

6th

INTERNATIONAL CONFERENCE ON
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INTERNATIONAL CONFERENCE on Education

29 June 2017 — 01 July 2017
University of Zagreb
Zagreb — Croatia

ABSTRACTS
BOOKS



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University of Zagreb
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ABSTRACTS BOOK

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ABSTRACTS

ABSTRACTS BOOKS

Impact of Resilience on Academic Success of College Students

Sarah Gubara, The Johns Hopkins University, United States

Abstract

A large body of research suggests that there's a strong correlation between academic success and resilience in college aged students. Moreover, current literature shows that incoming classes of college students are less resilient overall, contributing to lower retention rates, lower motivation, and lower academic success. This paper/presentation seeks to examine these facts at tier 1 institutions.

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Adaptive Academic Support for High Risk Students

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Abstract

Tutors, mentors, and other peer leaders on a college campus spend more time with students in distress than administrators do. As such, they are able to glean more about the students' challenges and often a more honest revelation of the struggles a student is facing. This article will review academic support programs (such as tutoring) and how they respond to outliers or students that require more support than their current program structure offers. This presentation will provide tips for successfully adapting support for Undergraduate college students and provide a basis for further work and research.

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Investigation of Van Hiele Geometric Thinking Levels within Item Response Theory Perspective

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Abstract

Van Hiele model in learning geometry was propounded to describe students geometric thinking both in elementary and secondary level in 1950s and have been commonly accepted and used in the literature. The model proposes five hierarchic levels (recognition, analysis, ordering, deduction, and rigor); and asserts that students need to be taught proper to their level in order to learn the concept. Hence, level determination in students' geometric thinking is an important issue. For this purpose, different tests were developed in the literature. In these tests, students' level is determined with respect to the number of correct responses to the items measuring different levels. Fidan (2009) developed Turkish version of geometric thinking test (GTT) within Van Hiele perspective for elementary level. Test consists of 50 items related to mentioned 5 levels. The purpose of current study is to examine psychometric properties of GTT within item response theory (IRT) perspective and compare the information provided by classical test theory (CTT) perspective. Results indicates that test consists of single factor and fits to 3PLM. Item information and characteristic curves indicated that four items gives almost no information, while test in general gives information mostly in 1 theta level. Moreover, the chance values differs between 0.5 and 0.123, which indicates the probability of correct response by chance, is high. The item parameters will be explained in detail and the misleading conclusions related to students levels based on CTT will be discussed by comparing ability estimates based on IRT and level determined by CTT perspective

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Contributions to a successful (e)learning process – a case study

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Abstract

Our study focuses on a Post-graduation Program at Autónoma University, Portugal, whose regime has gone from face-to-face (f2) to blended- and e-learning. Based on semi-structured interviews, this exploratory study aims to analyse the perceived satisfaction of students attending the program in the different regimes. Considering the interviews made thus far, we have realized that most prefer f2f, though previous experience attending online courses seems to influence students to a more positive assessment of the e-learning regime. Students consider most relevant for their learning process the methodology used - collaborative learning – and the pedagogical relation fostered by the recurring to social networks in addition to the Virtual Learning Systems used. We aim to introduce improvements to the program itself, as well as assess the most important aspects and tools students perceive as contributing to a successful learning process.

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ENHANCING HOPE, RESILIENCE, EMOTIONAL AND INTERPERSONAL SKILLS IN COUNSELOR TRAINEES: A CONTROLLED TRIAL

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Abstract

Psychological counseling as a process builds upon the therapeutic relationship between the client and the counselor and the nature of this relationship. In this context, the psychological counselor is expected to be appropriate personality structure, spiritually healthy and resilience, well equipped with the technical and theoretical knowledge that can integrate the personal, interpersonal and scientific competencies. Within the vocational training process, counselor trainees should be given the opportunity to learn, acquire and experience these skills. Psychological Counselling in Group course provides the trainees suitable environment to experience the skills. In this study, it was aimed to develop group psychological counseling program for counselor trainees to develop the ability to recognize and express emotions, establish healthy intrapersonal and interpersonal relationships. Moreover, the effect of the group practices, applied during 10 weeks, was also investigated. Parallel with the aim, the quasi-experimental design including pre-test post-test control group was used. The sample of this study is the 3th-grade students attending in Guidance and Psychological Counselling in Marmara University, Turkey. 24 students (10 males, 14 females) were randomly assigned to the training and control groups. Integrative Hope Scale, The Need for Affect Scale, Resilience Scale for Adults, Emotional Expression Questionnaire, and Scale of Interpersonal Relationships Dimensions were used as instruments. Two-way ANOVA and repeated measures analysis of variance were used to analyze the data. The results indicated that developed group counseling program yielded differences between experimental and control group, and pre-test and post-test scores of the training group in terms of hope, emotion expression, resilience, and interpersonal relationships dimensions. These findings show that the program strengthens the ability not only to recognize and appropriately express feeling but also to gain self-awareness. Therefore, group counseling contributed to improving hope and psychological resilience by relying on healthy relationships.

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ANALYSIS OF PIANO INSTRUCTION SOFTWARE USED IN MOBILE DEVICES

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Abstract

Technology is a tool whose aim is to ease the tasks performed in every facet of life and to obtain effective outcomes. In today's world, use of technology manifests itself in musical advances and use of technology in music education is largely affected from these developments. Software developed for music education usually consist of subjects; such as hearing exercises, musical note readings, dictation, transcription, musical theory, rhythm practices, composition and instrument education. The aim of this research is to analyze the musical software developed for piano instruction and are available in mobile devices with IOS operating system. In the study, piano instruction applications, which are available in mobile devices with IOS operating system and are awarded 4 starts out of 5, have been reduced to eight and descriptive survey model has been adopted as the method. A content analysis has been conducted on the selected applications; and findings and suggestions are provided under related headings.

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Comparing the Meaning in Life in Ordinary School and Exceptional School Teachers in Iran

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Perihan ÜNÜVAR, Mehmet Akif Ersoy University, Turkey

Abstract

Preschool years, throughout which many development areas begin to be built, have a role in acquiring the basic knowledge on moral values and later on in individual's socializing. Studies reveal that such factors like family, school, teacher, social environment, friend group and media are influential in children's acquisition of the values. Pre-school period comprises a significant part of childhood. This period proves much more effective if the child is integrated with his/her environment and participates in planned learning environments. Social values, which comprise a significant part of human life, are acquired by children during the normal course of life. A child could much more easily adapt to the society when these activities are carried out by utilizing the child's learning channels. In this study values were examined in children who were in pre-school education. The main purpose of this study is to find out the value levels of the pre-school period children through the opinions of parents and teachers. In this term, two different forms were used for parents and teachers. The study group of the study consisted of children in pre-school education in Bayburt. Findings of the study children which they have values and what level they have value. The outcome of the valuation has been evaluated in terms of responsibility, respect, cooperation, honesty, friendship, and sharing.

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METAPHORICAL PERCEPTIONS OF UNIVERSITY STUDENTS ABOUT MARRIAGE, FAMILY AND CHILD

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Abstract

The purpose of this study is to find out perceptions of University students in relation to the concept of “marriage, family and child” through metaphors. In this study, the case of Science (phenomenology) model, one of the qualitative research model was used. The data was conducted university students, who were contacted randomly and voluntarily participated in the study in 2016-2017 academic year. Research data was collected by means of the form with open ended questions. In order to determine the surveyed university students’ perceptions in relation to the concept of marriage, family and child, they were distributed a form on which is the expression “Mariage is like; because” Family are like; because” Child is like; because” and asked to write their opinions. University students who participated the research reported different metaphors for the concept of “marriage, family and child” .The results were interpreted by considering the characteristics of the participants and the recommendations were presented. As a result, metaphors can be used as a important research tool in understanding and explaining the perceptions of university students towards marriage, family end children.

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The Effects of Interpersonal Cognitive Problem-Solving Program (ICPS) on Turkish Preschool Children

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Abstract

1. Research Problem: Pre-school education is a crucial step for developing cognitive, social, emotional and physical skills of children. Advanced problem solving skills can provide excellent opportunities socially and cognitively. Those skills help children to think flexible and cope with any challenge in real-life problems (Bentley, 2012). Moreover, they prepare children for dynamic society of twenty-first century. Pre-school children can improve their social skills and competences within their school environment. In this context, to develop children's social and cognitive skills and to make them deal with real-life problems, Interpersonal Cognitive Problem Solving (ICPS) program has been designed by Shure (1992) and adapted to Turkish by Öğülmüş (2001). It aims to teach children how to think rather than what to think and it helps children resolve typical interpersonal problems with peers and adults. It aims to develop a problem solving thinking "style" that would guide them to produce alternative solutions for everyday problems (Shure, 2001). In the light of other research findings, as a need of twenty-first century skill, problem-solving skills can be gained and improved through well-structured educational programs. The purpose of this study is to examine the effectiveness of the Interpersonal Cognitive Problem-Solving Program (ICPS), in developing problem-solving skills of five and six year-old preschool children. 2. Participants: The sample of the study consisted of 45 (20 girls, 20 boys) pre-school students who studied in private pre-school in Ankara, Turkey. Since the researchers are the teachers of this private school, convenience sampling technique was used to select the research group. 3. Research Method : In this study, as an experimental design, one-group pretest-posttest design were used. The researchers used Preschool Interpersonal Problem-Solving Test (PIPS) developed by Shure (1990) and adapted to Turkish by Dinçer (1995) to measure student interpersonal problem solving skills as a pretest. The pre-school teachers were taught how to apply 59 sessions of ICPS in their lessons and during four months, they applied it in their classroom. After the treatment, the researchers collected the data of posttests. 4. Outcomes and Conclusions of the Research: To analyze the data of pretest and posttest, the wilcoxon signed-rank test is used. The results of this study demonstrate that Interpersonal Cognitive Problem Solving (ICPS) program has a significant effect on developing problem-solving skills of pre-school children. The findings also show that ICPS education was significantly effective to resolve problems with peers and adults. There was no significant difference between boys and girls regarding to their interpersonal problem solving skills. 5. Implications for future research: To examine the effectiveness of ICPS program in Turkey, true experimental designs can be conducted with different kind research groups. Besides, problem solving skills are relevant with other cognitive skills, to determine the effectiveness of the program, it can be tested with related cognitive variables.

