academic Experiences and Best Practice Contributions, Copy-Right, Digital Libraries and Repositories, Digital Rights Management, Evaluation and Assessment, E-Content Management and Development, Open Content Works, E-Portfolios, Grading Methods, Knowledge Management, Quality Processes At National And International Level, Security and Data Protection, Student Selection Criteria İn Interdisciplinary Studies, User-Generated Content, Curriculum, Research and Development, Acoustics in Education Environment, Apd/Listening, Counsellor Education, Courses, Tutorials and Labs, Curriculum Design, Esl/Tesl, Special Area Education, Early Childhood Education, Elementary Education, Geographical Education, Health Education, Home Education, Mathematics Education, Rural Education, Science Education, Secondary Education, Second Life Educators, Social Studies Education, Special Education, Learning/Teaching Methodologies and assessment, Simulated Communities and Online Mentoring, E-Testing and New Test Theories, Supervising and Managing Student Projects, Pedagogy Enhancement With E-Learning, Educating the Educators, İmmersive Learning, Blended Learning, Computer-Aided Assessment, Metrics and Performance Measurement, Assessment Software Tools, Assessment Methods in Blended Learning Environments, Global Issues in Education and Research, Education, Research and Globalization, Barriers on Learning (ethnicity, age, psychosocial factors etc.), Women and Minorities in Science and Technology, Indigenous and Diversity Issues, Government Policy İssues, Organizational, Legal and Financial Aspects, Digital Divide, Increasing Affordability And Access To the Internet, Ethical Issues in Education, Intellectual Property Rights and Plagiarism, Pedagogy, Teacher Education, Cross-Disciplinary Areas of Education, Educational Psychology, Education Practice Trends and Issues, indigenous Education, Kinesiology and Leisure Science, K12, Life-Long Learning Education, Mathematics Education, Physical Education (PE), Reading Education, Religion and Education Studies, Research Management, Research Methodologies, Academic Research Projects, Joint-Research Programmes, Research on Technology in Education, Research Centres, Links Between Education and Research, New Challenges in Education, European Credit Transfer and Accumulation System (ECTS) Experiences, The Bologna Process and Its Implementation, Joint-Degree Programmes, Erasmus and Exchange Experiences in Universities, Students and Teaching Staff Exchange Programmes, Ubiquitous Learning, Accessibility to Disabled Users, Animation, 3D, and Web 3d Applications, Context Dependent Learning, Distance Education, E-Learning, E-Manufacturing, Educational Technology, Educational Games and Software, Human Computer İnteraction, Information and Communication Technologies (ICT) Education, Internet Technologies, Learning Management Systems (LMS), Mobile Applications and Learning (M-Learning), Multi-Virtual Environment, Standards and Interoperability, Technology Enhanced Learning, Technology Support for Pervasive Learning, Ubiquitous Computing, Videos for Learning and Educational Multimedia, Virtual and Augmented Reality, Virtual Learning Environments (VLE), Web 2.0, Social Networking, Blogs and Wikis, Wireless Applications, Research in Progress, Ongoing Research from Undergraduates, Graduates/Postgraduates and Professionals Projects, Collaborative Research, Integration of Cross-cultural Studies in curriculum, Research Assessment Exercise (RAE), New trends and Experiences and in other areas of education.

Furthermore, the conference is getting more international each year, which is an indicator that it is being world widely known and recognized. Scholars, from all over the world, contribute to the conference. Special thanks are to all the reviewers, the members of the international editorial board, the publisher, and those involved in technical processes. We would like to thank all the ones who contributed to every process to make this issue actualized. A total of 21 full papers or abstracts were submitted for this conference and each paper has been peer-reviewed by the reviewers specialized in related field. At the end of the review process, a total of 7 high quality research papers were selected and accepted for publication.

I hope that you will enjoy reading the papers.

Best Regards

Prof. Dr. Gul Celkan, Middle Georgia State College, USA
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Zeynep Genc, Msc. Near East University, North Cyprus
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GLOBE-EDU– 2015

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KEYNOTES

Prof. Dr. Steven M. Ross
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Keynote Title*:* Publishing in Psychological and Educational Research Journals: Practical Advice the Everybody Knows But Doesn't Always Practice

Bio*:* Steven M. Ross is currently a professor in the Center for Research and Reform in Education. He received his doctorate in educational psychology from the Pennsylvania State University in 1974. From 1985–2008, he was a professor of educational psychology at The University of Memphis. Dr. Ross is the author of six textbooks and over 120 journal articles in the areas of educational technology and instructional design, at-risk learners, educational reform, computer-based instruction, and research and evaluation. In 1993, he was the first faculty recipient of The University of Memphis Eminent Faculty Award for teaching, research and service, and recently held the Lillian and Morrie Moss Chair of Excellence in Urban Education and a Faudree Professorship at The University of Memphis.

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Keynote Title: Emotional Intelligence in Education? Yes, It Does Make a Difference

Bio: Following its introduction some 25 years ago, accumulating evidence from a large number of research studies has provided support for the importance of Emotional Intelligence (EI) in most all areas of life. These findings have led to an increased understanding of EI, its structure and assessment, its relationships to a wide range of psychological and health factors, and how it can be developed. The relevance of EI to education is a particularly striking example that will be the focus of this presentation. Efforts to increase student capacity and skill in identifying and managing emotions and responses to everyday events has resulted in evidence-based support for some EI programs and their impact on student achievement, retention, and psychological well-being. Furthermore, research also suggests that the 'emotional labour' involved in teaching and even administration that may lead to burnout and leaving the profession can be effectively addressed with the aide of EI programs. This presentation will review the rapid growth of EI including its definition and measurement, and then present current research supported findings on the applications of EI for both students in public and post-secondary educational settings as well asfor teachers. The efficacy and effectiveness of several recently developed EI programs for use in educational contexts will also be discussed.

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Keynote Title: Emancipatory Education and the Cultural Politics of Emotion

Bio: Sardar M. Anwaruddin received his Bachelor of Arts (*summa cum laude*) from Beloit College and Master of Education from Loyola University Chicago. Sardar was awarded life-time membership to *Phi Beta Kappa* "in recognition of high attainments in liberal scholarship." Currently he is a PhD candidate in Curriculum Studies and Teacher Development at the Ontario Institute for Studies in Education (OISE) of the University of Toronto in Canada. He is recipient of the "2014 AESA-Taylor & Francis Outstanding Graduate Student Research Award" and other competitive scholarships and fellowships including the Ontario Graduate Scholarship (OGS) and the SSHRC Doctoral Fellowship. Sardar's articles have appeared in numerous journals, including the *Canadian Journal of Action Research, Asiatic, Transnational Curriculum Inquiry, Asian EFL Journal, Policy Futures in Education, Professional Development in Education, Educational Philosophy and Theory, Journal for Critical Education Policy Studies, Current Issues in Education, Education Policy Analysis Archives*, and *Discourse: Studies in the Cultural Politics of Education*. Sardar is an associate editor of the journal *Curriculum Inquiry*.

Assoc. Prof. Dr. Ali Rahimi, *Ph.D.* Associate Professor, Bangkok University – Thailand Editor-in-chief, Global Journal of Foreign Language Teaching

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Keynote Title*:* "Qualitative and Quantitative Research Designs: Pulses, Pitfalls and Epiphany"

Bio: Ali Rahimi, Ph.D. is an Associate Professor of Applied Linguistics at Bangkok University. He is the author of 13 books. Four recent titles are Critical Discourse Analysis, The Art of Communication, Roadmap to Meaning: Fine-tune Your Translation Skills, Textbook Evaluation. He has translated 12 books on CDA, Creative Intelligence, Psychology, Sociolinguistics, and Pragmatics, etc. He has also published extensively in various reputable international journals and has presented his articles at national and international conferences. He has run workshops throughout Asia and Europe on Creativity, Critical Thinking, Communication Skills, Critical Discourse Analysis, Language and Culture and Research Designs. He has had major roles in international educational associations as well as curriculum development policies and has served on numerous editorial boards. He has worked with Croatian Public Relations Association (CPRA) and teachers' professional development and research at BAU in Istanbul, Turkey. He has also collaborated with the South Korean Educational Development Organization and KJEP.

He is a guest editor of Elsevier, Social and Behavioral Sciences (2014 and 2015). He has also been the president of LINELT, 2013 and LINELT, 2014. He is the editor-in-chief of the Global Journal of Foreign Language Teaching.

Abstract: Recently research approaches have been churned out to a degree at which researchers and educators have many choices at their disposal. Quantitative and qualitative research methods have traditionally been associated with conflicting research paradigms based upon quite different epistemological ontological and methodological positions. The former has been employed by the social and human scientist for a long time, the latter has been developed during the last three decades.. Many modern researchers, however, recognize that quantitative and qualitative approaches can be combined into a mixed methods design whose true structure is still emerging and developing. Mixed methods approaches can be based upon different types of research question, sampling procedures, data collection methods or approaches to data analysis. Mixed methods designs are flexible and can include sequential designs with quantitative methods preceding qualitative, or concurrent designs. In this talk , the psychological philosophical assumptions underlying these paradigms encompassing issue of the nature of reality, values and rhetoric of research are discussed and exemplified. The theoretical and practical issues will shed some light on the commonalities and discrepancies involved in this dichotomous categorization. A misconception analysis of the different methods is also presented to the researchers. Furthermore, the problems and pitfalls in the practical aspects of the enterprise are going to be diagnosed and the relevant solutions will be obtained.

Key Terms: Qualitative Research, Quantitative Research, Mixed methods

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Selected Paper of 2nd Global Conference on Contemporary Issues in Education (GLOBE-EDU 2015) August 27-28, The University of Chicago Chicago, USA

Empirical Assessment of the Eurozone Monetary Policy Transmission in Latvia

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Selection and peer review under responsibility of Prof. Dr. Gul Celkan, Middle Georgia State College, USA

Abstract

The purpose of the paper is to evaluate the international transmission effects of euro area monetary policy shocks on the main economic and financial variables in Latvia between the years of 2000 and 2014. Empirical assessment is made using a standard structural vector autoregression (SVAR) model of the euro area, augmented by the Latvian variables of interest (real GDP per capita, annual inflation and money market interest rate, and consecutively by additional variables: Real private consumption per capita, investments, exports and imports, various loan interest rates and real wages. The estimated SVAR model shows that a negative monetary policy shock in the euro area has a strong and persistent effect on Latvian economy via interest rate and foreign demand channels. The main results shown by impulse response functions suggest that the estimated reaction of Latvian variables is several times stronger than the reaction of euro area aggregates. Volatility of reactions can be explained by the small size and high openness level of Latvian economy.

Keywords: monetary transmission; euro area; structural

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1. Introduction

In the beginning of 2014 Latvia joined the Eurozone. That was an important step in integration with European countries. Before that Latvia was a small transition economy with hard peg of national currency, big amount of debt denominated in euros and changing composition of exporting partners. As a result of integration process one can expect a strong reaction of Latvian economy to the monetary policy of European Central Bank (ECB) in historical perspective and even more in future.

The international transmission effects of a foreign monetary policy shock on a domestic economy are ambiguous. One of an important international transmission effects is the income absorption effect, which captures the change in foreign demand for domestic products due to changes in foreign economic activity. In case of restrictive monetary policy actions, decrease in the demand in foreign country will cause a decrease in demand of domestic products. Other international transmission channel works through interest rates: euro area interest rates have influence on domestic interest rates. This channel can work via domestic borrowing in foreign currencies, too. One more international transmission effect goes through the exchange rate channel, but there is no long-term effect of monetary policy under the fixed exchange rate. Thus, the emphasis is laid on interest rate and demand channels.

The main goal of the paper is to evaluate how monetary shocks of the euro area are transmitted to the main macroeconomic and financial variables in Latvia.

For the empirical analysis the structural vector autoregression (SVAR) model is used. This is the most frequently exploited method for such purposes. This methodology is chosen because it allows us to place minimal restrictions on how euro area monetary shocks affect the domestic economy, and the results obtained can be easily compared with ones obtained by other authors for different countries. Aarle, Garretsen, & Gobbin, (2003) used SVAR model for the study of transmission of monetary and fiscal policies in the euro area via identification of various structural shocks. They conclude that impact of various shocks depend on the affected country. Weber, Gerke, & Worms, (2011) used SVAR model looking for empirical evidence on whether euro area monetary transmission has changed over the time. They found possible break just around 1999, and no significant differences later.

Errit and Uuskula (2014) used SVAR model for the analysis of euro area monetary policy transmission in Estonia. They concluded that the increase in the euro area money market interest rate significantly increased the Estonian market interest rate, and euro area monetary policy shock had strong and sluggish effects on the housing loan and consumer credit interest rates. But they found that trade channel was weak, effect of domestic demand was much stronger than impact of foreign demand.

As SVAR model has limitations in number of variables included in the model, at the beginning the benchmark model from 7 variables is designed. The following typical variables is used; money market interest rate, inflation and GDP both for Latvia and euro area and one additional Latvian economic or financial variable (private consumption, exports, imports, investments, real wages and various types of loan interest rates). The identification scheme is quite similar to previously mentioned and list of other publications (Elbourne, Haan, 2005; Errit and Uuskula, 2014; Giovanne and Shambaugh, 2008): The interest rate has no contemporaneous effect on economic variables, and Latvian variables do not influence the European variables. The contemporaneous effect of euro area interest rate on Latvian interest rate is expected, but no contemporaneous effect on real economy variables (GDP, inflation and additional variable). So the benchmark analysis is close to the approach exploited in Errit and Uuskula (2014). Because of a lot of similarities in history of Estonia and Latvia it is interesting to compare transmission of monetary shocks between these economies.