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Childhood in Memories: 8-18 Age Group Children's Childhood Reminiscences

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Abstract

The purpose of this research is to examine the childhood memories of children between 8 and 18 years of age. For this purpose, the following questions were sought: ➤ What are positive and negative thoughts of participants about childhood? ➤ What are the factors that influence participants' perceptions about childhood? Narrative analysis design is used from qualitative research types. Participants' reminiscences involve story texts and the narratives about childhood were analyzed. Participants in the age group of 8-18 years were selected by convenience sampling method and 31 participants were reached by snowball sampling. 14 of the participants are girls and 17 are boys. The average age at 8-18 years is 13.06. After the participants were informed about the study, two questions were asked to those who voluntarily participated in the research. Question 1. "I want you to tell me about a moment that comes to mind when it comes to being a child. It can be positive or negative. " Question 2. "What do you think about childhood?" The data were analyzed by narrative analysis method. Of the 15 participants who described a "positive" memory of childhood, six shared their memories of "trip", six shared "success" and three shared "birthday". Of the 16 participants who described a "negative" memory of childhood, eight shared the memory of "accident", six shared "fear", two shared "mocking" and one shared "funeral". When the perceptions on childhood were taken into consideration, it was seen that all the participants had positive perceptions about childhood. This research indicates that adult expectations have a direct influence on the children' perceptions about childhood. Childhood studies that will influence the adults' image of children will contribute to developing positive perspectives on this period.

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ATATÜRK DÖNEMİ'NDE TÜRKİYE CUMHURİYETİ'NDE MÜZİK EĞİTİMİ

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Abstract

Genç Türkiye Cumhuriyeti'nin resmî eğitim politikasını belirleyen ilk çalışma 1921'de toplanan Maarif Kongresi'nde yapılmıştır. Burada alınan kararlara göre eğitim millî, laik ve çağdaş nitelikte olacaktır. Cumhuriyet ilan edildikten sonra siyasetçiler ve aydılar bütün enerjilerini siyasal, sosyal ve kültürel sahalarda yapacakları yeniliklerle taçlandırmayı planlamışlardır. Bunun için ilk olarak kültürün temel taşı olan eğitim konusu üzerinde durulmuş, eğitim programları sil baştan düzenlenmeye başlanmıştır. Bu mihverde Atatürk Dönemi'nde 1924, 1926 ve 1936 tarihlerinde İlköğretim Müfredât Programları hazırlanmıştır. 1921 Maârif Kongresi'nde belirlenen ve Cumhuriyet kurulduktan sonra özellikle 1923'de yapılan I. Heyet-i İlmiyye ve 1924'de toplanan II. Heyet-i İlmiyye'de kesin bir şekilde kabul edilen temel hedefler bu müfredât programları ile benimsetilmeye çalışılmıştır. Bu hedefler müzik eğitiminde de kendini göstermiş, müzik eğitimi çağdaşlaşmada bir mihenk taşı olarak görülmüş, pek çok genç, müzik eğitimi almak üzere Avrupa'ya gönderilmiş, Avrupa'dan uzmanlar Türkiye'ye davet edilmişlerdir. Bu bildiride Türkiye Cumhuriyeti'nin yerleştirmek ve muhafaza etmek istediği hedefler doğrultusunda müzik eğitimine verdiği önem ve bu eğitimi nasıl şekillendirdiği ele alınmaktadır. Araştırmanın kaynakları Başbakanlık Cumhuriyet Arşivi, Millî Tâlim ve Terbiye Kurulu Arşivi, söz konusu dönemde kullanılan müfredât programları ile müzik eğitimi ders kitaplarıdır. Araştırmada nitel araştırma yöntemlerinden doküman inceleme kullanılmıştır.

Anahtar Kelimeler: Müzik eğitimi, Türk Eğitim Sistemi, Mustafa Kemal Atatürk, Maarif Kongresi, Heyet-i İlmiyye

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Intonation on Flute Education

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Abstract

This research aims to define concept of the intonation and it is depelepability on the instrument Flute. Chosen technique etudes and pieces recorded by the 12 Flute students of Karabuk University Safranbolu Fethi Toker Faculty of Fine Arts and Design Music Department. Students divided into two groups for the control and experiment. Control group played-recorded the etudes and pieces without any intonation practice for the pre-test and post-test. Experimental group taught new intonation techniques and etudes and practiced for five weeks between two tests. Collected data analyzed by using computer softwares and professional tuners according to the pre-test/post-test model. The results show most of the experimental group increased their intonation perceptions and capacities. Within these results advices given for development of the intonation on the Flute and its practice methodes.

Keywords:flute, intonation, education, cent, devoloplment.

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İLKÖĞRETİM MATEMATİK ÖĞRETMEN ADAYLARININ MATEMATİKSEL MODELLEMeye İLİŞKİN YETERLİKLERİNİN İNCELENMESİ

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Abstract

Bu araştırmada matematiksel modelleme ile ilgili tasarlanan öğrenme ortamına katılan ve katılmayan ilköğretim matematik öğretmen adaylarının matematiksel modellemeye ilişkin yeterliklerinin incelenmesi amaçlanmıştır. Araştırmanın örneklemini, matematiksel modelleme ile ilgili tasarlanan öğrenme ortamına katılan 35 ve katılmayan 33 olmak üzere toplamda 68 öğretmen adayı oluşturmaktadır. Öğrenme ortamı bütüncül yaklaşım temel alınarak oluşturulmuş ve öğretmen adayları 12 hafta boyunca söz konusu öğrenme ortamına katılmışlardır. Veriler, micro-düzey yaklaşım temel alınarak hazırlanmış olan ve 12 adet matematiksel modelleme ile ilgili soru içeren çoktan seçmeli bir test yardımıyla toplanmıştır. Öğretmen adaylarının verdikleri cevaplar, doğru ise 2, kısmen doğru ise 1, yanlış veya boş ise 0 olarak kodlanmıştır. Böylece öğretmen adaylarının testten alacakları en yüksek puan 24 iken en düşük puan 0'dır. Yapılan veri analizinde, öğrenme ortamına katılan öğretmen adayları ile katılmayan öğretmen adayları arasında anlamlı bir farklılık olduğu tespit edilmiştir. Bu durum, tasarlanan öğrenme ortamının öğretmen adaylarının matematiksel modelleme yeterlikleri üzerinde olumlu bir etkisi olduğunu göstermektedir. Ayrıca öğrenme ortamına katılan ve katılmayan öğretmen adaylarının en yüksek alt yeterlikleri sırasıyla "değişkenleri, parametreleri ve sabitleri belirleme" ve "matematiksel ifadeleri formüleleştirme" iken en düşük alt yeterlikleri ise sırasıyla "gerçek hayat durumu ile karşılaştırarak kontrol etme" ve "hedefi belirginleştirme" dir. Her iki grubun en düşük alt yeterliklerinin aynı olması genel olarak öğrencilerin söz konusu alt yeterliklerde sıkıntı yaşadıklarını göstermektedir. Söz konusu bulgular, matematiksel modellemeye ilişkin öğrenme ortamlarının tasarlanmasının gerekliliğini gösterirken; tasarlanan öğrenme ortamlarının geliştirilerek, daha üst becerilerinde öğretmen adaylarına kazandırılması sağlanmalıdır.

Anahtar Kelimeler: Matematiksel modelleme, modelleme yeterliliği, öğrenme ortamı

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Çözeltiler Konusunun KimLab Mobil Uygulaması ile Desteklenmesinin Öğrencilerin Akademik Başarılarına Etkisi

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Abstract

Bu çalışmanın amacı Genel Kimya Laboratuvarı -1- dersinde çözeltiler konusunun öğretiminin Mobil Kimya Laboratuvarı uygulaması -KimLab- ile desteklenmesinin öğrencilerin başarılarını nasıl etkilediğini incelemektir. Bu amaç doğrultusunda, 2016-2017 öğretim yılı güz döneminde Erzincan Üniversitesinin Eğitim Fakültesi Matematik ve Fen Bilimleri Eğitimi Bölümü Fen Bilgisi Eğitimi Ana Bilim Dalında öğrenim gören 94 birinci sınıf lisans öğrencisiyle 5 hafta süren bir çalışma yapılmıştır. Araştırmada nicel araştırma yöntemlerinden ön test- son test kontrol ve deney gruplu yarı deneysel araştırma yöntemi kullanılmıştır. Öğrencilerin çözeltiler konusunda akademik başarılarını ölçmek için veri toplama aracı olarak Şimşek (2007) tarafından geliştirilen Çözeltiler Akademik Başarı Testi kullanılmıştır. 30 maddeden oluşan çoktan seçmeli çözeltiler akademik başarı testinin güvenilirlik katsayısı 0.76 (Cronbach Alpha) olarak tespit edilmiştir. Akademik başarı testi her iki gruba da ön-test ve son test olarak uygulanmıştır. Elde edilen verilerin bağımsız örnekler t-testini yapmak üzere SPSS 17.0 paket programı kullanılmıştır. Yapılan araştırma sonucunda kontrol ve deney gruplarındaki öğrencilerin akademik başarıları arasında deney grubunun lehine anlamlı bir fark olduğu ortaya çıkmıştır. Çözeltiler konusunun mobil uygulama ile desteklenmesinin öğrencilerin başarılarını olumlu yönde etkilediği sonucu ortaya çıkmaktadır.

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Leadership Transition in Primary Schools – A Qualitative Study in Northern Germany

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Abstract

Research problem/Aims of the study Only very few authors have focused on schools with vacant leadership positions (e.g. Hargreaves et al. 2003). In Germany, for example, the lack of school leaders is a serious problem (Niedersächsischer Landtag 2015). Against this backdrop, we address the following questions: Which management challenges or dilemmas do provisional school leaders face? How can provisional school leaders deal with these dilemmas? Participants and their attributes: We conducted 20 interviews with provisional leaders in personal, semi-structured interviews. The schools were located in both, rural and urban/suburban regions in Northern Germany. Two third of the interviewees were female; ages ranged from 35 to 65 years. Research Method: The interview material was analyzed using an inductive approach to data analysis. The interviews were read in full, and memos were written. The three authors read the interviews independently. On a subset of interviews, we performed line-by-line coding, and the emerging codes were compared, discussed and revised. After that, we derived a number of key analytic constructs, including (1) motivation, (2) networks, (3) resources, and (4) recognition. Outcome, Conclusions & Implications: Some preliminary findings suggest that protecting the intrinsic motivation is a key issue that spread across almost every school. Most provisional leaders started their job highly motivated, but due to a number of external restrictions (lack of preparation, lack of resources, lack of co-operation with school administration, lack of recognition), intrinsic motivation was endangered. We also observed that provisional leaders suffer from myopia: The potential of active leadership, including quality management, personnel development, or strategic management of the school organization are likely not to be performed. The implications for managing dilemmas in schools are discussed.

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Effective Use Of Water in Landscape Architecture Education

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Abstract

Water is an indispensable source of life for living things, and this resource is increasingly polluted and depleted as a result of its ineffective use today. As depending global warming, the drought is increasing due to the troubles in the water cycle and the water for the future becomes a limited resource. It is therefore necessary to take essential measures at the earliest. Training and awareness-raising activities related to effective water usage are important at this point. During the training of landscape architects who are working to ensure sustainable use of natural resources to improve people's quality of life, various courses on the importance of effective use of water in landscape studies are in the dimension of conservation, planning, design and management. The issues such as xeriscape arrangements, effective irrigation methods, proper plant selection, efficient use of water resources, evaluation of water resource at ecological dimension are some of the issues that should be considered in the landscape studies on the solution of the global warming and the drought caused by drought. The scope of this study will also try to emphasize the place and importance of landscape architects and related landscape architecture education in the solution of water stress, which is an important problem on global scale. For this purpose, the lessons and content of effective use of water in Landscape Architecture Education in Turkey and in the World have been determined. The examples applied in Turkey and in the world regarding the effective use of water have been examined and the necessary things to be done have been put forward.

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ROLE AND IMPORTANCE OF DUO-DUET PRACTICES IN PIANO INSTRUCTION

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Abstract

Duo-Duet practices play an important role both in beginner and adult piano instruction. Most piano students mainly focus on solo piano performances. However, collaboration also has a significant role in piano instruction. Besides, it is known that duo-duets are the most frequently preferred way to begin the experience of playing together in piano education. In light of this information, the aim of this research is to find out the contribution of duo-duet practices to the foundations of piano instruction. In the study, Duo-Duet practices in piano instruction literature are analyzed and the method is adopted to be descriptive survey model. At the end of the research, it has been figured that with duo-duet practices, student issues; such as tempo, transcription, motivation, musicality, soft pedal use, literature recognition, concentration and performance concerns can be minimalized; or even be overcome.

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A DISCUSSION ON THE EVALUATION CRITERIA FOR CLARINET-MAJOR STUDENTS' INSTRUMENTAL EXAMINATIONS AT MUSIC SCHOOLS

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Abstract

In Turkey, a well-organized and systematical music education has been provided by various institutions at academic level since 1924. During their four-year education, the students at these institutions are required to receive training for a major musical instrument and at least an additional secondary basic and/or a traditional instrument. The purpose of this study is to determine the evaluation criteria for the clarinet-major students' instrumental examinations during instrumental examinations at music schools. The research is essential due to its potential of building a resource for future studies on developing a scale on the subject. This research presents a case study, one of the qualitative research methods. The findings are examined and interpreted by performing content analysis.

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Küreselleşme ve Eğitime Yansımaları

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Abstract

Son yıllarda küreselleşme, en çok eleştirilen ve tartışılan, çok farklı anlam ve değerler yüklenen, farklı nitelendirmelere konu olan kavramların başında gelmektedir. Küreselleşme ekonomik, siyasi ve kültürel boyutlarıyla oldukça karmaşık bir olgudur. Birçok faktörün etkisiyle açığa çıkan küreselleşme pek çok olguyu da etkilemekte ve değiştirmektedir. Yerelliği, küreselliği, tek biçimliliği ve çeşitliliği bir arada savunan küreselleşme, tüm bu özellikleri ile eğitim alanında belirgin sonuçlar ortaya çıkarmakta; bizi küreselleşen bir eğitim olgusuyla karşı karşıya bırakmaktadır. Eğitim süreçleri, programları ve politikaları gibi pek çok olgu, küresel bir algıyla tasarlanmaktadır. Böylece bu küresel algının getirmiş olduğu değişim ve dönüşümler, eğitimi kimi zaman olumlu etkilerken; kimi zaman ise olumsuz yönde etkilemektedir. Küreselleşmenin getirisi olan teknolojik gelişmelerin hızla yayılması buna paralel olarak insanlar arasındaki iletişimin artması ve bilgi toplumunun ortaya çıkması ile küresel süreç içinde bulunan ülkeler arasında eğitimde ortak özellikler oluşmakta bu bağlamda ülkeler arası öğrenci ve öğretim üyesi değişimi, akreditasyon gibi konular gündeme gelmektedir. Ancak diğer bir taraftan da beyin göçlerinin yaşanması ve eğitimde fırsat eşitliğinin ortadan kalkması gibi sorunlar da gözden kaçırılmaması gerekmektedir. Bu çalışmada eğitim ve eğitim programlarının toplumsal değişme ve küreselleşme kavramları çerçevesinde kavramsal bir analizi yapılmış, küreselleşmenin eğitim politikalarına, eğitim süreçlerine ve eğitim programlarına etkisi elde edilen kuramsal verilerden hareketle incelenmiş ve fenomenolojik yaklaşımla yorumlamalar elde edilmiştir.

Anahtar Sözcükler: Küreselleşme, Eğitim, Küreselleşmede Eğitim

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Issues of Time Management in Turkish Secondary Schools in the Perception of Principals and Vice-Principals

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Abstract

This study investigated time management issues of Turkish secondary school managers (principals and vice-principals) in their perception. Firstly, the effectiveness and perceptions of managers on time management; secondly shaping factors of time management and lastly time management strategies were examined in this study. Survey was used to investigate those perceptions and a psychometric test, background information sheet and questionnaire were used to collect data in the research. 51 principals and 156 vice-principals from 51 secondary schools in a city in Turkey formed the sample of this study and the overall response rate was 41.5% in this study. It was found that the time management effectiveness of Turkish secondary school managers was 'effective' and their average time management score was 69.3% from psychometric test. Moreover, most of the managers thought that they were good or very good time managers. They perceive time as a subjective notion and they believed that time could be manageable. Most of the managers viewed time management as a planning activity and a means of maximising the productivity. Moreover, most of the respondents saw educational policies as a shaping factor of time management. Females managed their time better than males and the managers aged between 36 and 50 were better time managers than those from other age groups. Furthermore, the management position of managers was not a significant shaping factor on time management and the managers in Anatolian high schools and its varieties managed their time better than managers in trade or senior high schools. Most of the respondents in this study assumed that time management strategies were helpful to manage time more effectively, and many respondents used at least one time management strategy to manage their time. Moreover, the research participants suggested planning and prioritising the tasks, making the best use of the most effective times, seminars about time management, agenda usage, not postponing anything and time management lessons in the universities as time management strategies.

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OKUL ÖNCESİ DÖNEM ÇOCUKLARININ DİKKAT BECERİLERİNİN GEOMETRİK ŞEKİLLERİ TANIMA, AYIRT ETME, İFADE ETME BECERİLERİNE ETKİSİNİN İNCELENMESİ

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Abstract

Bu çalışmanın amacı, okul öncesi dönemdeki çocukların dikkat becerilerinin geometrik şekilleri tanıma, ayırt etme ve ifade etme becerilerine etkisinin incelenmesidir. Araştırma ilişkisel tarama modeline göre tasarlanmıştır. Araştırmanın örnekleme, tesadüfi örnekleme yöntemiyle belirlenmiştir. Örneklemde, 2016-2017 eğitim öğretim yılı Erzincan il merkezinde bulunan 12 bağımsız anaokulundan 48-72 aylık toplam 152 çocuk yer almıştır. Araştırmada veri toplama aracı olarak, Frankfurter Dikkat Testi ile Anadolu Okulöncesi Matematik Beceri (Anomat) Ölçeği kullanılmıştır. Anomat ölçeği sayılar, işlemler ve geometri alt bölümlerinden oluşmaktadır. Çalışma kapsamında ölçeğin geometri bölümünden yararlanılmıştır. Sekiz alt boyuttan oluşan geometri bölümünde, toplam 30 madde yer almaktadır. Araştırmadan elde edilen veriler, betimsel istatistik ve regresyon analizi ile çözümlenmiştir. Çalışmanın bulguları, Anomat ölçeğinin geometri alt boyutlarına göre incelendiğinde, “geometrik şekilleri tanıma ve söyleme”, “farklı büyüklük ve konumdaki geometrik şekiller arasından söylenen şekli gösterebilme”, “geometrik şekillerin kenar ve köşe özelliklerini bilme ve söyleme” ve “bir şekli oluşturan diğer şekilleri bulma ve söyleme” alt boyutlarında çocukların ortalamasının üstünde değer aldıkları, “üç boyutlu geometrik cisimleri tanıma ve söyleme”, “farklı büyüklük ve konumdaki geometrik cisimler arasında söylenen cismi gösterebilme”, “üç boyutlu geometrik cisimleri günlük hayatta kullanılan nesnelere eşleştirebilme” ve “temel geometrik şekillerin özelliklerini bilme” alt boyutlarında çocukların ortalamasının altında değer aldıkları saptanmıştır. Çalışmaya katılan çocukların Frankfurter Dikkat testinden aldıkları puanın Anomat ölçeğinin geometri alt boyutlarından aldıkları genel toplam puana etkisinin olup olmadığını ortaya koymak için yapılan regresyon analizi sonucunda, dikkat testi puanları ile geometri puanları arasında anlamlı bir ilişki gözlemlenmiş ($R=0.17$, $R^2=0.23$), dikkat testi sonuçlarının geometri puanlarının anlamlı bir yordayıcısı olduğu görülmüştür ($F(1-150)=4.488$, $p<0.05$).