The paper is organized as follows. Section 2 describes the data used in the analysis, and specification issues of the models. Section 3 summarizes main findings and results from modeling. The conclusions and recommendations are presented in Section 4.

2. The Model and data

The baseline VAR model specification can be written in matrix form as

$$y_t = c + A(L)y_{t-1} + Bx_t + u_t \tag{1}$$

where y_t is the vector of endogenous variables, c is the vector of constants, x_t is the vector of exogenous variables and u_t is the vector of serially uncorrelated disturbances with zero mean and time invariant covariance matrix. *A(L)* denotes a matrix polynomial in the lag operator *L*, and *B* is a coefficient matrix.

In the benchmark model the vector y_t of macroeconomic variables that are included in the SVAR model consists of four domestic variables and three euro area variables.

$$y_t' = \left(dy_t^{LV} \quad dpc_t^{LV} \quad \mathrm{infl}_t^{LV} \quad i3m_t^{LV} \quad dy_t^{EA} \quad \mathrm{infl}_t^{EA} \quad s_t^{EA} \right) \tag{2}$$

where dy_t denotes percentage growth rate of per capita real gross domestic product (first difference of the logarithm), dpc_t denotes percentage growth rate of per capita real private consumption, $infl_t$ denotes the annualized quarter-to-quarter GDP deflator based inflation rate, $i3m_t$ is three-month money market interest rate. Superscripts LV and EA denote the Latvian and the Euro Area variables respectively. To get a broader picture of monetary transmission in Latvia, several models are estimated, where the private consumption was consecutively replaced to other variables of interest: exports and imports, investment, employment and real wages and various loan rates.

The estimation is based on quarterly data from 2000 to 2014. The length of time series is restricted by availability of good quality time series for Latvia. Other reason is – to avoid significant break point around 1999 what was found by Weber et al. (2011). Time series for the Euro area were taken from Eurostat database, the Latvian variables were mainly collected from Eurostat, but additional data series are from the Bank of Latvia data base and National Statistical Bureau.

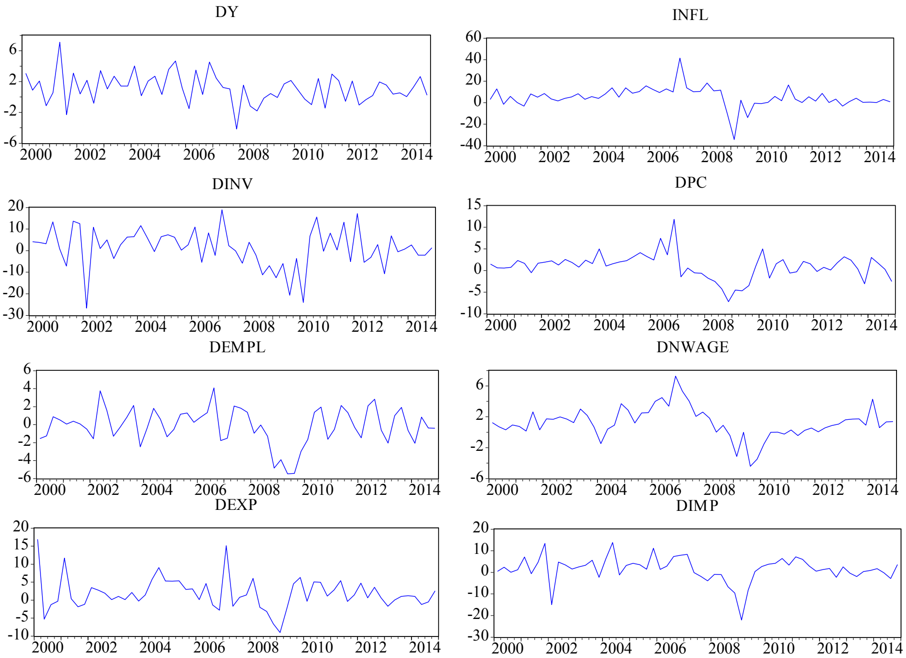

Figure 1. Time series of Latvian economic variables, all variables in first differences, measure unit on vertical axis: %.

Figure 1 plots the main Latvian economic variables used in the SVAR model. $dinv_t$ denotes investments, $dxep_t$ and $dimp_t$ are real exports and real imports respectively, $dempl_t$ is employment, $dnwage_t$ denotes real net wage. All variables are transformed as first differences of the log.

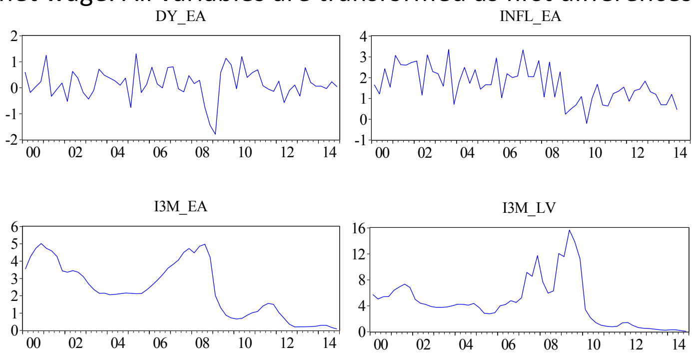

Figure 2. Time series of euro area variables, and Latvian three-month money market interest rate (source: Eurostat)

As according to the theory all variables included in the VAR model should be stationary, the Augmented Dickey Fuller (ADF) test was applied. In all cases the unit root was rejected, and stationarity condition is met.

Figure 2 plots the Euro area variables used in all SVAR models and Latvian interest rate. The tests of stationarity (ADF) reject the unit root for GDP and inflation of the Euro area, but both the Euro area and Latvian short-term interest rates contain the unit root. The same problem was found in Errit and Uuskula (2014); they used the time trend and assumed stationarity. The interest rate variables without any transformation are used.

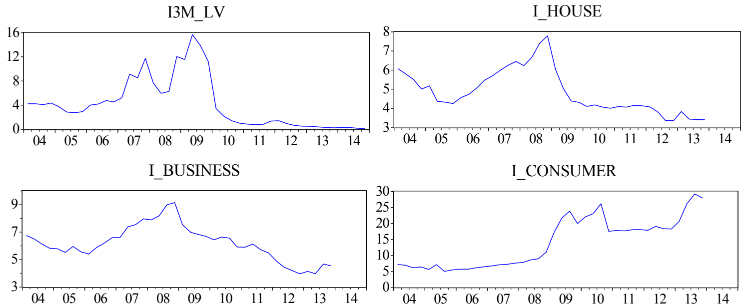

Figure 3. Time series of various credit rates in Latvia (source: Bank of Latvia)

Figure 3 plots the Latvian three month nominal money market interest rate and three credit rates: interest rates on loans to non-financial corporations (new business) and interest rates on loans to households (new business) for house purchase and for consumption. Already visual inspection of Latvian interest rates on different loans shows significant differences. Therefore it is not surprisingly that empirical evidence of transmission via these interest rates was not found.

Monetary policy shocks in the Euro area are identified using short-run restriction scheme based on Taylor rule: interest rate has no contemporaneous effect on economic variables. Additionally natural restriction for small economy is introduced – no feedback from Latvian variables to the Euro area variables. The same identification scheme was kept for all changing variables.

The lag length for models was determined by use of standard information criteria. It appears that mostly it is enough to use two lags. All models were tested for autocorrelation and heteroskedasticity in the residuals, no problems remained. The Jarque-Bera test showed no problems with normality assumption. The parameter stability was tested by the CUSUM and CUSUM squares tests and the recursive coefficient estimation (the results of these tests and ADF tests are available upon request).

3. Findings and results

In this section the estimated effects of the Euro area monetary policy on domestic variables within the aforementioned specifications are discussed.

A stationary set of time series in a VAR setting allows several applications: Granger causality tests, derivation of impulse response functions, or the forecast error variance decomposition. In this paper the main results are presented as the impulse response functions (IRF), which display the reaction of a variable over time to a shock of the other variables in the system. In all figures below on horizontal axis, the numbers of quarters after the euro area monetary policy shock are shown.

The impulse response patterns in this paper are broadly in line with standard results in the literature (for instance, Errit and Uuskula, 2014).

Figure 4 illustrates the monetary policy shock in the Euro area on Latvian and Euro area GDP growth rates, inflation, and Latvian interest rate. As expected Latvian GDP follow a hump-shaped response. A standard deviation increases in the Euro area interest rate dies out approximately after 12 quarters (3 years). Maximum effect was reached at third quarter after the innovation. Reaction of Latvian GDP is significantly stronger than that of the Euro area's GDP.

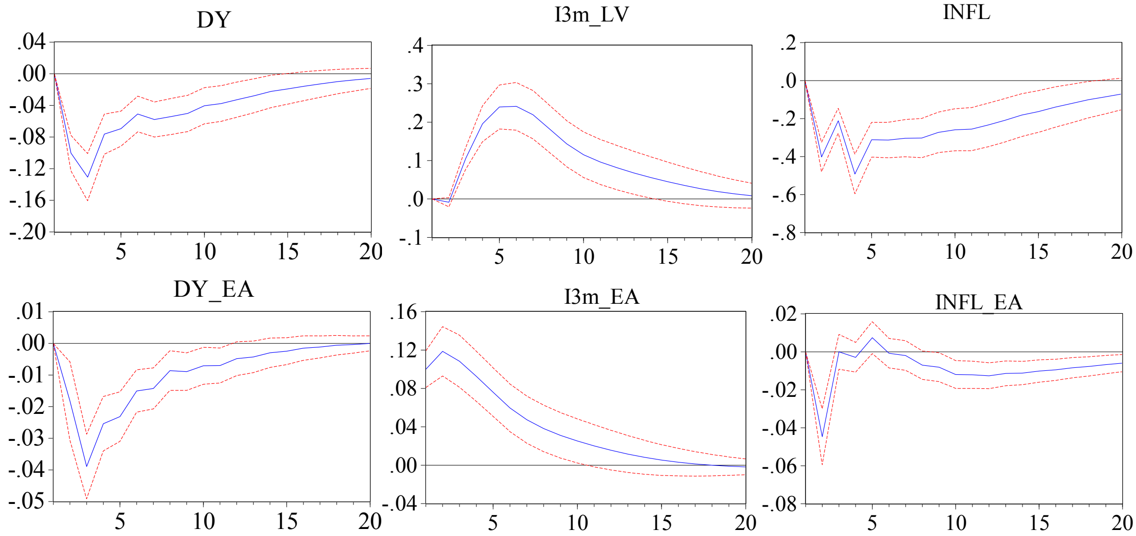

Figure 4. Impulse response function results for basic variables.

Several other variables of interest were chosen for testing the reaction to the Euro area monetary shock. Impulse reaction functions of private consumption, investments, imports and exports, employment and real net wages were obtained from separate SVAR models. The identification scheme was identical for all cases.

Reaction of exports (*dexp*), imports (*dimp*), employment (*dempl*), real wages (*dnwaages*), corporate investments (*dinv*) and private consumption (*dpc*) is presented in Figure5. The results were obtained by running SVAR model several times consequently. The same identification scheme was kept, only one variable was replaced by next one step-by-step. All models were tested; if it was necessary additional dummy variables were introduced.

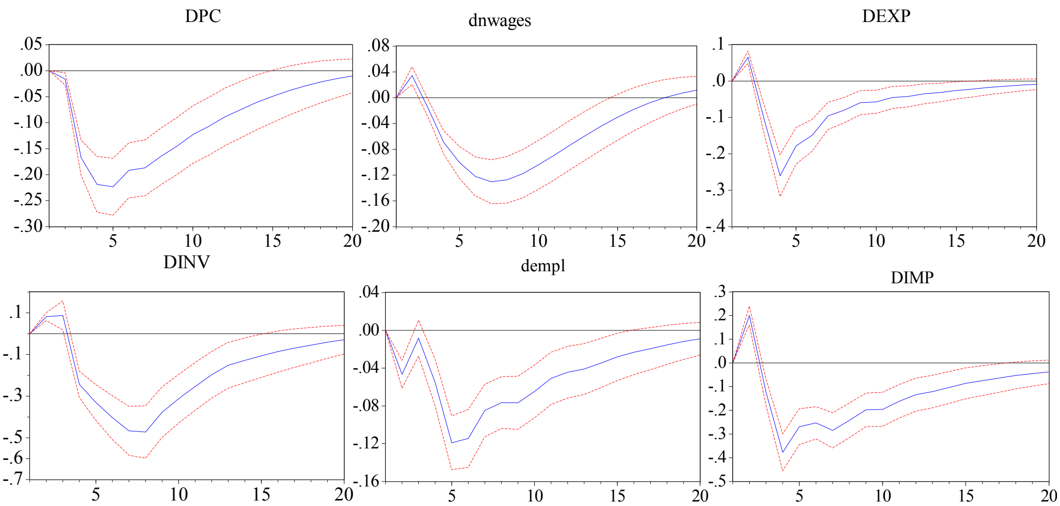

Figure 5. Impulse response function results of additional Latvian macroeconomic variables to a contractionary monetary policy shock in the euro area.