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Cyber Bullying and Cyber Victimization in Adolescents: Predictors and Responses

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Abstract

Cyber bullying, that occurs when the opportunities of internet environments are used for harming the others, has an important role in adolescents's life when it is considered adolescents use the internet and technological devices intensively. In adolescence, increasing role of peer relationships and development of self-concept are important milestones for adolescent. Therefore, the main purpose of the study is to examine the relations between cyber bullying, cyber victimization, peer relationships, self-concept and other variables in adolescents. Besides, it is aimed to determine the responses of adolescents when they are cyber bullied. The sample of the study consists of 895 adolescents between the ages 14-17 who are chosen by the method of simple random, 450 of them are female and 445 of them are male. In this study, General Information Form which is designed for determining the demographic informations and internet usage characteristics, Piers-Harris Children's Self-Concept Scale, The Revised Cyber Bullying Inventory (RCBI) and Peer Relationship Scale were used. In addition to these instruments, at the end of the RCBI, open ended questions are asked to adolescents about their responses when they are cyber bullied. The relations between cyber bullying, cyber victimization, peer relationships, self-concept and other variables are investigated by Hierarchical Multiple Regression Analysis and the responses of adolescents are investigated by descriptive statistics. Cyber bullying and cyber victimization were predicted by gender (male), low self-concept and daily time spent on the internet. Cyber bullying and cyber victimization are predictors of each other. When they are cyber bullied; most of the adolescents ignore it or do the same, feel sadness and anger, share it with friends or nobody. The study results were discussed and advices are given within the scope of the literature.

Key words: cyber bullying, cyber victimization, adolescents, peer relationships, self-concept

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OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ UYGULAMA DERSİ ALIP ALMAMA DURUMLARI İLE ÖZYETERLİLİK İNANÇLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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Abstract

Bu araştırmada, okul öncesi öğretmen adaylarının uygulamaya yönelik ders alma durumları ile mesleğe yönelik geliştirdikleri özyeterlilik inançları arasındaki ilişki incelenmiştir. Araştırma karma yöntem olarak tasarlanmıştır. Veri toplama aracı olarak "Okul Öncesi Öğretmenlerinin Öz Yeterlilik İnançlarını Belirleme Ölçeği" uygulanmış ve odak grup görüşmesi yapılmıştır. Araştırmanın örneklemini Erzincan Üniversitesi Eğitim Fakültesi Okul Öncesi Öğretmenliği Anabilim dalında eğitim görmekte olan 143 öğretmen adayı oluşturmuştur. Okul Öncesi Öğretmenlerinin Öz Yeterlilik İnançlarını Belirleme Ölçeğinde; "öğrenme öğretme süreci", "iletişim becerileri", "aile katılımı", "planlama", "öğrenme ortamlarının düzenlenmesi" ve "sınıf yönetimi" alt boyutları olmak üzere toplam 37 madde bulunmaktadır. Veriler, betimsel istatistik ve ilişkisiz örneklem için t testi ile analiz edilmiştir. Araştırmanın bulgularına göre; çalışmaya katılan öğretmen adaylarının ölçekten aldıkları genel toplam puan ve alt boyut puanları incelendiğinde, öğretmen adaylarının özyeterlilik inançlarının yüksek olduğu tespit edilmiştir. Uygulamaya yönelik ders alıp almama durumları ile özyeterlilik inançları arasındaki ilişkiyi belirlemek amacıyla yapılan ilişkisiz örneklem t testi analizinde, okul deneyimi dersi alan öğretmen adaylarının ortalaması ile ($\bar{X}=157,37$) dersi almayan öğretmen adaylarının ortalamaları ($\bar{X}=153,67$) arasında anlamlı bir fark görülmüştür [$t(141)=1.369$, $p<0.05$]. Aynı şekilde, öğretmenlik uygulaması dersi alan öğretmen adaylarının ortalaması ile ($\bar{X}=159,13$) dersi almayan öğretmen adaylarının ortalamaları ($\bar{X}=154,55$) arasında da anlamlı bir fark görülmüştür [$t(141)=1.515$, $p<0.05$]. Yapılan odak grup görüşmelerinde, öğretmen adaylarının genelinde "sınıf yönetimi" alt boyutunda yeterli olmadıkları görülmüştür. Ayrıca, uygulamaya yönelik dersleri almayan birinci ve ikinci sınıfa devam eden öğretmen adaylarının "iletişim becerisi", "aile katılımı" ve "öğrenme süreci" alt boyutlarında yeterli olmadıkları saptanmıştır. Çalışmanın bulguları ışığında, öğretmen adaylarının uygulamaya yönelik derslerle daha erken tanışması, mesleğe yönelik özyeterlilik inançlarını belirlemede daha etkili olabileceği söylenebilir.

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INVESTIGATION OF THE RELATIONSHIP BETWEEN PEER PERCEPTION AND PARENT ATTITUDE PERCEPTION OF CHILDREN IN PRE-ADOLESCENCE

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Abstract

Pre-adolescence period is an important developmental period that increase needs to gain prestige and status in society. In this period, the individual looks for a group that belongs to and making a great effort to comply with the norms of this group. The most important feature of adolescents who successfully passed pre-adolescent process that distinguished from other adolescents are quality of relationship with both their parents and peers. Especially during the first years of life and in adolescence period, the family environment and parental attitudes play an important role on the development of the personality. At the same time, this process takes turn both personality and social development as well as affects the whole life of the individual. In the process of pre-adolescence which is the beginning of the transition from childhood to adulthood the influence of the parents continious but mostly the peer relations comes into prominence. Considering these chracteristic in the period of pre-adolescens, it plays a significant role how adolescents perceive their parents' attitudes and peer relations in the development of a healthy personality in the future life . For this reason in this research, it was aimed to investigate the relationship between peer perception and parental attitude perception of 12 to 15 years old chidren in pre-adolescence period in terms of various variables. The sample group of the research was conducted in the relational screening model consisted of 500 adolescents who selected by simple random sampling method and were educated in secondary schools attached to the Ministry of National Education located in the city of Ankara in Turkey. In this research "Generalized Peer Perception Scale" as a process of measure to the peer relations that they perceive and "Parental Attitude Scale" as a process of measure to parental attitudes perceived by individuals were used. The data collection process of research has been completed but the statistical analysis is still in progress.

Key Words: pre-adolescence, peer perception, parent attitude

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How Do Children Research? Hearing the Children's Voices During the Research Process!

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Abstract

Attention should be paid to taking the views of children in deciding on their participation in the research process. The Committee on the Rights of the Child (2009) states in General Comment no. 12 that all the processes in which children are listened and participated should carry qualifications. Everyone involved in the research needs to benefit from the same ethical principles. A "symmetrical approach" should be adopted for all principles, from informing children about research to implementing participatory methods for children (Morrow & Richards, 1996) (Christensen & Prout, 2002). In this study, it is aimed to listen to children's voices and announce their voices to research processes. In addition, involvement of children in research processes has also been a major goal of the study, including thinking about participatory methods in childhood research, such as how children seek research. While working on participatory methods, it was aimed to investigate children's views on their research processes regarding the development of children, their needs and their needs. The data of the research as the basic qualitative study were collected through semi-structured interviews. Seven male and seven female children were selected by participant sampling method and appropriate sampling and snowball sampling techniques. The data were analyzed and analyzed through content analysis. According to the opinions of the children involved in the research, it was seen that most of them wanted to participate in the research, they wanted to approach them positively in the research process, and they had different expressions according to the interests and interests of the children. It is thought that taking the ideas of the children in the research process is important in terms of ensuring the participation of the children.

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The interrelation among pre-service elementary teachers' self-efficacy beliefs, sources of beliefs, and conceptions about teaching and learning

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Abstract

The aim of the present study is to examine the relationships among pre-service elementary teachers' science teaching self-efficacy beliefs, sources of their beliefs, and their conceptions about teaching and learning. The Science Teaching Efficacy Belief Instrument Form B (STEBI-B) (Enochs & Riggs, 1990) was used to measure self-efficacy beliefs of pre-service elementary teachers regarding science teaching. It consists of 23 items in two sub-scales, namely personal science teaching efficacy and science teaching outcome expectancy. The STEBI-B was translated and adapted into Turkish by Tekkaya, Cakiroglu, and Ozkan (2002). The Sources of Self-Efficacy Inventory (SOSI) (Kieffer & Henson, 2000) was utilized to measure sources of self-efficacy. It consists of 27 items, and it is comprised of four sub-scales, namely mastery experience, vicarious experience, social persuasion, and physiological and emotional states. The SOSI was translated and adapted into Turkish by Capa-Aydin, Uzuntiryaki-Kondakci, Temli and Tarkin (2013). The Teaching and Learning Conceptions Questionnaire (TLCQ) (Chan & Elliott, 2004), was employed to examine the conceptions about teaching and learning held by preservice elementary teachers. The TLCQ consists of 30 items and two sub-scales, namely constructivist conception and traditional conception. The TLCQ was translated and adapted into Turkish by Aypay (2011). Gathering of the data is ongoing. This study is hoped to provide valuable information about how to train pre-service elementary teachers to become effective teachers.

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Pre-Service Teachers' Understanding of Earthquakes through Argumentative Writing and Drawing

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Abstract

In this study, the aim was to test the use of argumentative writing and drawing as tools to explore pre-service teachers' understanding of a rarely investigated topic: the movement of tectonic plates in explanation of earthquakes. Current case study was undertaken mid-size teaching focus university in Turkey. The participants consisted of 15 primary pre service teachers. First, participants were engaged in argumentative inquiry tasks. Within these tasks, they were provided opportunities to ask questions, propose explanations. Then, for the purposes of this study, the participants were provided with online resources about earthquakes, and were asked to write an argumentative essay to explain how an earthquake occurs and support their essay with a drawing. Each pre-service teacher was instructed to include data both from resources and their background knowledge. Then, for the purposes of this study, the participants were provided with online resources about earthquakes, and were asked to write an argumentative essay to explain how an earthquake occurs and support their essay with a drawing. The essays were analysed for their descriptions of plate mechanisms, and by this way, we revealed the extent to which these descriptions reflect participants' understandings of how earthquakes occur in both generic and discipline-specific senses. Detailed analysis of the data will be discussed in longer manuscript.

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THE EFFECTS OF FLIPPED LEARNING APPROACH ON THE ACADEMIC ACHIEVEMENT AND ATTITUDES OF THE STUDENTS: A MIXED METHOD APPROACH

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Abstract

The purpose of this research is to examine the effects of activities based on “Flipped Learning” approach on students' academic achievement and attitudes toward mathematics in mathematics lessons. A mixed method approach is used in this study aiming at investigating the effects of activities in relation with Pythagorean Relation in learning domain entitled as Geometry and Measurement in 8'th grade Mathematics lessons based on “Flipped Learning” approach, over the students' academic achievement and attitudes. Experimental design with pretest posttest control group was used in the quantitative dimension of the study. Quantitative data were collected through the academic achievement test developed by the researchers and the Mathematical Attitude Scale developed by İnan (2014) in this mixed method study aiming to examine the effects of activities based on “Flipped Learning” approach on the academic achievements and attitudes of the students in the mathematics course. The qualitative data of the study were obtained from the semi-structured interview form developed by the researchers and from the learning logs of the mathematics lessons that the students kept during the activities. In the analysis of quantitative data of the study, SPSS package program was used to calculate and analyze arithmetic mean, standard deviation and t-test. In the analysis of qualitative data, content analysis was used. The semi-structured interview form, as a data collection tool used in the qualitative data of the study, and the data obtained from the students' logs were analyzed through content analysis. It is found that the activities based on “Flipped Learning” approach positively affect students' academic achievement and attitudes toward mathematics in mathematics lessons.

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Motor skills in context of popularity in a group of school classes in children

Zdenek Rehtik, Physical Education, Motor Skills, Primary Education

Abstract

Self-concepts of very young children are consistently high but with increasing life experience, when children learn their relative strengths and weaknesses, level of self-confidence declines and multiple dimensions of self-concept become more differentiated. The aim of the research is analysis of the relationship between the level of gross motor skills and children's popularity in school class. The research group consisted of 110 pupils (46 boys and 64 girls) in middle school age (9-11 years). The data was measured by Piers-Harris questionnaire (Piers and Herzberg, 2009) and the level of motor skills was monitored by TGMD-2 test (Ulrich, 2000) within the project IGA_PdF_2017_002. Based on the research results we can say that the level of gross motor skills contributes on child's adaptation in the group of school classes. Therefore it is necessary to examine this area further, support physical activity of children in young school age and intentionally develop children's motor skills.

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The view of pupils of the first stage on primary schools on physical attractiveness

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Abstract

A man since its birth is formed by the society. Socialization is the process of adapting an individual to the social standards. However, in relation to the other people, it is rather a process of mutual acquaintance and building new relationships. With whom we enter into new relationship often depends on how we look at other people. It is up to each one whether to favour the personal or physical attractiveness of others when selecting friends and partners. In children, most attention is focused on physical attractiveness, by which they choose their friends, companions, partners for game and for spending breaks and leisure time. Physical attractiveness includes height, weight, symmetry of the body and face, proportionality, the posture of the body, waist-hip ratio, modality, particularities of movements etc. The aim of the paper is to present the results of the research, which examines the view of children to physical attractiveness. The data is obtained through a questionnaire survey. The research took place at primary schools in Olomouc region. The respondents are pupils on primary schools aged from 9 to 11 years. This paper is a part of wider context of the project IGA_PdF_2017_002.

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Motor skills as a predictor of adaptive behavior of pupils - pilot study

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Abstract

The level of motor skills is an important indicator of optimal child's growth and development. The proficiency of gross motor skills enables activities and games with other children and leads to a development of social competencies. The shortcomings in this area can cause gradual decrease of child's activity in the school group, which negatively effects child's adaptive behavior. The aim of the pilot study was to analyse the relationship between the level of motor skills and the ability to adapt to a given social group - school class. The research group obtained 110 pupils from primary school aged 9 - 11. The data about adaptive behavior was collected by Piers-Harris children's self-concept scale 2 (Piers and Herzberg, 2009). The level of motor skills was monitored by TGMD-2 test (Ulrich, 2000). The research was authorized by Ethical committee of Pedagogical faculty in Olomouc and legal representatives of children confirmed agreement of participation in the research. It is necessary to examine this area, because the level of motor skills (locomotive and manipulative) could be one of the predictors of child's adaptive behavior. The aimed development of motor skills could lead to better adaptation on pro-social behavior also in older age categories. The data was collected within the project IGA_PdF_2017_002.

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EXAMINATION OF PRESERVICE MATHEMATICS TEACHERS'CONTENT KNOWLEDGE

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Abstract

Content knowledge which is the most important source of the mathematicians (Schoenfeld, 2010) is the main component of the teacher proficiency (Grossman & Schoenfeld, 2005). Teachers' level of mathematical knowledge is the significant factor forming his pedagogical content knowledge (Baki, 2012). The aim of this study is to deal with mathematics knowledge of mathematics teaching students in the department of mathematics and science education. 32 freshman students were participated the research during the 2016-2017 Fall semester in Kirikkale University School of Education. "Mathematics Knowledge Instrument" developed by Rakes (2010) in his Ph.D thesis was adapted to the Turkish language applied to the students. While the instrument containing 17 questions was adapted to the Turkish, total 14 questions were selected based on the learning fields of Probability (4 questions), Numbers and operations (4 question) and Algebra (6 questions) by taking into account the Middle school (5-8 grade) mathematics curriculum. In the data collection instrument composed of multiple choice quesitons, students asked to marked the correct answer as well as to explain the reason of their choices. Data were analyzed by the criterion developed by the researchers. Students responses were analysed by the correct/ false/ blank answer, sufficient explanations or operations and their types of error. According to the data analyses, students generally response the questions correctly in the three learning fields. However, when they asked to explain the reason of their answers they did not pose enogh explanations and it was seen that their missing explanations were mostly in the probability field. When students answers were classified by error types, it was found that notation mistakes were mostly in numbers and operations learning filed while conceptual mistakes were mostly in the probability learning field.

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Effects of drama and test anxiety training workshop on special abilities adolescents' test anxiety

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Abstract

Individuals with special abilities have higher performance when compared to their peers, either in general or in specific areas. Although they are different, there is a possibility that they may be anxious about the test in these individuals. Test anxiety is an intense emotional state that adversely affects the performance of the exam that occurs with various physiological and psychological changes before the exam. Test anxiety can cause a lot of mental, physiological, emotional and behavioral symptoms. And drama workshops are an opportunity to show the creativity of the individual and to relax. To examine the effects of drama and test anxiety training workshop on special abilities adolescents' test anxiety scores has been aimed in this study. For each group 14 students that have high test anxiety scores have been accepted in experiment and control groups. Experiment and control groups were semi experimental design with pre-test, last-test have been used in the study. Drama and test anxiety training workshop application for experiment group has lasted for 5 sessions. Mann-Whitney U and Wilcoxon Signed Ranks Tests have been used in the data analysis. Findings have illustrated that the special abilities adolescents' test anxiety scores in the experiment group have decreased significantly.

Key Words: Drama workshop, hope, special abilities adolescents, test anxiety

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Predictors of Optimism in Adolescents: Self Esteem, Subjective Well-Being

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Abstract

In this study, it was aimed to investigate the optimism of adolescents according to various variables, sex, self-esteem and subjective well-being. The study was carried out on a total of 305 high school students, including 182 women and 123 men who attended different high school in Burdur. In this research personal information form developed by the researchers, Adolescent subjective well being developed by Eryılmaz (2009) and self-esteem scale adapted by culture and culture by Aksoy (1992), Pişkin (1996). Pearson moment product correlation coefficient and hierarchical multiple regression analysis were used in the analysis of the data. SPSS 15 program has been utilized. As a result of the research it is understood that adolescent optimism is predicted by sex, self-esteem and subjective well-being. The findings of the study are discussed in literature.

Key Words: Adolescents optimism, self-esteem, subjective well-being.

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Self-Compassion and Communication Skills in Predicting Psychological Help-Seeking Attitudes of Psychological Counselor Candidates

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Abstract

Individuals have different attitudes for overcoming psychological problems. There are several reasons influencing psychological help-seeking behavior. Psychological counselors are helping professionals. It is also important in terms of persons students will be helped by the helping professionals. It is considered that results of this study can be used in studies to be conducted with a view to improve psychological counselor candidates' of psychological help-seeking attitudes. The objective of this research is to examine the predictive role of self-compassion and communication skills in psychological help seeking attitudes. The data of the study were collected from a total of 261 fourth grade student (including 183 female and 78 male) of guidance and psychological counseling undergraduate department. The data on the dependent variables were obtained using the Attitudes toward Seeking Psychological Help Scale. The data on the independent variables were obtained using the Self-Compassion Scale and Communication Skills Scale. Also gender variable used as dummy variable. In the analysis of the data Pearson Moments Multiplying Correlation Coefficient and the Hierarchical Multiple Regression Analysis were used. According to the research findings, it was found that the common humanity sub-dimension of self-compassion and communication skills basic principles and willingness to communication sub-dimensions of communication skills significantly predicted psychological help-seeking attitudes positively. Findings were discussed based on relevant literature. Also it was found that gender was significantly predicted psychological help-seeking attitudes.

Keywords: Self-compassion, communication skills, psychological help- seeking attitudes

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Trends in Masters' Theses on Visual Arts in Turkish Primary Education

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Abstract

The purpose of this study is to identify the trends in master's theses on visual arts conducted in Turkish primary education. We used different combination of keywords regarding visual arts and primary education and identified 84 master's theses. Utilizing content analysis, we identified the title of the advisor, date, university, department, level, methods, sampling method, grade level, sample size, data collection, data analysis, implications, keywords, gender of the researcher, the number of Turkish and English sources were identified. Findings were given in frequency and coding tables. The results indicated that most master's thesis on visual arts conducted in Turkey writers were female, the advisor of the theses were mostly assistant professor, thesis were mostly published in 2011, most theses were published in Gazi University, most thesis were published in arts education departments, most theses were in master's degree. Most studies utilized qualitative analysis and conducted with primary school students. Data analysis techniques included content analysis and documents analysis. Examining the implications of the thesis results showed that professional development courses could be given, art education environments should be equipped with proper materials, duration of visual arts courses should be increased, and collaboration with museums should be established.