In Figure 5 the reaction of all variables is seen as a hump-shaped. Drop in corporate investments is bigger than in private consumption. Their lowest levels are reached around 5 to 8 quarters after the shock. IRF results show that reaction of imports is slightly bigger than reaction of exports. As a result the question about demand channel's effectiveness stays opened.

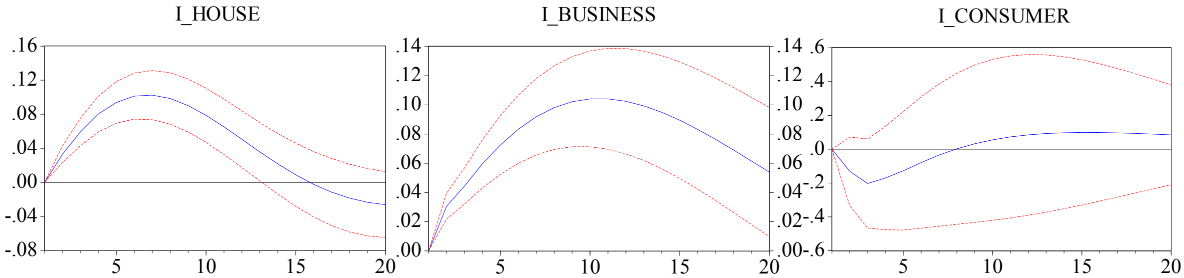

Figure 6.Estimated impulse response of various credit rates to a contractionary monetary policy shock in the euro area

The reaction of various credit interest rates is presented in Figure 6. This paper's conclusion is similar to Giannone, Lenza, & Reichlin, (2012). They found for the Euro area that the reaction of consumer credit rates, housing and corporate loans rates is substantially weaker than the reaction of money market interest rate. The same result was obtained for Latvian rates.

Finally the robustness of results was checked. The results were compared for different lag lengths, several subperiods (to evaluate the effect of recent crisis) and various numbers of variables. It appeared that to avoid the price puzzle (typical problem for VAR type models) it is necessary to include dummy variables for the period of recent financial and economic crisis. The same result was found in Errit and Uuskula (2014) for Estonia.

4. Conclusions and recommendations

In this paper the transmission mechanism of the Euro area monetary shocks in Latvia is analyzed within SVAR approach.

The monetary policy shock in the Euro area has strong effects on Latvian economic indicators. For identically identified shocks reaction of Latvian variables is stronger than for the same variables in euro area.

A standard deviation increase in the Euro area of three month money market's interest rate further increases Latvian money market's interest rate by a maximum of 28bp points approximately after 5 quarters. The effect on Latvian GDP is significant and dies out slowly. The reaction of loan type interest rates (new business, loans denominated in euros) appeared to be weaker than reaction of Latvian money market's interest rate. The reaction of consumer credit rates appeared to be non-significant.

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Selected Paper of 2nd Global Conference on Contemporary Issues in Education (GLOBE-EDU 2015) August 27-28, The University of Chicago Chicago, USA

The Inefficiencies in the Professional Tourism Education Services and their Solutions in the Period of Market Economy (Case of Kazakhstan)

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Selection and peer review under responsibility of Prof. Dr. Gul Celkan, Middle Georgia State College, USA

Abstract

The purpose of improving vocational training program is the convergence of theoretical training and practice, the introduction of advanced foreign standards should enhance the quality of tourism personnel in accordance with the requirements of the market. The method used is identifying problems and their solutions by comparing the foreign experience and analysis of foreign scientific research in the field of educational tourism industry. Preparation of tourism personnel in Kazakhstan is still not satisfactory; there is no scientifically sound relationship of many of its components; theoretical and practical training and special courses. The specialists are trained without sufficient targeted training, so many of the students are not able to perform as expected. The global experience of the travel industry suggests that vocational education is a requirement for the successful operation of the enterprise. So today we should take into account the emerging

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trends in preparation for future staff. There is a need for training a new type of specialists, unorthodox thinking, with extensive knowledge and skills in related fields.

Keywords: tourism; professional education; quality of service;foreign experience;

1. Introduction

As we know, training for the tourism business calls for great attention all over the world. As what the tourism product offers to the consumer is not a commodity, but a service; qualified personnel for the torism business is a problem which takes the first place to be discussed.

In all developed countries, to provide vocational and technical education is the priority, in this case, we should pay attention to such a strong sector as tourism, namely to the field of tourism education, which uses the minimum automation and maximum working labor (Unluonen, 2004).

Providing the quality of touristic services is directly related to professional specialists providing these services, knowledge of touristic resources and their quality. This means that the knowledge and skills of a manager who offers this service determines the choice of customer.

The activities of enterprises in the sphere of service and tourism are only possible with proper organization of management, which is possible through the professional education of tourism services (Saak, 2007).

Specialists in tourism emphasize the high quality of educational programs in the field of tourism and hotel management at Cornell (Cornell University) in the US, the Institute of International Hospitality Management (Institut de Management Hotelier International) in Switzerland, at the Institute of Tourism Economic University of Vienna (Institut fur Tourismus und Frezeitwirtschaft) in Austria (Kakenov, 2009).

2. Method

The method used is identifying problems and their solutions by comparing the foreign experience and analysis of foreign scientific research in the field of educational tourism industry. Improving vocational training programs, the convergence of theoretical training and practice, the introduction of advanced foreign standards should enhance the quality of tourism personnel in accordance with the requirements of the market.

The following are the main results of international scientific research in the field of education in tourism:

Table 1. Main Results of International Scientific Research in the Field of Education in Tourism

Through the evaluation of curriculum and career opportunities after graduation, negative changes have been clarified. Also, it was found that most of the students regret choosing this area of specialization.	Unluonen (2004), Kusluvan (2000)
Findings reveal that students who experience an internship period are better at handling difficult situations than those who do not. The findings also reveal that the graduates who choose this area of specializationlater on refuse to work in this field.	Baron and Maxwell (1993), Kozak & Kizilirmak (2001)
Findings reveal that the knowledge and skills of graduates of tourism did not satisfy requirements of employers.	Demirer (2000), Johnstone (1994)
Through the research conducted between education in the tourism and the tourism industry itself, it is revealed that the tourism industry provides lower employment opportunities and it was found that the level of career development	Cooper & Shepherd (1997)

in tourism is not high.	
Findings reveal that the staff employed in the tourism sector is not trained for tourism. Also, graduates of tourism are not employed in the tourism sector.	Tuyluoglu (2003), Altman & Brothers (1995)

Judging by the results of international scientific research in the field of education in tourism revealed that most of the graduates of tourism are willing to leave this area and work at another.

3. Problem

A major problem holding back the development of tourism in Kazakhstan is still inefficient system of training of tourism personnel. Until 1992, neither in Kazakhstan nor in the territory of the republics that were formerly part of the Soviet Union, there was any experience to prepare professionals of tourism and hotel sector operating in the market. Therefore, in the first institutions of the republic, preparing managers of tourism, curriculum development, programs, organization of educational process were carried out mainly empirically, without sufficient scientific evidence.

The professional tourism education in Kazakhstan has clearly insufficient experience. On the other hand - the foreign experience of professional tourism education has always been associated with the tasks of development of the world tourism market, where Kazakhstan only performs the role of the donor. However Kazakhstan is gradually shifting its domestic tourism industry on priority of the development of becoming more favorable for the economy of Kazakhstan and more affordable for the majority of our compatriot inbound and outbound tourism.

One of the ultimate goals of education in tourism sector is to provide qualified, well- trained human resources that could run constantly in the field (Emir, Arslan & Kilichkaya, 2008). From this point of view we can say that the practice is a place where the student first meets with the sector and the views received during the internship determine whether it is ready or not ready for the future work in this area (Pelit & Gucher, 2006).

Today we can say without hesitation that in the near future domestic tourism will dominate the outbound. This will entail a change in the specific professional requirements for future employees and managers of tourism and hospitality businesses.

The educated are those who solve the problems faced by the industry, who can monitor changes in the professional, technical and industry sectors. New education puts the emphasis on vocational skills and competence (Hacıoglu, Shahin & Girgin, 2010).

4. Results

The global experience of the travel industry suggests that vocational education of employees is a requirement for the successful operation of the enterprise. For example, if in the conditions of the predominance of outbound tourism the most important training of personnel for the industry presented is the fluency in foreign languages, information technology and knowledge of the fundamentals of international law; the development of domestic tourism will require a good knowledge of the tourism industry, the planning of tourist flows, tourism resources of individual regions etc. So today we should take into account the emerging trends in preparation for future staff. There is a need for training a new type of specialists, unorthodox thinking, with extensive knowledge and skills in related fields (Malienko, 2006).

The problematic question remains that how should be the introduction of higher educational institutions, training staff for the tourism industry, systems the quality of tourism education «WTO-TedQual», as recommended by the World Tourism Organization. State-regulated system of a small number of universities with a particular specialization in the preparation of tourism personnel is necessary. The main problem is the excessive academic quality profile of higher education in the apparent lack of practical skills and knowledge and a lack of specialized secondary educational institutions that train hotel workers, service personnel, etc. Thus, the whole sector of training does not fully satisfy the needs of the tourism industry both in quantitative and qualitative terms.

Graduates often face the problem of "uselessness" of their knowledge. While applying for a job they are required to have very different skills than those which they were taught at the university. Equally, this applies to the textbooks and teaching materials compiled by teachers who have no practical experience in the industry (Malienko, 2006).

At the same time the personnel training is a poorly developed in "Hospitality", while the greatest demand for the hotel enterprises is experienced specialists. the requirements of the hotel facilities, torismrelated businesses are not monitored.

5. Conclusion

Kazakhstan is a country which is planning to become a center of tourism in the region and needs to take measures to improve the system of training in the tourism industry. Through this study the following suggestions can be identified:

- Practically there are no scientists who can engage in serious applied research in the field of tourism, i.e. marketers who are able to conduct qualitative market research for attractiveness of the destination. The basic contradiction is a multidisciplinary nature of tourism activity which needs personnel of various professions, disciplines, qualifications, new technology services for tourists and sightseers.

- The curriculum should be discussed at such times as the promotion of career opportunities. The role of the parents takes a very important place in this category.

- Tourism education refers to vocational training. Practical training of students is required to achieve the success. Experienced tutors and school laboratory equipment are necessary for practice. Coordination between educational organizations and tourism enterprises are explicitly aborted. Thereby, a more productive cooperation between educational institutions and tourism enterprises is necessary to improve the quality of education and care.

- The problem of improving the system of training for the tourism industry takes an important place for Kazakhstan due to the fact that the development of domestic tourism requires qualified professionals. Rapidly developing tourism industry of Kazakhstan will lack trained personnel in the near future.

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Project Practices in Elementary Schools

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Abstract

This study aims to discuss project applications carried out in elementary schools in terms of the planning, implementation and evaluation aspects. The data was collected through interviews with 18 elementary school teachers in this qualitative study. Analysis of the data was performed using Nvivo 10 program. Results showed that teachers highlighted the attainments and topics of the course, students, process and evaluation in the planning aspect and for the project implementation aspect, student-centeredness was emphasized as well as the effectiveness of parents. As for evaluation, teachers gave importance particularly to determining criteria to be used in project evaluation. In this regard, it is suggested that the curriculum, teacher, student and parents have an important impact on the success of the projects and thus these four variables should be handled in a coordinated way.

Keywords: project- based instruction; interdisciplinary instruction; planning and evaluation of instruction;

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1. Introduction

Project approach is a learning and teaching model which is developed against the instruction of the curriculum as little information piles independent from each other. This model focuses on the basic concepts and principles of one or more fields. It involves the attainments of more than one course within one course scenario. It is an interdisciplinary method which enables students to put forward views and questions about their fields of interest, to make guesses and develop theories, to use various materials, and to apply the skills they have gained in a meaningful and real life context. The method also enables learners to solve problems inside and outside the classroom and find answers to the questions in a creative way.

Project approach encourages children to research many things about their environments. In this process, students improve and strengthen their basic reading-writing and counting skills, gain research skills, carry out a study in a field, and focus their individual interests and attention on various aspects of the related topic (Katz & Chard, 2000). Basic components of this model include a sample case which has a flexible structure, a problem which is associated with other topics, student-centered learning, and research together with little groups. While working on the course scenarios for the solution to real problems, students generally do activities such as thinking, solving problems, creativity, accessing to information, questioning, cooperating, and making an agreement. In the project approach, the teacher is the assistant and the leader; students are autonomous and they are constructors. In the end, each project creates a product which is realistic and which has been developed by students.

Project approach instruction consists of four phases; preparation, implementation, sharing and evaluation. The first phase of the project, preparation, includes introduction of the project to students, identification of the topic, and training about research skills. Students and the teacher conduct some discussion lessons for selecting and identifying the topics to be researched. The topic can be suggested by the teacher or students. Students remember their previous experiences, visualize events as well as objects and people related to the topic, and formulate questions or problems to be answered (Chard, 1992). Once the topic has been identified, together with the group, a web and a concept map are created based on “brainstorming”. Throughout the initial discussions, the teacher and students produce questions to which they will seek answers (Katz & Chard, 2000). The topic should be closely related to students’ daily experiences. It should improve basic skills as well as research, sharing and practice skills. It should also enable to make interdisciplinary connections. The topic should be appropriate to be investigated at school and rich enough to work on it at least for a week.