Keywords: visual arts, primary education, content analysis, master's thesis

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AN ANALYSIS ABOUT THE WRITTEN EXPRESSION SKILLS OF PROSPECTIVE TEACHERS OF TURKISH LANGUAGE AND LITERATURE

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Abstract

Today, one of the current problems of Turkish language is the inadequacies in Turkish teaching. Studies carried out in this field revealed that there were inadequacies in enabling the students to gain word attack skills. Speaking and writing are the activities which the individuals perform to explain themselves. Both of these activities are of high importance in shaping one's life. Life of an individual who can express himself as well as his feelings, thoughts and wishes properly either through his speeches or in writing can be shaped according to his statements. It is expected that every student who has graduated from the secondary education should be able to express his feelings, thoughts and wishes in such a way that he is not misunderstood in any way. Therefore, enabling the individual to gain proper and relevant written expression skills should be one of the prominent aims of teaching native language. The aim of this study is to define the written expression skills of prospective teachers of Turkish Language and Literature. Data source of this study, based on screening model, consists of written answers that were given for the exam question of the course "Special Teaching Methods" by 60 prospective teachers of Turkish Language and Literature at Mehmet Akif Ersoy University Faculty of Education in 2016-2017 academic year. It is impossible to discuss the possible findings since the research has not been completed yet.

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THE EVALUATION OF THIRD GRADE MUSIC LESSON AND STUDENT WRITING SKILLS WITH STUDENT DIARIES

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Abstract

Primary music education is broadly a process based on the principle of learning by experiencing and practicing. While students are studying the outcomes and concepts related with music lesson which is one of the favorite lessons for students, they can practice by using written expression skills. In this respect student diary is one of the assessment tools that can be used by music teachers. Student is evaluated in a natural way as a part of learning not in a separate way from learning. At this point student diary can be used as an assessment instrument for reflecting both the concepts and earned skills at music lesson and their impressions and feelings at this process, also for sharing ideas and developing written expression skills. Aim of the research: This study aims to evaluate the case of reaching the outcomes of music lesson and the development of written expression skills with student diary at third grade music lesson. Method: Research is designed in a qualitative manner. Document review technique as a part of qualitative research design was used and purposeful sampling was applied. 30 students studying at third grade at 2013-2014 academic year participated in the research. Participants were asked to keep a diary for 8 weeks in relation with the outcomes covered at the music lesson which is instructed according to various outcomes. Treatment was restricted with 5 main themes; "during making music together", "short and long sound with rhythm instrument", "tunes in different rhythmic constructs", "music, words and motion" and "music and dance" and 8 Lessons were instructed by the primary/elementary teacher with the guidance of first researcher. With the aim of defining the level of reaching the outcomes of music lesson, student diaries were examined with the use of content analysis. Written expression skill is evaluated with rubric prepared in connection with outcomes. Results and suggestions: It is found that students developed their written expression skill at the diaries kept by students after the activities. At the same time it is identified that students used the terms related with music in an appropriate way while expressing the knowledge and skills they acquired during treatment. Student diary can be used at all lessons especially at primary schools

Keywords: Student diary, music education, writing skills

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A Good CLIL Practice Among European Educational Institutions

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Abstract

Content and Language Integrated Learning (CLIL) has been recognized in the educational platforms in many European countries. It provides a unique chance to combine foreign language competences and knowledge with the content of other subjects such as Geography, Arts, History, Maths, Social Studies, Health Care, and many others. Despite the fact that professional and scientific papers provide a high number of evidence on a positive impact of CLIL lessons, the truth is that the less experienced countries in CLIL face the problems with CLIL implementation at their institutions due to many problems. These problems might be seen in either cultural, institutional level or in the misunderstanding of its contribution in the eyes of the learners or the schooling authorities. This paper interprets the findings from the project Erasmus + comprising primary and secondary schools and their experience gained within the CLIL implementation in Latvia, Lithuania, Sweden, Italy and Slovakia. It also focuses on interpretations of the data collected through observations and focus groups concerning the CLIL lessons realized, observed and analysed in the above mentioned European countries. Different CLIL practices, methods and techniques combining the content and language in the observed lessons have broadened the overviews of the CLIL implementation at primary, lower-secondary and secondary level of schooling. The aim of this qualitative research was to find a good CLIL practice in European countries from the point of the time spent, methods and techniques, as well as a language of instruction, evaluation of the feedback from the learners and teachers. Presently, the outcomes of the project are applied in the further implementation of CLIL methodology in the tertiary level of education.

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THE FORMATION OF THE DECENTRATION ABILITY AT A PRESCHOOL AGE

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Abstract

The article presents the results of an experimental study dealing with the development of the decentration ability at a preschool age. The study involved 90 children of Moscow kindergartens, aged from 3.5 to 7 years. Our main methodological technique was modelling of situations in which children had to overcome their egocentric position in the field of spatial and motivational representations, social relations and self-recognition by description. The structure of the experimental situations was similar to the classical tasks by J.Piaget. The phenomenon of decentration is considered as a cognitive ability to understand the point of view of a different person, and it's characterized by its own way of formation. The analysis of the ontogenesis of the decentration ability in the framework of L.S. Vygotsky's conception of the mind's systematic structure showed that the egocentric position can be overcome at a young preschool age. Decentration expands as the child's self-consciousness develops, the interfunctional relations of the cognitive processes change, the child's experience of social interaction gets broader. The development of the decentration ability, like that of any cognitive function, starts with the social interaction between child and adults in everyday life situations, followed by differentiation of mental processes and their subsequent integration at a higher level. Through preschool age it develops from simple self-recognition by description to the ability to understand the motives of another person. The formation of social decentration provides the basis for the development of the ability to overcome cognitive egocentrism. When identifying the age limits of child's egocentrism, it is necessary to consider the contents of the experimental task and the way it's presented to children of different ages, as well as the peculiarities of socio-cultural conditions of their upbringing. The experimental task, that suits the development level of children's cognitive sphere and their zone of proximal development, increases their ability to overcome the egocentric position. The perspective of further research deals with the detection of the age limits of the decentration ability at a school age.

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Criteria of estimation of school students' reconstructive imagination

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Abstract

The detection of the level of school students' reconstructive imagination is one of the unsolved problems of modern education. The aim of the research was to figure out criteria of estimation of reconstructive imagination on the basis of "Turn On Your Imagination" methodological technique. The subjects of the experiment were offered to envisage the images appearing while reading/listening to a text and then give their verbal description. As stimulating material we used texts that contained images of different modalities and potentially unfamiliar (obsolete, poetic etc.) words. The novelty of this method is that it suggests studying reconstructive imagination in connection with text comprehension, therefore the estimation procedure can be used to diagnose both mental processes. The sample included 145 people (I stage of the research; students at the age of 10, 12, 14, 16), because one of the research tasks was to reveal dependence of the reconstructive imagination level on the age. The analysis of the acquired material let us formulate the following criteria of the imagination estimation (for descriptive texts): 1) accordance with the original text / no fictitious images (fantasies), 2) understanding / misunderstanding of the key images, 3) fullness / reduction of the picture that is to reconstruct, 4) figurativeness / non-figurativeness of the description. For each criterion there was a scale to estimate the intensity of the feature (0-2 points), but if the subject got 0 points by the first and the second criteria, the final mark was 0, too. It is found out that in each age group high level of reconstructive imagination is demonstrated by no more than 10% of the subjects (very high level is registered in no more than 3-4% of cases), low level is demonstrated by 40%–70% of the subjects (depending on the difficulty of the text). The perspective of further research is associated with creation of a system of training tasks aimed at the reconstructive imagination development.

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Primary school teachers' understandings about Estonian education decision-making process and its regulations on micro, meso, and macro levels

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Abstract

Recent changes in Estonian education system (e.g., school reform, network of schools) have been altered in the concordance with changes in the social-cultural context and decision-making on micro, meso, and macro levels. Macro level includes different general decisions regarding institutions which has a decisive role in shaping educational policies and systems. Meso level includes control system, that affects the development and management decisions in educational institutions, in so far as how flexible are leaders in guiding, recognizing and supporting teachers personal development. Micro level includes primarily the teacher and her/his work environment: microclimate of school, learning management and activities, decisions related to recreational activities provided by the school. The aim of the current study was to find out, what opinions the teachers have regarding Estonian education system and its regulations on different decision-making levels. Forty-five primary school teachers from 28 Estonian schools were interviewed in this study. With semi-structured interviews teachers' understandings were collected and with thematic analysis they were analysed. It was found that the teachers who feel that they are involved in meso level decision-making processes have more positive opinions on the education system and the management. Teachers feel that they are not included in the decisions and development made on macro level and feel more negative about that. Teachers need to be more included on macro level decision-making process to feel that their work is valued.

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ANALYSIS OF CURRENT MUSIC EDUCATION PROGRAMS DEVELOPED FOR SMART PHONES AND TABLET COMPUTERS

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Abstract

With the development of technology, its meaning in people's lives began to gain importance as well. Technological devices were first introduced with computers. Introduction of smart phones and tablets with computer features has made them a part of our daily lives in recent years. With the help of various applications developed for smart phones and tablet computers, which enable us to carry information in our pockets, people have become able to fulfill their needs easily. Among these various applications, there are also those contributing to the music education and enabling people to practice music by themselves. In the research, the scope of music education programs developed for smart phones and tablet computers has been identified by means of content analysis; their favourable contributions to the musical improvement and their negative features have been defined and categorized under main topics. For this purpose, among 10 free current music education programs, which are developed for Android and IOS operating systems and are awarded 4 stars out of 5, have been selected with the help of 3 "domain expert" opinions. Selected programs have been analyzed and findings and suggestions are provided under related topics. This study is considered to be significant in terms of serving as a guideline for people who are interested in music professionally or unprofessionally, and for music instructors. In the research, among qualitative research methods, content analysis model is adopted. It is a descriptive study based on field research.

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EMPLOYMENT SITUATIONS OF STUDENTS WHO GRADUATED FROM DEPARTMENTS OF MUSIC EDUCATION BETWEEN 2009 AND 2012 SAMPLE FOR ANKARA PROVINCE

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Abstract

In the research, employment situations of students who graduated from Departments of Music Education between the years of 2009 and 2012 have been identified. This study seeks to determine the employment situations of students, who graduated between 2009 and 2012, in National Education Institutions, Universities, Private Educational Institutions, Freelance Musicianship and different business sectors, and provide a source. The population of the study consists of 176 students who graduated from Gazi University, Gazi Faculty of Education, Department of Music Education between 2009 and 2012. The sample of the study consists of 100 students who were able to be reached. Collected data have been obtained by means of the questionnaires conducted to graduates. As a result of the research, employment situations of students who graduated between 2009 and 2012 have been identified, the impacts of the curriculum applied between 2009 and 2012 to their professional lives have been examined, and their professional expectations from the future and sectors where they actually would like to work have been determined. There are also suggestions proposed based on the results obtained.