Students to carry out a project should know what, why and how to make a research as well as how to report their study. Therefore, they should be provided with training about improving scientific research skills before starting to work on a project. In this process, students should be given training on developing skills such as expressing the problem they would like to research, collecting information, doing observations and experiments, interpreting and presenting the data collected, and writing the research topic as a report.

The second phase of the project, implementation, involves the processes which encompass planning the topic as a project, preparing a concept map, distributing the project topics, identifying the connection points of the project, researching, and reporting. While identifying the topics, special attention should be paid to letting students study the topics they are interested in and willing to work on. The topics which are in the program but which have not been chosen should be placed in the topics students would like to study. Once the topics are identified, what and when things will be done in the project should be planned. Connections should be made to the project content, process, technology, community resources, and receiving support. This planning both guides students and helps them effectively solve the problems they encounter. Students who complete the implementation process report their study and present it to their teacher.

The third phase of the project, sharing, involves the presentation of the projects in the class. In this phase, students review the quality of their work and share it. Individually or as a class or group, they summarize and reorganize what they obtained. Besides, they think critically and work creatively in order to represent the new information they obtained in the research process originally and efficiently (Chard, 1992).

The last phase of the project is the evaluation phase; the process of measurement and decision making for identifying the level of reaching the objectives of the project. Students' working process and the product received at the end of this process are evaluated together. Evaluation is generally done through tools such as rubrics, rating scales, or checklists. Supplementary assessment and evaluations such as group evaluations, self and peer evaluations, observations, and interviews are also used.

Beside their roles in making students gain knowledge and skills, today, schools are expected to educate individuals who can use their knowledge and skills in real life. The fact that children think and learn differently from each other is not a problem for learning and teaching. What is important is to make the topic a need for students because it is much easier for students to learn the topics they need or they are interested. Teachers have great responsibility in making the topics in the curriculum a need for each student. Besides, there is a need for methods that will not make individual differences a problem and help students to study the topics in line with their interest areas and needs. With its flexible, and problem and student-centered nature, project approach is a key method in this issue. Using project management accurately and appropriately to its purpose in education is important in terms of educating individuals who can solve problems, question, and think creatively. Therefore, the present study aims to find answers to the questions a) how should project applications be carried out in elementary schools?, and b) what are the perceptions of elementary school teachers regarding the planning, implementation, and evaluation aspects of projects?

2. Purpose of the study

The present study, which aimed to discuss project work carried out in elementary schools in planning, implementation and evaluation aspects, and investigated teachers' perceptions regarding these aspects. In line with this purpose, the study aimed to find answers to the following questions:

1. What are the teachers' views concerning the planning aspect of the project management?
2. What are the teachers' views concerning the implementation aspect of the project management?
3. What are the teachers' views concerning the evaluation aspect of the project management?

3. Method

This study which is qualitative in nature and was designed as a phenomenological study. Phenomenological studies provide a good research base for investigating the cases which are familiar to people but are not fully comprehended (Yıldırım & Simsek, 2008). The participants of the study are 18 teachers who worked in elementary schools in different cities of Turkey in the 2014-2015 education year and who indicated to know and use project approach in their classes. The teachers participating in the study, 10 females and 8 males, were coded as T1, T2, T3…..and T18. Years of experience in profession ranged between 5 and 25 years. The data were collected through interviews, using an interview form as the data collection tool. Expert opinions of five academicians working in the field of Educational Sciences were received in order to increase the construct validity of the data collection tool. The codes and themes were created using Nvivo 10 program. Nvivo 10 enables to code comprehensive content easily, complicated information is organized in a smooth way, and thus the researcher can have full idea of all the data collected. For coding reliability, two researchers coded the data separately and decided on common codes.

4. Findings and discussion

Findings and discussion of the study were presented under three main sub-titles called planning, implementation, and evaluation.

4.1. Findings and discussion regarding planning

In line with the first research question, the teachers were asked "How do you plan the project management?" Figure 1 demonstrates the model which was created with the codes about the teachers' views regarding this question.

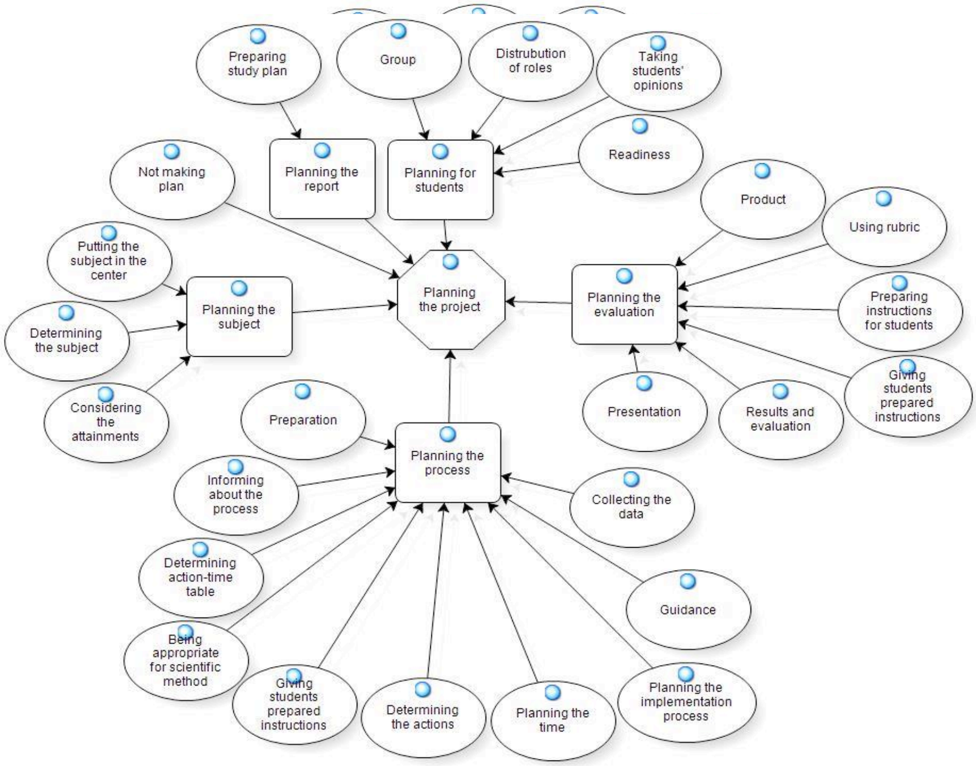

Figure 1. Model about the planning of the project approach

Codes in relation to the planning of the project management were collected under the themes putting students into centre, process, topic, report, and evaluation. Not making a plan is also taken as another theme. Depth of the codes under the planning the process theme is worth noting. Some of the teachers' views concerning planning are as follows:

T1: *"I prepare a plan about project topics and attainments, how to conduct the projects, from whom the students will benefit and how; and then I give it to students".* **T2:** *"As I give very easy projects, I do not spend much time on planning".* **T5:** *".....The thing I am most careful about planning is timing. I let students know about all the phases, timing, expected behaviours, and how I would evaluate them".* **T6**: *"I make my planning as identifying the objectives, gathering information and researching, writing a report, and project presentation and evaluation".* **T8:** *"I search from internet and apply whatever plan is appropriate to my classroom".* **T14: "***There are problems about project planning. I choose randomly according to the topic".* ***T18:*** *"Project steps are identified: First, identifying a topic that would provoke interest and curiosity, stating the problem, creating the groups, planning preparedness, product, duration, tasks, evaluation, and presentation".*

As seen through findings, the most important component that attracts attention in planning the project is planning the process. Teachers give importance to handling the process step by step, according to the timing identified. Analysis of the steps shows that they are appropriate to scientific management. This case is appropriate to the nature and purpose of the project (Erdem, 2002).

Besides, there are some teachers who do not give importance to planning and thus do not make plans. The teachers who stated that they did not make plans were usually those with higher years of experience in profession. This case can be associated with professional burnout (Cemaloglu & Sahin, 2007).

4.2. Findings and discussion regarding implementation

In line with the second research question, the teachers were asked "How do you conduct the implementation process of the project management?". Figure 2 displays the codes concerning the teachers' views about this question.

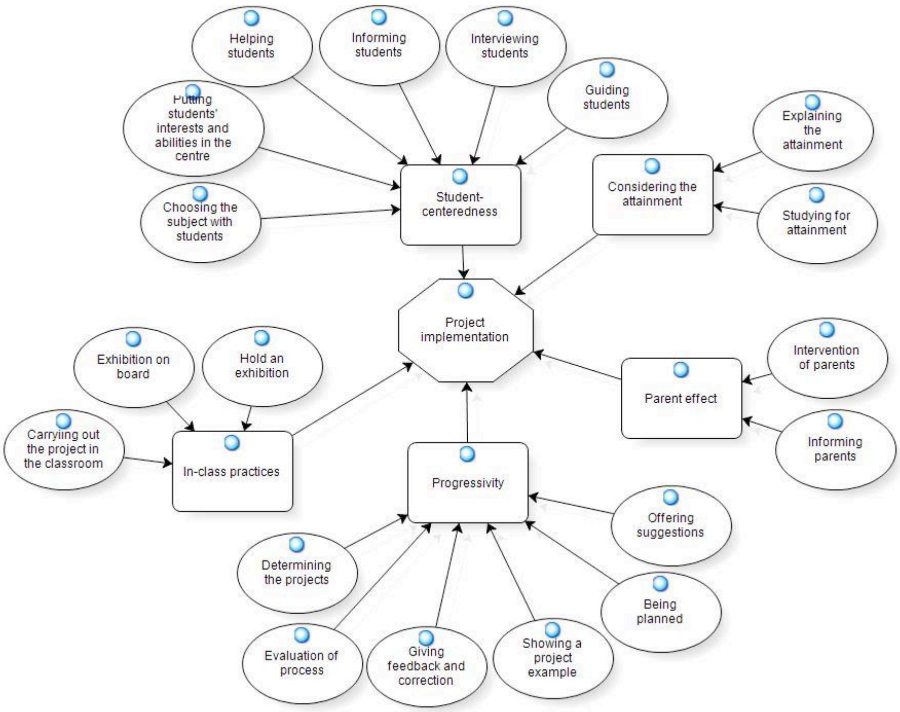

Figure 2. Model about the implementation of the project approach

The codes in relation to the implementation of the project management were collected under themes "in-class practices, student-centeredness, attainments, progressivity, and parent effects". Frequency of the codes under student-centeredness and progressivity are worth noting. Some of teachers' views in relation to the practice are as follows:

T1*: "I give verbal information to students about how to do the program as well as to the parents who are interested".* ***T6:*** *"We evaluate and conduct the pre-study about the topic chosen together".* ***"T9:*** *"I guide students about what they should do in order to access information".* **T12:** "*I distribute the projects according to their interests and abilities. While monitoring the process, I guide them when it is necessary. I show them some sample projects*". **T18:** *"I do only ... guidance. I give feedback and corrections about the flow of the project".*

Analysis of the findings in relation to the implementation process of the project indicates that teachers follow a student-centred and guidance-oriented process. Efficiency of the project increases by teachers' giving importance to student interests and abilities and providing accurate feedback and correction in the right time (Korkmaz & Kaptan, 2000).

4.3. Findings and discussion regarding evaluation

In line with the third research question, the teachers were asked "How do you evaluate the projects?" Figure 3 displays the codes concerning the teachers' views about this question.

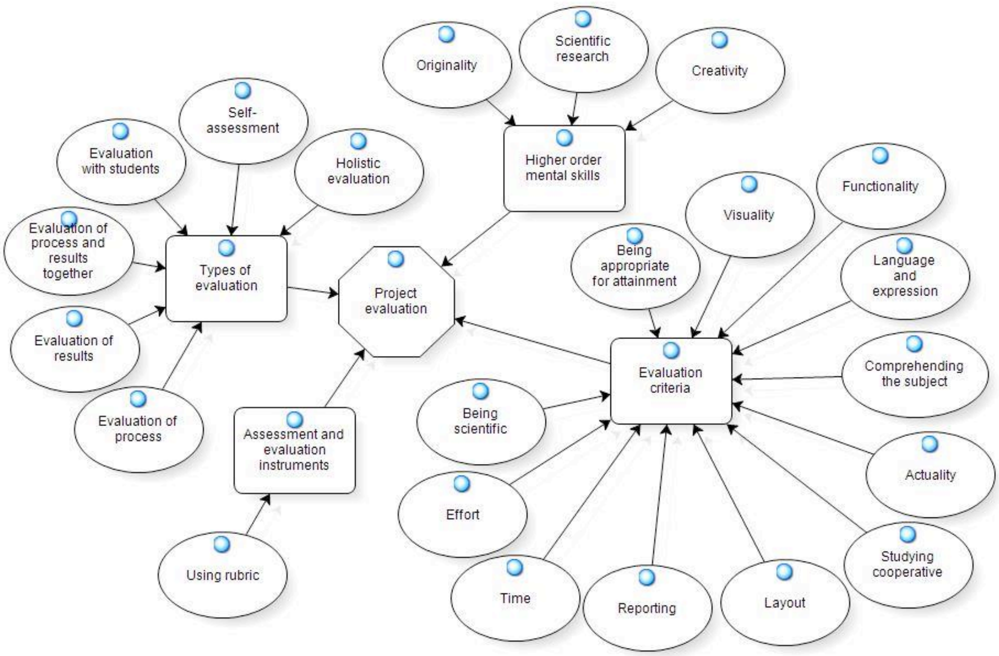

Figure 3. Model about the evaluation of the project approach

Codes in relation to the evaluation aspect of project management were collected under the themes "type of evaluation, higher order thinking skills, assessment and evaluation instruments, and evaluation criteria". Depth of the data under the evaluation criteria and evaluation type themes is worth noting. Some of teachers' views in relation to the practice are as follows:

T1*: "After evaluating all the projects together with the students, I display them on the board"****.*** **T6***: "…I make evaluations according to the criteria given to students before….I use a grading key.. I want* *students to evaluate themselves".* **T8***: "As I find the projects from internet, I can find a ready-made evaluation. I also check whether the students or their parents did the project".* **T16***: "I make evaluations at certain intervals throughout the process, according to the phases of the project".* **T18***: "…I prepare materials such as rubrics and rating scales. Together with the students, I make evaluations through discussions on how much of the expected behaviours are completed, how well the students followed the project steps,… consistency between the product and the results obtained".*

As the findings suggest, the most important components that catch the attention are identification of the assessment and evaluation criteria and the evaluation of the process and product together. In this respect, rubric is the most frequently mentioned tool. As the projects are graded subjectively, rubrics seem to be found important in terms of increasing objectivity. As for the evaluation of the process and product together, it seems to be given importance in terms of universal evaluation. Besides, it is important to note that as an important information and communication source, internet has an important role in projects, as well. However, similar to other areas, incorrect use of internet for the evaluation aspect of the project is also worth noting.

5. Conclusions and Recommendations

A general evaluation of the data collected from the study indicates that the teachers mostly focused on the gradual planning in the planning aspect of the project management. Other important variables in terms of planning were found student, topic, evaluation and report. The most important problem in relation to planning is that some teachers tend to conduct projects without planning. This finding may indicate that these teachers do not give importance to projects or ignore them. In the implementation aspect of the projects, guidance in the project application process and students' preparedness for the projects are the two things featured by the teachers. Another remarkable finding about the application process is informing parents and helping them to guide the students, not to do the projects themselves. In the evaluation aspect of the projects, the teachers were found to give importance to making the holistic evaluation of the process and product and increasing the objectivity of grading.

In line with these findings, four different suggestions can be made in terms of curriculum, teachers, students, and parents. Curriculum should be designed in an interdisciplinary and student-centred way. Problem solving should be taken as a basic skill, and there should be critical and creative thinking skills under this basic skill. Teachers should know the project approach well and apply it efficiently. One should bear in mind that a good teacher is the one who can create a learning need for her students. Students should be active in the education process and take the responsibility of learning. Finally, parents should be provided with information meetings on effective and accurate guidance.

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Ethics of natural family planning (NFP) vs ethics of contraception

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Abstract

The article analyzes the moral difference between Natural Family Planning (NFP) and contraception. Today one of the most frequently asked questions is the following: If contraception and NFP both have the same purpose of avoiding pregnancy, how can there be any moral difference between them. Moreover, people state that it does not make any difference which method is used, if the end and purpose are the same. In fact, proponents of contraceptives often argue that there is no moral difference between contraception and NFP and even treat NFP as a natural form of contraception. The purpose of the study is to disclose the ethical/moral difference between contraception and NFP. Theoretical structural method was used for thorough understanding of human person as a bodily and sexual being. Comparative analysis was used to find the distinction between Christian anthropology and dualistic anthropology. Action assessment criteria were used to evaluate the difference between contraceptive action and contraceptive purpose. In order to show the moral difference between contraception and NFP, firstly thorough understanding of human person as a bodily and sexual being is given, the difference of the use of NFP and contraception in the aspect of human dignity is revealed, and then a distinction between a contraceptive action and a contraceptive will is drawn. The end or purpose of family planning does not make all of the various practices ethically the same. NFP is not a natural contraception; it is the ethical opposite.

Keywords: Christian anthropology; dualistic anthropology; bodility; sexuality; natural family planning; contraceptive action; conjugal act;

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1. Introduction

The revelation of moral norms in the training of healthcare workers is equally important as their professional training, because medicine by nature is related to the morality (Narbekovas et al., 2012). Doctor and patient, as intelligent and free persons, together play a certain role in seeking medical purpose – patient's wellbeing. Seeking for patient's wellbeing is a moral obligation that derives from the nature of medicine. A doctor, who harms his patient's wellbeing, damages his profession (Pelegrino & Thomasma, 1996). Therefore, it is important for a doctor to receive not only theoretical and technical professional training, but also to respect moral norms that defend human's value and dignity. Human life is the core value of medical ethics (Have, Meulen & Leeuwen, 2003). Thus, the respect of the norms of medical ethics is especially relevant when discussing procreation, of which family planning is an integral part. The desire to separate procreational part of human sexuality from other non-biological purposes has always been relevant. The creation of contraceptive means allowed detaching procreation and many thought that it was an event, which freed human from biological tyranny. In turn, it caused erroneous attitude towards human sexuality of two sexes and marriage because, due to the exclusion of procreation, they became unnecessary (May, 1981). Often there is no essential difference made between contraception and natural family planning when considering the regulation of fertility. Often natural family planning is considered as a natural contraceptive mean, while in reality it is not only a different method of family planning but also different actions that derive from different attitude towards human and sexuality. Often people ask, if contraception and natural family planning both have the same purpose of avoiding pregnancy, how can there be any ethical difference between them?

2. Two different understandings of humans and sexuality

Christian anthropology treats human as a unity of body and spiritual soul. The unity of these two components are so solid that "soul can be considered as bodily "form"; soul and matter are not two united natures in human but instead while being united they form one nature" (Narbekovas, Obeleniene & Pukelis, 2008). This way body is inseparable from person and even more, it expresses person. "The body is not some object "out there" but "is suffused with personal meaning from the inside out" (Anderson & Granados, 2009, 30). Body is *person's goodness* and not just *goodness for person* (Narbekovas, 2002). It is a lot more than just material reality because human body with its sexuality, masculinity or femininity, is not only a source of fertility and procreation, but it also has a conjugal character. It means it has the ability to express love through which one person becomes a gift to another person, and thanks to this gift, he/she gives meaning to his/her existence (John Paul II, 1997. 63).

Thus, we are talking about a unique human nature, which is marked by indivisible unity of two different components – bodily and spiritual. In other words, human is a *bodily sexual person.*

On the other hand, in *dualistic* anthropology human is viewed only as a conscious subject whose dignity depends on the level of consciousness and the ability to independently handle his/her own life. According to this thinking, the body itself is only a necessary *mean for person* because without it conscious sensual subject cannot exist. Consequently, body and bodily life is something that is separate from person and in this way, it is only *instrumental goodness,* goodness for *person* and not *person's goodness* (Narbekovas, 2001).

Christian ethics is based on integralist conception of sexuality, which stresses the uninterrupted existential and psychological relation between life transferring or procreational dimension of human sexuality and love transferring, or dimension that unites people (May, 1981).

Dualistic anthropology is known for disintegrated, *separatist* conception of sexuality where the expression of love and the procreation are separated, procreational element is attributed only to the biological function of sexuality and named as reproductional human function, love is simplified to the level of feelings or is identified as lust (see table 1):

Table 1. Comparison of Conceptions of Sexuality in Christian Anthropology and Dualistic Anthropology

Criterion	Christian anthropology	Dualistic anthropology
Conception of sexuality	Integralist	Separatist
Love	Conscious action, unconditional gift in unlimited time	Unconscious feeling in limited time: appears and „disappears“
Human body	Manifest the person, it is *person's goodness*	*Instrumental* goodness
Fertility	Person's goodness which is necessary to recognize and manage, when seeking to consciously harmonize sexual needs with human nature	It is not necessary to know and manage own fertility; it is possible to control it using the contraception
Intercourse	Expression of love in body language, unconditional gift, inseparable from procreation	expression of feelings and passion is separable from procreation

3. The evaluation of NFP and the contraception in the aspect of human dignity

Moral goodness and badness of human actions depend on how much these actions contribute to the preservation of human dignity. All actions that correspond with human person's dignity are morally good, and actions against human dignity are morally bad (Narbekovas, Obeleniene, & Pukelis, 2008). Every person expresses his/her sexuality through another person. However, human can never be an instrument, being a person he/she is always the purpose. Human must be desired because of his/her own person and not sexual values. Peron's dignity demands that a person cannot be neither exclusively nor firstly the object of consumption because the role of an instrument or a mean to attain the purpose conceived by another subject conflicts with human nature itself. Love is the only opposition for the use of a person as a mean to attain a purpose or as another person's activity instrument (Wojtyla*,* 1994).

In addition, human dignity demands that a person would act with conscious and free resolution, that his/her actions would come out of his internal personal decision and not blind internal impulse, which may be uncontrollable sexual need or external violence. When sexual desire is materialized through intercourse using another person only as a mean to satisfy sexual desire, not only sexuality of that person is damaged, but the perpetrator himself. Natural law of human dignity defends human and sets the right relation with other humans, and the only right relation among persons is love and respect that comes out of it (Smith*,* 1993).

Every conjugal act can end in conception of new life, but intercourse has other purposes and not only the transferring of life, i. e., the expression of love to one's spouse. Even though spouses express their love through conjugal act when using contraception, they deny their bodility because they exclude fertility and at the same time, the unconditional gift of oneself just receiving satisfaction. This way, their relation gains the character of consumption, which conflicts with the conception of human dignity.

According to the definition of the World Health Organization (WHO), methods of NFP are based on observation of naturally occurring signs and symptoms of fertile and infertile phases of the menstrual cycle. Awareness of the fertile phase can allow a couple to time intercourse, either to avoid or to achieve pregnancy (World Health Organization, 1988). This definition includes two components; previously mentioned awareness of fertility and the managing of sexual behaviour according to family needs. On the other hand, when using contraception the managing of sexual behaviour becomes unnecessary. However, it is obvious that human always controls his nature by adaptation. Nature cannot be overcome by coerce. Nature is controlled only by thorough cognition of its purposefulness and regularity, which dominates it. If intercourse is based on desire including another person, then the behaviour with that other person in the aspect of his/her moral value is formed indirectly through the mean of expression of sexual desire in that particular relation. "People may remain faithful by appropriate order of love, if he/she is faithful to his/her nature. When nature is coerced, then a person is "coerced" and turned into the object of consumption, not love." (Wojtyla, 1994, 301-302).

4. The assessment of the morality of NFP and the action of the use of contraception

Seeking to assess the morality of human action these elements are important; a) the object of action, b) the intention or the purpose of acting person, c) circumstances. Human action will be morally bad if even one of these three elements are bad, i.e. it will be in conflict with moral norm (Narbekovas, Obeleniene & Pukelis, 2008).

Morality is the orientation of rational human action towards goodness and the independent pursuit of goodness cognized by mind. Human action cannot be acclaimed as morally good only because it is fit to attain one or another *purpose* (in this case – to avoid pregnancy when planning a family), or solely because the *intention* of the subject is good (willingness to express marital love through conjugal act). Action is morally good when it testifies and signifies that a person independently assumes the final purpose and when a *concrete action* does not contradict *human's goodness* (in this case – the goodness of sexuality and fertility, the goodness of marriage, the goodness of life) which is recognized by the mind in truth. If the *object* of concrete action is incompatible with the real person's goodness, then our will and our essence become morally bad due to such choice.

The object of action depends on what human, being free and intelligent, chooses to do. By his free resolution human determines himself as a moral subject (Narbekovas, 2000). Nevertheless, the treatment of NFP as natural contraception is common because in both cases the *purpose* is the same – not to get a woman pregnant. People often do not see any difference among applied methods, if their purpose and result are the same (Kippley & Kippley, 1994). Therefore, the proponents of contraception insist that there is no moral difference between natural family planning and contraception because in both cases the *intention* is the same – that conjugal act would not result in new life. In order to reveal the moral difference of the application of natural family planning methods and contraception, it is essential to show the difference between the contraceptive *action* and the contraceptive *purpose.*

The contraceptive *purpose* is often used to justify the use of contraception in marriage based on the theory of *totality*. According to this theory, separate, "isolated" conjugal acts and conjugal acts in total are treated differently. The proponents of this theory acknowledge that the procreation is in fact marital goodness and that marriage and children are inseparable. However, they also state that procreational marital goodness is not harmed even if separate conjugal acts are consciously and freely made infertile, with the condition that these acts are dedicated to the expression of marital love and if spouses are not opposed to the goodness of children in general (May, 2000).

Seeking to justify the use of contraception in marriage, erroneous methodology of the assessment of action morality is used, i. e. consequentialism. According to this theory, concrete criteria for the assessment of behaviour are formed based on only the analysis of prospective *consequences* of a choice (hence the term consequentialism). The proponents of this theory claim that a choice to make certain conjugal acts contraceptive is directed to the strengthening of marital love. Such logic leads to the conclusion that what spouses do here and now – their object of chosen act – is the strengthening of marital love, which is obviously a good thing. Nevertheless, this way contraceptive act or even a number of contraceptive acts in this case are justified because of the final purpose. *The final purpose, the intention* of spouses who use contraception and those who apply NFP is good – to express and strengthen marital love without starting new life. But *immediate intention* is different: When using contraception spouses do something or use something that directly targets the beginning of new life, while spouses who apply NFP know the time of infertile days and that new life will not be started, but they do not do anything directed against new life. The difference is obvious between unwillingness that something happens (the start of new life) and willingness followed by active actions (the use of contraception) so that it does not happen (Lawler, Boyle & May, 1985).