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Changes in representation problem of the therapists at different stages of professional development

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Abstract

Problem. Problem representation is a crucial element in novice and experts problem solving process, studies show. We've studied clients' problems representation from the psychotherapist's point of view for better understanding their effective work and professional development. **Sample.** Two groups took part in our research: novices (up to 5 years experience) and experts (over 10 years of experience). **Methods.** The research is qualitative methodology oriented. We used semi-structured interview to collect data. Its' macrostructure focused on getting an overview of the client's problem from psychotherapist's perspective. And its microstructure is aimed at the reconstruction of details of the representation. For data analysis we used grounded theory by B. Glaser. **Results.** Psychotherapists with different professional experience have different types of problem representation. For novices problems are often characterized as external obstacle and considered in the dichotomy of "norm-pathology", which should be eliminated / solved. Experts describe problems more detailed with the focus on their dynamic nature. They describe their activity as a clarification and understanding the problem. Our research shows that there is a significant difference in clients' problem representation among psychotherapists on different stages of their professional development. It is connected with the way they perceive psychotherapeutic activity. Our future research will show how different types of problem representations are connected with specific psychotherapeutic goals and actions.

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Self-regulation, Math self-efficacy, Math interest and Mathematics achievement

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Abstract

Self-regulation of educational goals achievement is considered as an important predictor of the students' academic success (Pintrich, 2000; Zimmerman & Schunk, 2008; Zimmerman, 1990; Zimmerman, 2000). Recent research reveal an increasing interest in investigating self-regulation in the system of cognitive and personal predictors of academic achievement (Harackiewicz et al., 2008; Lee, Lee, Bong, 2014; Morosanova et al., 2016). In our previous work, we've demonstrated that self-regulation mediates the influence of cognitive abilities on the students' mathematical success (Morosanova, Fomina, Bondarenko, 2015). The purpose of the present study was to scrutinize relationships between the conscious self-regulation and Math self-efficacy, Math interest and Mathematics achievement. The sample included 318 (158 males) 14-16-year-old students (mean age = 15.1) of the 9th (out of 11) grade, educated in seven standard and enhanced curricula schools in Russia. To access regulatory characteristics, we've applied Morosanova's «Self-Regulation Profile of Learning Activity Questionnaire – SRPLAQ». We also collected the data on three aspects of the students' mathematical performance: (1) mathematical fluency during time-limited problem solving (Problem Verification Task); (2) understanding of mathematical concepts and operations assessed by a time-unlimited mathematical test (Understanding Number); (3) overall teacher rated mathematical achievement (Annual Math Grade). Math Self-efficacy and Math Interest was measured by means of PISA (Program for International Student Assessment) student questionnaires - the online battery (available at www.teds.ac.uk) containing mathematics tests and intrapersonal factors questionnaires. Regression analysis has revealed that personal and regulatory characteristics are significant predictors of various types of mathematical success, explaining from 7 to 13% of the variance. Math interest and Math self-efficacy turned out to be more significant predictors for the variables "Understanding Number" and "Problem Verification Task" while the greatest role of self-regulation is revealed for the variable "Annual Math Grade". Apparently, it is due to an important role of the situational and personal factors in solving specific mathematical problems. Whereas in case when an expanded activity takes place in achieving educational goals (e.g. in successful obtaining mathematical knowledge), the conscious self-regulation proves to be more significant predictor than motivational and personal factors. Mediator analysis has confirmed that conscious self-regulation mediates the relationship between Math interest and the final academic achievements (Annual Math Grade).

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USE OF COMMON SUBJECTS IN TEST EQUATING: A SIMULATION STUDY

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Abstract

In the case of multiple test applications, the equation of the grades students get from different test types is highly significant. Thus, test equating is applied usually during which anchor items are used. However, there are certain problems in that students might remember the anchor items, tests might not include anchor items and/or anchor items are not used in the practice tests. In this case, alternative techniques are required in order to achieve reliable test equating. One of these methods is common subject equating. Nevertheless, the literature does not include much research on the efficiency of common subject equating under various conditions such as test length, sample size, ability distribution, item types, ability estimation method and Item Response Theory models. In this sense, this study aims at comparing the common subject equating methods in terms of sample size, test length and ability distribution. The study was carried out on simulated data. Simulation conditions were identified so that the sample size (250 and 1000), test length (20 and 40) and ability distribution is similar and different. Sample size was depicted so that all subjects were common and/or %20 of the subjects were common. Data was generated using WINGEN, ability parameters were estimated through PARSCALE and test equating was conducted using MS EXCEL. The simulation conditions study of the research is in progress and the findings will be released in the future.

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The Comparison of Dimensionality Estimation Methods in Terms of Correlation Matrix, Item Number, Sample Size and Mean Factor Loading

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Abstract

The aim of this study is to compare the methods which are produced for estimating test dimensionality in terms of correlation matrix, item number, sample size and mean factor loading. Binary (1-0) and unidimensional simulated data were used in this study. The replication number was determined as 20 for each condition. Sample size (500, 1000, 3000 and 7000), item number (20, 30 and 40), mean factor loading (0,50 and 0,70) and correlation matrix (Pearson and tetracoric) were designated as preconditions for simulation. Dimensionality methods of parallel analysis, MAP analysis, CNG index, Bartlet, Anderson and Lawley coefficients, DIMTEST and DETECT methods were compared with each other. Data was produced through Psych package of the R program and analyzed with Pscyh and nFactor packages. However, MAP test was done with the use of Factor 10.4. According to the findings, MAP test was the one which has yielded 100% correct result under all conditions. When a paralel analysis was carried out with tetracoric correlation matrix, 500-people-sample showed 75% correct result in the tests with 20, 30 and 40 items with an average factor loading of 0,5. A paralel analysis has given 75% correct result with a data set of 20 items with an average factor load of 0,8. Three dimensions were identified in CNG coefficient under all conditions and it has yielded 0% accuracy. It has been observed that Bartlet and Anderson indexes have had an average accuracy of 25% and Lawley index has had an average accuracy of 19% under all conditions. DIMTEST has yielded a mean accuracy of 12% while DETECT has shown 0,19%. Since the DETECT value is around 0,1, the data set is thought to be as a unidimensional one. Thus, when the value is analysed accordingly, it has been observed that it has 45% accuracy and it has the tendency to be accurate as the size of the sample increases. According to the findings of the study, it is suggested that MAP test can be used primarily to designate the dimensionality of data and than the results of the paralel analysis could be relied on. Considering the conditions utilized in this research, the authors do not recommend the use of DIMTEST, Bartlet, Anderson, Lawley and CNG coefficients.

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The Influence of Using Plausible Values on Linear and Hierarchical Linear Regression Model Parameters

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Abstract

In large-scale assessments like Programme for International Students Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS), plausible values are often used as indicators of students' ability estimations. In those studies, stratified sampling method is employed in order to select participants and the data gathered has a hierarchical structure. In the context of large-scale assessments, plausible values refer to randomly drawn values from posterior ability distribution. It is reported that using one of plausible values or mean of those values as independent variable in linear models may lead to some estimation errors. Moreover, it is observed that sampling weights sometimes are not used during analysis of large-scale assessment data. This study aims to assess the influence of three approaches on the parameters of linear and hierarchical linear regression models: 1) using only one plausible value, 2) using all plausible values, 3) incorporating sampling weights or not. Data used in the present study is obtained from school and student questionnaires in PISA (2015) Turkey database. Results revealed that the use of sampling weights and number of plausible values has significant effects on regression coefficients, standard errors and explained variance of both regression models. Findings of the study were discussed in details and some conclusions were drawn for practice and further research.

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Early Childhood Education Students' Self-Assessment of Their Teaching Competences in the Arts

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Abstract

Research problem: The term “competences” in this paper refers to a combination of knowledge, skills, and abilities that students gain through initial teacher education and use for effective teaching in early childhood and preschool settings. The arts and artistic activities in visual arts and music are important aspects of education from early childhood because they facilitate emotional, cognitive, social, and psychomotor development. The role of educators is to provide children with a supportive environment where they can express themselves artistically, but the educators must develop a certain level of competence to successfully engage children in the arts, so the purpose of this study was to measure and evaluate the teacher education students' teaching competences in the arts. Participants: Students in their third year of study, who are enrolled in the Early Childhood and Preschool Education study program at the Faculty of Teacher Education, University of Zagreb and at the Faculty of Education, University of Maribor, were asked to participate in this study. Method: An anonymous survey was administered to the students, who assessed their teaching competences in visual arts and music on a 5-point Likert scale. The results were analyzed to identify the areas of student competences in the arts that need further development. Outcomes: As a result of initial teacher education, the students tend to feel competent for teaching visual arts and music in early childhood and preschool settings, but several areas of student competences that can be improved have also been identified. Conclusions: Initial early childhood and preschool teacher education in Croatia and Slovenia develops the students' competences in the arts, but further improvements are also necessary to improve the students' competences for planning and conducting art activities. Implications: The results can be used to inform the development of teacher competences in the arts through initial teacher education.

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Primary school teachers' understandings about Estonian education decision-making process and its regulations on micro, meso, and macro levels

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Abstract

Recent changes in Estonian education system (e.g., school reform, network of schools) have been altered in the concordance with changes in the social-cultural context and decision-making on micro, meso, and macro levels. Macro level includes different general decisions regarding institutions which has a decisive role in shaping educational policies and systems. Meso level includes control system, that affects the development and management decisions in educational institutions, in so far as how flexible are leaders in guiding, recognizing and supporting teachers personal development. Micro level includes primarily the teacher and her/his work environment: microclimate of school, learning management and activities, decisions related to recreational activities provided by the school. The aim of the current study was to find out, what opinions the teachers have regarding Estonian education system and its regulations on different decision-making levels. Forty-five primary school teachers from 28 Estonian schools were interviewed in this study. With semi-structured interviews teachers' understandings were collected and with thematic analysis they were analysed. It was found that the teachers who feel that they are involved in meso level decision-making processes have more positive opinions on the education system and the management. Teachers feel that they are not included in the decisions and development made on macro level and feel more negative about that. Teachers need to be more included on macro level decision-making process to feel that their work is valued.