In order to call an action *contraceptive,* there must be a double *choice*: Firstly, the choice to have intercourse, which is known to be related with the start of new life; secondly, the choice to get rid of procreational result. Thus, the *choice* to destroy the procreational dimension of sexuality makes an act of intercourse contraceptive. The essence of contraception lies in person's free choice and actions (May*,* 1981). Therefore, in case of contraception the *object* of action is not the strengthening of marital love, but the choice to make conjugal act here and now infertile. Such object of action that targets life is not moral (Finnis*,* 1991). In the case of NFP, when spouses periodically refrain from conjugal acts, there is no contraceptive choice. When expressing marital love through conjugal acts during infertile days, distant intention may be not procreational, but it is not directly anti-procreational as in the case of contraception. Contraceptive intercourse is against life by intention and chosen action (to use contraception).

Contraception embodies the intention to avoid pregnancy and therefore makes intercourse an act of different kind – anti-life. Intercourse without contraception has different structure; it is essentially a vital act both by physical and intentional sense. Therefore, it is obvious that the application of NFP has a close relation between *intention* and *action*.

5. Discussions

Contraceptive behaviour makes conjugal act an incomplete expression of a person. When the body is not considered anymore to be a personal reality, it is degraded to mere materiality and is used only according to the criteria of pleasure and effectiveness. Therefore, sexuality as well is depersonalized and exploited: Instead of being a sign of self-gifting and acceptance of another person, more often it becomes an instrument to satisfy instincts. Thus, the meaning of human sexuality and person are distorted.

Those who apply natural family planning methods have completely different view of human person, sexuality and marriage. In this case, human is regarded as bodily sexual person, fertility is regarded as one of the biggest *person's* goodness, and marriage is regarded as a complete self-gifting. "Body language" is understood as a special mean to express masculinity and femininity in interpersonal relation; therefore, natural family planning science seeks to teach how to correctly read this "body language" and use it the proper way. Seizing periods of infertility, spouses respect the undisturbed marital relation, which has two interdependent purposes; to unite and give life.

The difference between NFP and contraception is revealed by their separate purposes. NFP can be used to avoid pregnancy, if there are morally acceptable reasons for that, but it is often applied with the purpose to start new life during fertile days and it allows knowing when conception will happen. In the case of contraception, women can also get pregnant, although such pregnancy will not be wanted and it will happen due to the malfunction of contraception. Moreover, nobody uses contraception with the purpose of getting pregnant. This means that these methods are not the same, but essentially different (May, 1981).

6. Conclusions

- NFP is not a natural contraception, but the opposite in moral sense. The purpose or consequences of family planning do not make various methods morally equal.
- These two methods are based on different attitude towards human, sexuality and human dignity. NFP is based on Christian anthropology and integralist conception of sexuality; contraception is based on dualistic anthropology and separatist conception of sexuality.
- The assessment using the criteria of action morality reveals that contraceptive action is immoral because it makes intercourse anti-life both in the aspect of the intention and the object of action.

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Emerging student support trends on social media platforms in open education system

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Selection and peer review under responsibility of Prof. Dr. Gul Celkan, Middle Georgia State College, USA

Abstract

Diversity of interactive environments has increased with the use of developing technology in open education systems. In this sense social media platforms allow the learners to come together. Distance education institutions can make important decisions by following students' interaction in these environments. Especially students who establish themselves in non-formal social media platforms are subject of investigation. There are different support needs of students throughout their learning life in distance education institutions. These issues are called student affairs in distance education literature. These issues may vary by countries, region or program. Anadolu University is a mega-university in distance education area. There are some student support issues in this system and there are attempts to find support. Some of them can be listed as follows: New Registration and Registration Renewal, Examination Services, Course Exemption, Student Certificates, Forgotten Password and Sign-in Problems, Academic Amnesty, Military Service, Student ID Cards, Diploma and Diploma Supplements, Associate Degree, Honor Certificate, Postage and Shipping Services, International Programs and Tuition Fee. In this subject some solutions can be produced by following trends of students. In this study, Facebook groups have been investigated which are created by distance education learners on social media platforms. These groups with maximum interaction were analyzed and Open Education Faculty Department of Sociology Facebook group is selected. Interaction and trends in the group are discussed in the context of student support. NodeXL, Gephi and Quintly softwares are used for social network analysis based on shares, comment and likes. The research aims to uncover student support trends on social networks. Student trends will be discussed under categories. Findings of the research can contribute to development of student support activities in this open education system. Further, learners' trends are important to show which topics are emergent. Emerging student support trends on social media platforms are important to produce solutions.

Keywords: student support; open and distance learning; social networks; content analysis; sociology;

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1. Introduction

Educational activities experience different effects by the rapid expansion of information and communication technologies in the world. An important issue particularly for open and distance education is the use of Internet as a communication tool. Growing demand for learning significantly increases the quality of service in a competitive environment. Learners choose educational institutions, which offer the best opportunities. In this regard, efforts are required to improve the services of open and distance education institutions so that the institutes could achieve higher levels in the rankings.

Accessible information resources from anywhere and at any moment are quite significant support environment for learners. However, while the Internet provides unlimited data sources, reaching reliable information out of the unlimited data sources is an important problem. Learners' access to the reliable sources of information must be provided by the educational institution. In this sense, different roles and responsibilities of institutions emerge in the information age.

According to the literature, support in general could be provided to the teaching staff, students, and other stakeholders. Because learners are in the center of learning experiences, the first stakeholders that need support services are learners. In this sense, the importance of learner support systems must be well understood. Support can be given in different media. In particular, social media holding an important place in the daily life requires an examination of the environment in terms of learners.

2. Social Media as student support media

In academic advising open and distance education learners, moderator, face to face counseling, e-seminars, counseling, etc. types of different support services can be offered asynchronously. All of these environments are formal ones offered by the institution. Students' learning environment formed by the students themselves is another point to be taken into account. These environments are made informally. Learners will have more freedom of movement. They receive information from peers. These informal structures can be set up quickly, especially in social media. In different areas, social groups with thousands of members could be established. Social media offering different media every day spreads more rapidly through the adoption of them by their learners. Features of the social platforms reflect the feature of the individual social interactions (Knoke & Yang, 2008). In this sense, the monitoring of learner interaction on social media, determining the trend of the learners will guide the corporate strategy to be followed.

3. Student support in Anadolu University Open Education System

As of 2012-2013 academic year, Anadolu University gradually converted all the programs to the semester credit system. In the current study, data of the 2014-2015 academic year is analyzed. Anadolu University Open Education System as of 2014-2015 academic year is a mega university with 2.636.601 students. Open Education System has 17 undergraduate and 34 associate degree programs including the 10 programs recently opened in 2015.

Open Education System offers support to the learners with the call center, 106 offices across the country, overseas contact centers, e-mail information center, web portal of ask-watch-learn, and the official social media accounts. Questions that students ask are found in this channel. Table 1 lists some of the questions received by the call center, via e-mail, and to the web portal of ask-watch-learn.

Table 1. Subject Headings of Frequently Asked Questions

Frequently asked questions	
Registration Renewal	Student certificate
Student Enrollment Status	Debt Inquiry
Textbooks	Honor - High Honor Certificate
Web / e-mail Services-Password	Military Operations
Tuition Fees	Excuse exam
Suspension of Registration	Exam Dates
Diploma	Academic Advisory Service
Student ID Card	Major Change
Responsibility Examination Unit	Transcript
Examination Center Change	e-Learning Portal
Training Operations	Second University
Internet Application and Registration Procedures	Passing System

When we examine the questions excluding the ones in the social media, we recognize that the questions are accumulated under the following headings: (1) Student Services (2) Examinations (3) Learning Environments (4) Registration Process, and (5) Open Education System. These titles help with categorization of the questions frequently asked by the students.

4. Aim

The support demands of the learners in the Open Education System are listed by analyzing the data in the information systems. However, the supporting trends established by the questions asked by the learners to other learners in the informal settings are out of scope of the current report. Support trends of the students in social media are analyzed here.

The purpose of this research is to uncover the student support trends of distance learners on social networks. We will discuss the student trends of Anadolu University, a mega university well-known in the world.

5. Method

In this study, we investigated the Facebook groups of the distance learners. Upon examining the most communicative groups, the group of Open Faculty Sociology department is selected. The selected group has an informal structure established by the students themselves. It is one of the social media groups with high density interactions. A range of subjects are covered in the interactions of the group members. Interactions in this group are discussed in the context of student support in which topics learners seek support, and intensity of the interactions have been investigated.

Mixed method is adopted in the current study. First, the numerical data of the selected group on shares and the likes from the social network were transferred to a computer with software NodeXL, Gephi, and Quintly. Descriptive statistics of the quantitative data obtained by quantitative research methods are presented. Data were compiled in the titles of Co-Commenter, Co-Liker, Commented Comment, Commented Post, Consecutive Commenters, Liked Comment and Liked Post. Quantitative data obtained herein were interpreted in terms of the related topics. In the second stage, content analysis of all the messages in the group is made. At the content analysis process, the data are codified, the themes are found, data are organized and described according to codes and themes and final stage findings are interpreted (Yıldırım & Simsek, 2006). Nvivo-10 software package was used to analyse the data. Shares are first coded. Coding constitutes of an important stage of the process. Upon finishing the coding, themes are formed. Themes are listed according to what the learners shared.

While forming the themes, a semantic integrity of the questions asked by learners is ensured. The main themes are shown in table 2.

6. Results

In this study, a total of one main group of Open Education sociology students (department group), and 4 subgroups (from 1 to 4 Class groups) are examined. In total, 66000 edges are examined. Edge action is considered as edge for Co-Commenter, Co-Liker, Commented Comment, Commented Post, Consecutive Commenters, Liked Comment and Liked Post. In the general sense, the number of the like action is 46344 with 71%, and forms a high density. Shared content is followed by a large proportion of learners and appreciated.

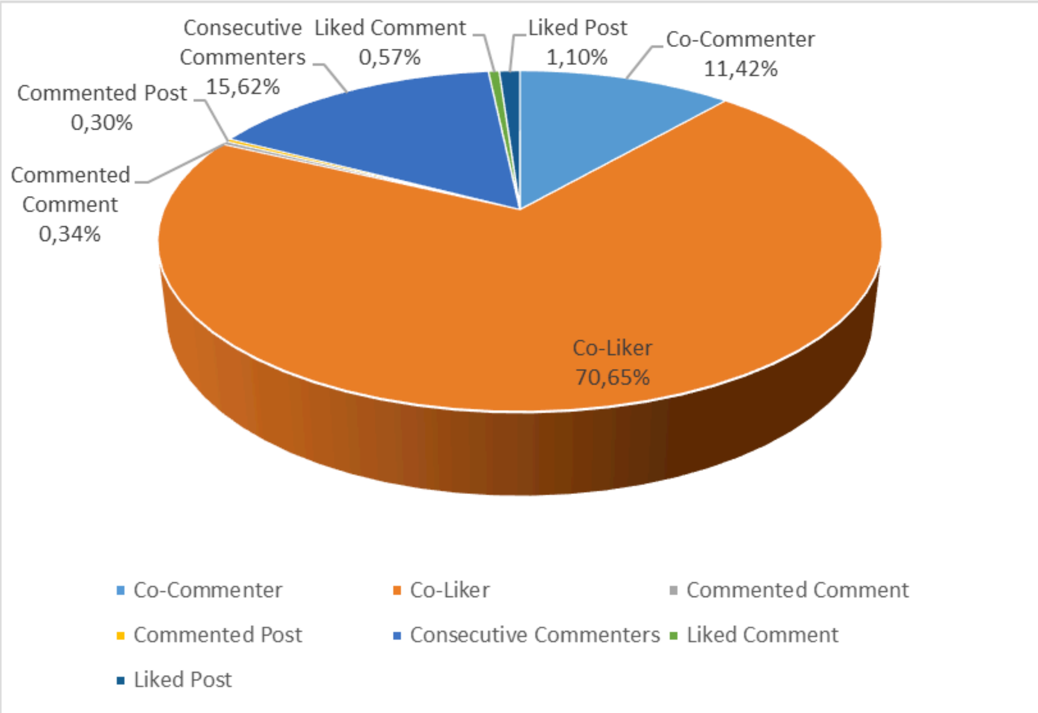

Figure 1. Share type and percentage

Consecutive Commenters (10245) 16% refers to the sequence of the interactions. Co-coment comments illustrate the relationship between group members. Two people who comment a post is shown in this relationship. The percentage of this relationship in the group is 11% (7489). It is observed that the learners made a share and participated in their interactions. Sharing type and the numbers can be seen in Table 2.

Table 2. Sharing Type and Numbers

Frequently asked questions	N
Co-Commenter	7489
Co-Liker	46344
Commented Comment	223
Commented Post	199
Consecutive Commenters	10245
Liked Comment	377
Liked Post	724

Learners are often able to act primarily around like sharing. After successive interactions are observed, the interactions become denser on the basis of comments. These data demonstrate an intense participation of the learners in the social environment.

The reason of these interactions of the learners is another question. A detailed process of content analysis was carried out. The resulting support trends can be seen in Figure 2.

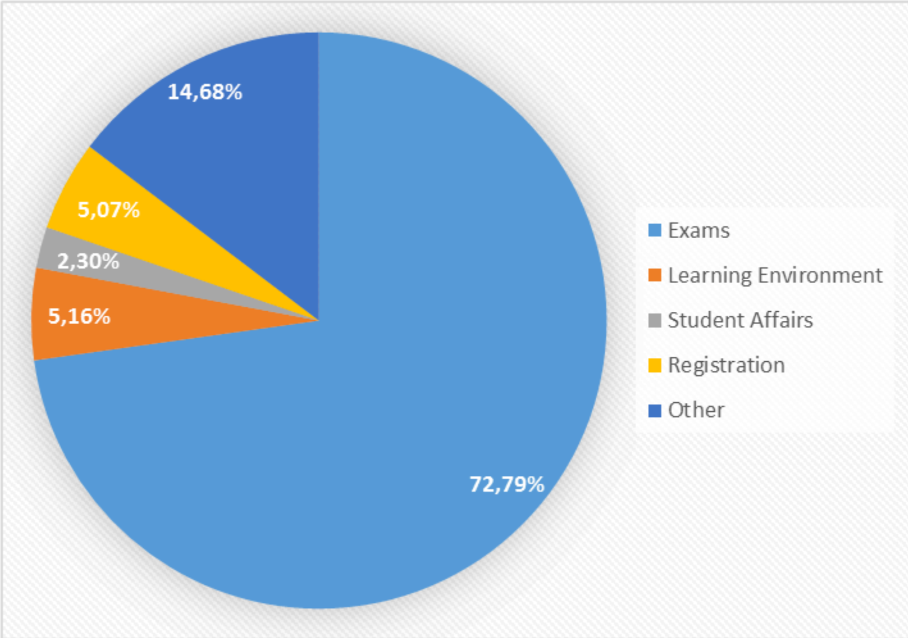

Figure 2. Support trends and rates

Open education system applies the semester credit system. Each semester consists of a midterm and a final exam. The academic year covers the period between September and June generally. 72.79% of the interactions of the students are on the exams. There are 4 different exams including fall midterm and final exams, spring midterm and final exams. Exam themes cover the sub themes of exam preparation, attending exam, announcing the exam results, difficulty of the exam questions, question types, and exam centers. Thus it is seen that there is quite a busy exam interaction.

Examination is an issue that keeps popping up in the overall open education system. There are also support requests of the students in the other media.

Table 3. Support Trends and Numbers

Support topics	N
Exams	47650
Learning Environment	3380
Student Affairs	1503
Registration	3318
Other	9613

The other trends of the learners in social environment include non-academic issues. The other theme is the second one with 14.68% (9613). The other theme covers the sub themes such as holy days and nights, religious holidays, public holidays, Mother's Day, and Father's Day.

Trends in learning environments are seen as 5.16 % (3380). Under this theme there are such sub themes of courses offered by the university text books, e-learning materials, increased exam questions, help materials prepared outside the university course, different learning resources.

A school year consists of two semesters in the open education system. Therefore, the questions and requests for assistance regarding the registration process occur at the beginning of these two periods. Students in this period have requested support from different channels on the registration process. This trend in the sociology is 5.07% (3318). Under this theme, there are such sub themes as registration date, registration type, required documents, process steps, and the registration fee.

The theme of student services in this group is 2.30% (1503). Under this theme, there are such themes of identity cards, student card, course exemptions, and class pass system.

These sub-themes vary by department and program.

7. Conclusions and Recommendations

There are different support environments in the open education system. Some of these environments are call centers, offices in the country, international contact centers, e-mail information centers, ask-watch-learn web portal, and the official social media accounts. Support services are available to students in all of these channels in the open education system. The information provided here is the most accurate source for students. Apart from this, learners may request support from informal sources. Trends in this environment are an area that should be examined by following the corporate sense.

In this study, the findings are obtained through the Facebook group formed by Anadolu University, Open Education Faculty, Sociology students in the distance education program to contribute to the development of the student support system. Trends by the learners are important since they indicate in which topics there is a densification. Detection of commonly encountered conditions is important in order to resolve these problems.

Share type and number of learners in this group (Figure 1 and Table 2) show that they live more like sequential and interaction around specific topics. This shows that in general the students are not interested in the topics other than the well-known ones. In fact, the interactions made are limited.

Referring to the theme emerged from the content analysis (Figure 2 and Table 3) we can conclude that the focus is on the specific topics of interaction. Basically exam has been an important theme alone. The basis of the interactions of the students arises from the support requests on examinations.

In general, when the themes (Table 3) in the open education system are analyzed, we see that Table 1 indicates the subject titles of Frequently Asked Questions. This support group is already among the general trend in the student support trends.

The support teams of the open education system support the students in the areas of which titles are shown in Table 3. However, the change in trends of the students to informal sources indicates no change in the trend support. In general, there is a need of assistance on similar topics.

The request of the students on important topics such as exam date from the social environment indicates that the Open Education System is not able to deliver the needed information properly. Therefore, it is important for the institute to follow the students in the social media so that the institute can find better ways to deliver the needed information.

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What Role does the Teachers' Union in Wisconsin have on Student Achievement?

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Abstract

Wisconsin has had mandated membership in its teacher's union for all public school teachers since 1959. In 2010, Wisconsin's teachers' unions have been under discussion when the new governor came into office and signed Act 10 into law, which allowed all public school teachers to have a choice in membership. Much debate, discussion and furor has surrounded this legislation. The purpose of this paper considers the impact the teacher's union has had on student achievement according to unionized and non-union teachers and the state standardized assessment.

Keywords: Wisconsin; teacher's union, student success; WKCE; non-union; student achievement; math; reading; 8th grade;

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1. Introduction

Teachers' unions have been an integral part of the fabric of the American public school system since the mid-1800's (Moe, 2011). Focusing on working conditions, collective bargaining, working hours, and classroom expectations (Hoxby, 1996), teachers' unions worked to equalize the profession with other professions such as factory workers (Lovenheim, 2011). To date, there have been a limited number of studies done on the impact of teachers' unions on student achievement at a national level (Hoxby, 1996; Carini, 2002, 2008a, 2008b; Milkman, 1997; Eberts, 2007; Eberts and Stone, 1987; Garden, 2012; Kerchner, 2004; Lovenheim, 2009). There have been even less studies done at a regional level (University of Dayton Law Review, 2012; Lovenheim, 2009; and Nixon, 2011). To date, there were three studies found which review these effects at a state level (Borland and Howsen, 1992; Lang, 2015; and Lindy, 2011). This researcher hopes to add to the minimal state-level data with this proposed study.

With the growth and eventual mandated membership into the union for all Wisconsin public school teachers, teachers' unions became a significant source of power for legislation affecting what and how children were taught in public schools (WEAC, 2012). Through the union's support of various political candidates and lobbying, the Wisconsin Education Association Council (WEAC) affected federal and state legislation through their member-ship. The National Education Association (NEA) chronicles this growth and philosophy development on their web-site (2014), using it to organize and affect student environments at school.

In this research, this author would like to effectively introduce the teacher's union in Wisconsin, and how legislation affected student achievement by exploring both union and non-union educator views on the impact of the union on student achievement. Scores on the state-wide standardized assessment will be included in the discussion.

2. Purpose

Because it is not known what role the Wisconsin teacher's union has in public school student achievement in reading and math, the proposed research will attempt to offer an insight to this phenomenon and resolve some of the gaps in the literature. First, the current literature focuses solely on union impacts on academic achievement in public schools from a national standpoint. The research at the state level is limited, as mentioned earlier. Nixon, Packard and Dam (2011) offered conclusions on regional impacts and included some state-by-state comparisons but did not focus on any one particular state. This information led this researcher to consider a focus on one state. Wisconsin was chosen as it has been in the national focus of the teachers' union since the state Governor signed Act 10 into law in 2011 (Wisconsin State Legislature, 2011). The introduction of this legislation raised many questions about the necessity of the teacher's union in the state, leading this public school teacher to investigate the research surrounding this topic, and found more research was needed to offer the use of local data to accept or reject the question *What role does Wisconsin's teachers' union have in public school student achievement?* Considering the personal and real-life stories of teachers who teach in public schools, and have been or are current members of the union, the gap in knowledge which contemplates the charge of the union and student achievement may close.

3. Methodology

From the phenomenological question, there derives several questions. This research hopes to address the perceptions of union and non-union teachers alike. After talking with the named professionals, the research will also incorporate WCKE (Wisconsin Concepts and Knowledge Exam) data and legislation surrounding educational goals and approaches from 1992-2013. This data will only serve to induce further discussion surrounding the originating question. In other words, it is meant to further the knowledge base of the participants and possibly encourage them to consider their responses. The WKCE and education legislation is imperative here as this was the seminal state assessment from 1992-2013. Assessment and legislation need to align to further the discussion and information base for the participants, should the need arise during the interview stage of data collection.

From there, there are two pressing reasons for the completion of this study. In light of the research completed surrounding the concepts, theories, and literature relating to teachers' unions and student achievement, it is generally agreed upon that there are too many variables in the data surrounding union impact and there is no general consensus on its affect. Carini (2002, 2008b) discusses a socioeconomic perspective, Hoxby (1996) discusses graduation rates, Milkman (1997) considers minority student achievement, and Lovenheim (2009) examines union certification impacts. All of these unrelated variables leave the field without a definitive answer. Carini (2014) suggests "lethargy" on the implications of research surrounding teachers' unions.

On the other hand, research also shows a positive response for the unions and student achievement. Like the researchers who find supportive data in student achievement and unions, the variables in the opposition is the same. Nationally, a plethora of researchers found unions bind teachers together and that collectivism empowers them to make changes they find necessary for their students (Yusim, 2008). These changes come politically as the NEA and AFT spend an average of 96% of member's dues on legislation with the Democratic Party (Coulsen, 2010). This also means the support comes for the teachers over the students (Winkler, Scull, Zeehandelaar, and Fordham, 2012) with the idea that teachers who are "collaborating" (Weingarten, 2011), have "strong teachers unions" (Lott and Kenny, 2013), and have "shared power" (Yusim, 2008), will have the power to enhance the profession of teaching and can develop better school plans which will have a positive, yet indirect, effect on students (Weingarten, 2011).

The above research is focused on a national level, which benefits this discussion at that level, there is still very limited research at a state or regional level. The Thomas B. Fordham Institute wrote a state-by-state comparison of "politics and unions" (Winkler, Scull, Zeehandelaar, and Fordham, 2012). This is a limited example of quantitative analysis done at a multi-state level. As well, Lang (2015) reviewed teachers' unions in Massachusetts and Lindy (2011) looked at collective bargaining laws in New Mexico. An important note is all the studies listed here are quantitative in nature with the exception of the phenomenological report by Nixon, Packard, and Dam (2011), who looked at principals' views on non-renewal of probationary teacher contracts through the scope of union intervention. The need for further phenomenological research is apparent through the dismal findings thus far.

To further the discussion, there are also several studies which indicate a mixed result of the effects of unions depending on the variables within the realm of collective bargaining (Carini, 2003, 2008a, 2008b). None have been found which focus on a state level with mixed results. This constitutes a gap in the research. It also presents a conundrum in the evidence as there is much discussion and dissent in what actually is successful, why, and how. Student achievement on standardized tests has been a focus of much of the research; therefore, this researcher proposes to advance the literature by using this same focus at the state level. The results of this proposed investigation are expected to further scientific knowledge about the role of the public teacher's union in public school student math and reading achievement. Narrowing the scope of research from national to state will give another consideration when looking at unionism state by state.

Current research considers test results such as state-based assessments (Eberts, 2007; Kurth, 1987; Milkman, 1997; and Nicholson-Crotty, 2012) and others look at teacher-focused inputs such as salary, benefits, litigation, class size (Nixon, Packard, and Dam, 2011), and non-teaching duties (Murphy, 1985). In the current research by Carini (2003, 2008a, 2008b) and other researchers as mentioned above, there is agreement in the field that while unions are the focus of much debate in student achievement, there is also agreement that the methodology is also unreliable in many of the studies.

Currently, there is a fair amount of research delving into the idea of unionism and student achievement, but the evidence is neither concrete nor consistent (there is a lack of reliability) one way or the other. Carini (2008a) speculates this is because none of the empirical evidence focuses on union legislation. Carini (2014) suggests filtering out this legislation and how that affects student achievement. This study is unique in its perspective as it invites teachers and other educators and legislators vested in the educational process to share their real life experiences in how the union may or may not have impacted student achievement in Wisconsin's public schools. The statements received from interviews will be coded into statistical perspectives and analyzed with the student test scores from the eighth grade WKCE in math and reading. Combine this with a look at WEAC and NEA legislation pertaining to educational practices and a very detailed, personal look at union affects in the state is provided to the field. As well, as previous researchers have been mentioned, this study is a result of the collective suggestion from existing research.

4. Conclusion

At current publication time, this research is in the early stages of proposal defense for a full doctoral dissertation in organizational leadership, focusing on K-12 education. Upon Institutional Review Board (IRB) approval, in-depth interviews will commence with volunteer teacher and legislative participants throughout the state. WKCE data and NEA legislation will be collected and analyzed to complete the final study and dissertation manual. It is the hope of the author that this publication will allow a follow-up article when those steps are completed.

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Use of Social Networks in Open and Distance Education: What Sociology Students Share?

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Abstract

Facebook, Twitter, forums, blogs, and Wikis are the leading social web applications. Social Web is one of the most active electronic learning systems. Therefore, learners are able to interact with other learners and influenced by these interactions. InMap, Wolfram Alpha and Facebook Insight are the examples of analytics supported Social Web applications. In this study, 12 different Facebook groups and fan page oriented Anadolu Univesity, Open Education Faculty, Sociology Program, were investigated. Posts, comments and answers on the fan pages and the groups are subjected for content analysis. Inductive content analysis was used for the collected qualitative data. Qualitative data were given in tables, tables were separated into appropriate groups, codifying applied for related themes in the groups and major themes were acquired. In analysis of data, NVIVO package software was utilized. According to the results of the research, it was determined that students share mostly about exam services, lessons orientation and accreditation of the distance education program.

Keywords: social web; open and distance education; social networks; content analysis; sociology;

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1. Introduction

Apart from web analysis, LMS and CMS analysis, in learning analytics there are various media and tools. Included 3D, video games, every kind of game, simulation and video sharing platform such as YouTube, Dailymotion, Google Video, Yahoo video, Vimeo analyses set good examples. It is thought that as learning analytics are subjected for educational study at every medium a learner interacts, the technology which provides learning analysis begins.

Social media is seen as an important component of learning analytics and a field which may be studied most (Ferguson and Shum, 2012). Since social media is the leading medium on which learning interactions are the most intense and one of the field that individuals are most active. Researches about the subject may be classified as a social web analysis. Facebook, Twitter, Forums, Blogs, Wikis are primary among social web applications. Social Web technologies are the most active electronic media (Smith, 2009). However, a learner interacts with other learners at most in these environments and influenced by other via these interactions in social web. Taking advantage of the social web and learners' interactions cause the emergence of web analysis.

Millions of members of a society, faculty members, students who take same course, a squad of a project or even an individual could be subjected for social web analysis. For example, Fernandes, Giurcanu, Bowers and Neely, (2010) have analyzed university students' posts on Facebook about US Presidential Elections at 2008. The innovation of learning analytics underlies that point. Data for study can be extended millions of time. Not only the individual's behaviors at the social web but structure of the social web are also very important. Because the features of the social web which include the individuals, reflect the feature of the individual social interactions (Knoke & Yang, 2008).

Today, social web analysis is important to explain and interpret the structure of the web which is getting more complicated and more extensive. It is known that the learners with special open education or distance education is active at the social platforms and application. Because of this, mega universities' posts such as Anadolu University on web platforms and applications are very important.

1.1. Purpose

The study determines the posts of the students at Open Educations Faculty, Department of Sociology Associate Degree Program, Anadolu University on Facebook. Considering the purpose, posts on groups and fan pages, comments and replies are subjected to content analysis.

2. Method

This is research includes qualitative data. Content analysis and descriptive analysis are used to analyze the data. In content analysis, at first qualitative data are tabulated, tables are grouped appropriately, themes related to groups, are codified. While analyzing the data, NVIVO 10 software package is used. In content analysis, data are codified, the themes are found, data are organized and described according to codes and themes, the finding are commented at last stage (Yıldırım, & Simsek, 2006; Elo, Kääriäinen, Kanste, Pölkki, Utriainen, & Kyngäs, 2014). In accordance with descriptive content analysis, data obtained from the participants are codified and codified data are interpreted. At last, data are grouped according to the themes and codes and with direct citation in the findings are submitted.

In the study, 12 different Facebook group pages and fan pages, oriented Anadolu University, Open Education Faculty, Sociology Associate Degree Program, are examined. 22 posts which are liked and shared most in these pages are analyzed. A social media analytics tool named Quintly, is used, which is a tool for social web analysis effectively.

3. Findings

Most shared and liked 22 posts by the students from Anadolu University, Open Education Faculty, Sociology Associate Degree Program are imported by Quintly. Obtained data are organized and transferred into NVIVO software package. Coded data's content analysis and descriptive analysis are conducted with the software. Important findings are reached as a result of the analysis of most shared and liked 22 post on 12 different Facebook groups and fan pages. The first of the finding is oriented frequency of words. With this purpose, Query in NVIVO 10 software package analyses Word frequency. Obtained results which show most frequent words from theanalysis are given in Figure 1.

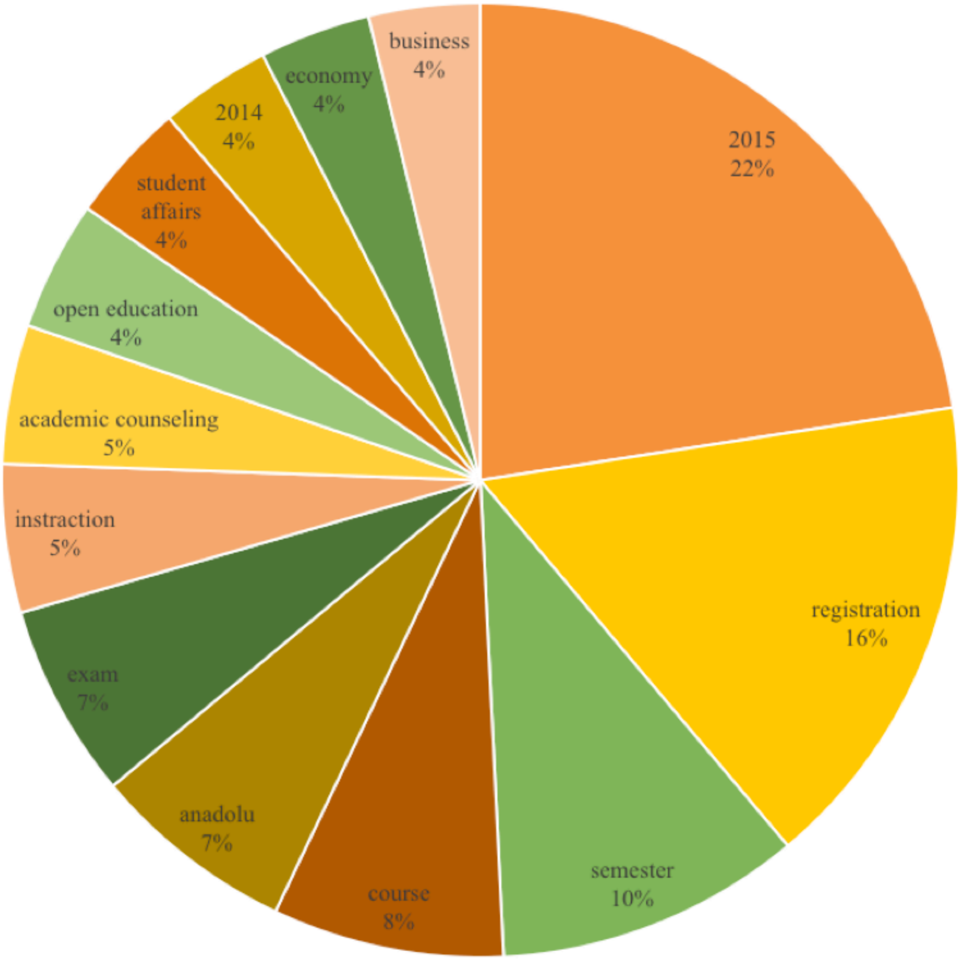

Figure 1. Most frequent words in the posts

When examined the most frequent words, it is seen that 2015 has a percentage of 22 Registration has a percentage of 16, Semester has a percentage of 10, and Course 8%. According to the finding it may be said that the most liked and shared posts pertain to 2015. The reason of the situation might be 4 of the groups opened at 2015. Moreover, 2014 is found in only 4% of posts. Accordingly, it might be said that the posts increased from 4% to 22% at between 2014 and 2015. Also it may be said by through the findings that are examined the most liked and shared posts are about "registration" on 12 Facebook groups and fan pages. This situation shows that the students from Anadolu University, Open

Education Faculty, Sociology Associate Degree Program attach importance to the post about registration and re-registration.

22 posts within the scope of the research are subjected to content analysis. In compliance with inductive content analysis, at first nodes, then themes are reached in NVIVO software. 4 themes which are reached as a result of the inductive content analysis are given below in Figure 2.

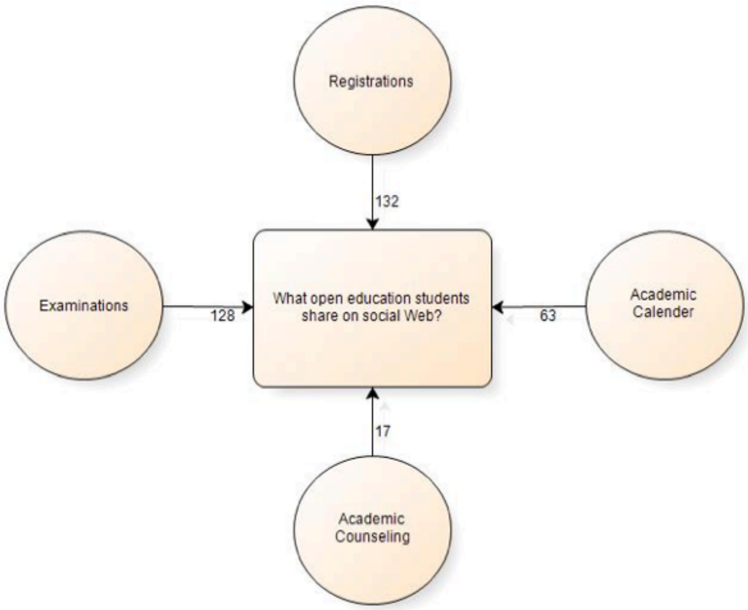

Fig. 2. Themes about Student Sharing

Related to the themes about most liked and most shared posts in the Facebook group and fan pages are shown in Figure 2. The themes are Registration, Examination, Academic Calendar and Academic Counseling. The most liked and shared 22 post of the students, who attend Anadolu University, Open Education Faculty, Sociology Associate Degree Program, are grouped into four themes. Numbers above the arrows on the charts show that how many times the post, which belongs the theme, is shared. Accordingly, most shared themes are Registration and Examination 132 times and 128 times, respectively. The direct citation which belong 4 themes, are given below.

"...whoever has an excuse, can re-register at 03-04 March 2015. Last 2 days for our friends with an excuse who want to re-register..." Registration

"...Academic Counseling classes are starting! For the students from Anadolu University's Center Open and Distance Learning System Open Education Faculty Economics and Management Department's, face-to-face academic counseling Spring Semester Course begin entire country on 7 March 2015 while in Eskisehir begin on March 9, 2015 . May 22, 2015 Friday It will end..."

Academic Counseling

"...2014-2015 Fall semester final examination results are declared..."

Examination

"... Due to at 7 June 2015 Sunday, 25. Deputy General Elections which will be held across Turkey, Spring semester's academic calendar has been changed…"

Academic Calendar

The themes which are supported by direct citation show that The students of Anadolu University, Open Education Faculty, Sociology Associate Degree Program share more about structural student affairs, calendar and examinations than the lessons and the content of it.

4. Conclusion and suggestions

In the study, 12 different Facebook group pages and fan pages, oriented Anadolu University, Open Education Faculty, Sociology Associate Degree Program, are examined. 22 posts, are liked and shared most in these pages are subjected to descriptive and content analysis. While collection of data and analyzing, Quintly, social media analytics tool, and NVIVO is utilized.

It is possible to reach several important conclusions by considering the findings. First of all, the most repeated words are "2015" and "Registration". One third Sociology Associate Degree Program's groups and pages are created at 2015 and posts includes "2015" are more than four times compared to the posts in 2014 which shows that the students of Open Education Faculty increasingly share more post. Besides, "Registration" is the second most repeated word which also shows that students share posts about examination at most in social media platform such as Facebook.

22 posts which are liked and shared most are examined through inductive content analysis. As a conclusion of the analysis of the themes; Registration, Examination, Academic Calendar and Academic Counseling are reached. While number of sharing post themes are analyzed, Registration and Examination are seen be on top. This finding indicates that Sociology Associate Degree Program's students share about Registration and Examination. According to the finding it is possible to say that Sociology Program's students structurally share more about student affairs, calendar and examination than lesson and content.

Researches soon to be carried out, may focus on more detailed about every kind of post on the social media and applications with the participation of students from other programs. With regards to this, the groups and pages on social media such as Facebook and the creators and the purposes they are created for may be compared. Generally social web applications such as Facebook, Twitter, Forums, Blogs, Wikis are examined by using tools like InMap, Wolfram Alpha and Facebook inSight, Quintly, SimplyMeasured.

Considering students' shares about student affairs, calendar and examination, it is thought that these media should be controlled and observed by other authorized council so that disinformation and misdirection may be prevented. Also it is seen that there are more individuals and commercial groups or pages than institute's page at the performed query. Therefore, public enterprises and universities are required to carry out active studies to inform the students properly who use the social media efficiently.

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