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Monitoring the success of the integration of contemporary art practices in elementary art curriculum

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Abstract

Monitoring, knowledge and understanding of contemporary art influence thinking and empathy of the individual with the environment in which they live. In elementary school, students learn about contemporary art, by solving artistic tasks arising from the situation of contemporary art. Contemporary arts enable students to understand the environment, the time and the conditions in which we live. In action research, which was based on elements of traditional empirical-analytical research, the qualitative methodology of pedagogical research was used, namely, a causal non-experimental method. On a sample of 55 pupils ($n = 55$), aged between 13 and 14 years, the attitudes to art, their knowledge of art, thinking, and attitude towards contemporary art were determined. We used the unstructured interview. The findings showed that students' artworks are associated with everyday life, and they interpret these artworks according to their own experience.

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Uygun Olmayan Davranışların Azaltılmasında Ayrımlı Pekiştirme Uygulamasının Etkililiđi

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Abstract

Zihinsel yetersizlik gösteren çocuklarda öğrenmeye karşı düşük güdülenme, başarılı olamayacağını düşünerek akran ya da öğretmen onayına ve yardımına gereksinim duyma sıkça görülen uygun olmayan davranışlardır. Bu araştırmada büyüklük temelli ayrımlı pekiştirme uygulamasının yaşları 9 ve 10 olan, zihinsel yetersizlik ve bedensel yetersizlik tanısı bulunan iki katılımcının hedef akademik beceriyi ipucu ve onay sunulmaksızın bağımsız ve doğru olarak sergileme düzeyi üzerindeki etkisinin incelenmesi amaçlanmıştır ve bu amaçla katılımcıların çoklu başlama düzeyi modeli kullanılmıştır. Araştırma bulguları büyüklük temelli ayrımlı pekiştirmenin hedef akademik becerinin bağımsız ve doğru olarak sergilenmesinde etkili olduğunu göstermiştir. Ek olarak katılımcının uygulama sonrasında edindiđi becerileri sürdürdüđü; farklı ortam ve kişilere genellediđi sonucuna ulaşılmıştır. Öznel değerlendirme yaklaşımıyla öğretmenlerden toplanan sosyal geçerlik bulguları öğretmenlerin büyüklük temelli ayrımlı pekiştirme uygulamasına ilişkin görüşlerinin olumlu olduğunu ortaya koymuştur. Araştırmadan elde edilen bulgular ilgili alanyazın bağlamında tartışılarak ileri araştırmalara ve uygulamaya yönelik önerilerde bulunulmuştur.

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Psychological and Clinical Aspects of Mandibular Deviations in Patients with Temporomandibular (TMD) Disorders

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Abstract

Objective: The objective of this study was to compare psychological conditions and signs and symptoms of TMD in patients with and without mandibular deviations. **Patients and Methods:** The patients comprised 99 patients with TMD, and the patients were divided into 2 groups: 26 patients with mandibular deviation and 73 patients without mandibular deviation. The symptoms of TMD were evaluated according to the Craniomandibular Index (CMI). Psychological conditions of patients were assessed by the Beck Depression Inventory (BDI), the Hospital Anxiety Depression Scales (HADS) and the Hamilton Anxiety Rating Scale (HAMA). **Results:** There was a statistically significant difference in Craniomandibular Index, the Dysfunction Index, Mandibular Movement, TMJ noise, extra-oral palpation of jaw muscles and TMJ palpation scores between both groups. There was no statistical difference in anxiety and depression scores between the groups with and without mandibular deviation. **Conclusions:** Within the limitations of this study it can be concluded that there was an important association between TMD and mandibular deviation, and patients with mandibular deviations showed signs and/or symptoms (limits in range of motion, pain during mandibular movement, TMJ noise during movement, tenderness during extra-oral palpation of jaw muscles and TMJ palpation) of the temporomandibular disorders when compared with patients without mandibular deviations, and there was no an association between psychological conditions of the patients with mandibular deviation.

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The Effect of Religious Belief on Selecting of Graft Materials Used in Oral and Maxillofacial Surgery: An Islamic Perspective

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Abstract

Objective: Various graft materials such as synthetic and biological products are used routinely in maxillofacial surgery. These materials are usually derived from porcine, bovine, and human tissues, and it is known that some religious beliefs forbid the dietary use of substances from certain animal sources. The aim of this study was to evaluate the effect of religious belief on selecting of the different types of grafts used in maxillofacial surgery. **Methods:** A total of 203 participants were included in survey. The data were collected using a questionnaire form on socio-demographic characteristics, the different graft types and the Revised Religious Fundamentalism Scale (RFS-R) for religious belief levels measure of participants. The purpose of the study and the origins of the different graft types were explained to the participants, and their opinions regarding the acceptance or rejection of each type were acquired. The data were analyzed using SPSS version 20.0. **Results:** The most preferred grafts were autologous grafts (88.7%), alloplastic grafts (65%), bovine-derived xenografts (60.1%), allografts (53.2%) and porcine-derived xenografts (7.4%), respectively. One hundred and fifty nine of participants (84.6%) refused the porcine-derived xenografts due to religious reasons, and there was statistical difference between the religious belief levels of participants accepted or refused porcine-derived xenografts. **Conclusions:** It was determined that most preferred grafts were autogenous, and the least preferred grafts were porcine-derived xenografts and porcine-derived xenografts were especially refused because of religious reasons, and religious belief and dietary restrictions affected on graft selection.

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A Research on the Preferences of Students in Nursing Program with Gray Relational Analysis Method

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Abstract

Background and Objective: Nowadays nursing education is continuing at the undergraduate, graduate and doctoral levels and its scope is expanding together with the progress in medicine. Individuals decide on the occupational choices, skills and abilities related to the profession, and on the level of education in the profession preferred in terms of occupational satisfaction, taking into account such criteria as the rank of the university where training is taking place. In this study, according to Method of Multi Criteria Decision Making by Gray Relational Analysis Methods, the nursing degree program preferences of the students is based on the achievement oriented ranking of the universities. **Methods:** The implementation is limited to the undergraduate programs of Nursing in the 43 state universities in our country and obtained from the YÖK ATLAS software. Eight criteria have been used in order for universities to rank successfully. These criteria are 2016 Undergraduate Base Score, Settlement Average Diploma Score, Number of Demand for a Quota, Average Preferred Order, Preferred Number in the First Three, Number of Academician in the Undergraduate Program, Number of Enrolled Students, Number of Students Settled in Different Cities. **Conclusions:** According to the findings obtained by the Gray Relational Analysis method, it can be said that Hacettepe, İstanbul, Sağlık Bilimler, Eskişehir Osmangazi and Adnan Menderes universities took place in the top 5 of the success oriented preference order of nursing undergraduate programs.

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The Effect Of Missing Data On The Accuracy Of CDM-Classification

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Abstract

The problem of missing data is frequently encountered in researches in educational and behavioral sciences where tests or questionnaires are used in order to obtain data from individuals. Analyses that are conducted with missing data can cause serious problems such as biased parameter estimation, increased standard error, weakening of the generalizability of findings and information loss (Dong & Peng, 2013; Izquierdo & Pedrero 2014; Rubin, 2003). It was reported that missing data lead to biased parameter and latent class estimations also in cognitive diagnosis models (CDMs) (Başokçu, Kalkan & Öğretmen, 2016). The purpose of this study is to examine the effect of number of features associated with Q matrix items and missing data interaction on the accuracy of classification. For this purpose, two manipulation conditions were specified, one being the items associated with a single feature (simple format) and the other being the items associated with two or more features (complex format), for the number of features associated with the items. 100 data sets of 3000 persons, in which the number of features in the Q matrix was 4, the number of items was 24, and the parameter values of g and s varied between 0.1-0.3, were generated. 10% of the data from 8 items in simple and complex formats were removed randomly and the multiple imputation (MI) method was used for estimation of missing data. The results showed that the complex items containing missing data and imputed data provided a higher percentage of accurate classification rates more than simple items with DINA model. Keyword: Cognitive Diagnosis Models, Missing Value, Q matrix, DINA Model, Multiple Imputation.

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Study content and motivation for using ICT in education

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Abstract

The digitally competent teacher is crucial for effective use of ICT in educational process. The adequate ICT content are therefore required for the training for pre-service teachers. However, the preparation of study contents should consider previous knowledge and skills of pre-service teachers or students who are now members of the so-called generation Z. Study contents should therefore fulfil two objectives: knowledge upgrade, and motivation for use of ICT in educational process. The study content of the course "ICT in education" at Faculty of Education comprise (1) production of multimedia elements, (2) production of learning materials, (3) learning materials distribution, (4) ICT implementation in the educational process. The aim of our study was to get the better insight to the pre-service teacher's assessment of topics' popularity, estimations of achieved skills, and motivation for implementation of ICT in education. Our research sample consists of two generations of students of elementary education that attended the ICT in Education course. The two-year time gap is considered suitable to discover differences between generations because of the rapid development of ICT. We used online survey to collect the students' estimations at five level scale and multiple choices questions responses. The data were statistically analysed using descriptive and inferential statistics. The most popular topics are: practical implementation of ICT in the educational process, multimedia elements production and LMS (Learning Management System) Moodle. The ICT implementation and LMS become more popular in younger generation. The motivation for the implementation of ICT in the educational process and LMS is higher by younger generation of students. The production of multimedia elements is equally popular in both generation. The results shows the increased acceptance of ICT in education but the trends of forthcoming generations is the aim of future researching.

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Rethinking Educational Research on School Disengagement through Students' Voices

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Abstract

Several factors may lead to school disengagement and dropout. Young people are at risk of disengagement from school when their life circumstances, learning experiences or behaviours impede learning, reduce school success and discourage participation. Understanding this process can help a school identify and work with young people at risk of disengaging before this comes entrenched. Therefore, the present study was aimed to address to the research question: why do vocational school students disengage from school? This paper reports to the stages and initial results of a study that used a sample of 30 vocational school students of the 10th grade as co-researchers to investigate the phenomenon of engagement and disengagement at an Education and Training Centre, one of the alternative school pathways for young people available in Portugal. Following the premises of Cook-Sather (2006), that young people have unique perspectives on learning, teaching and schooling and that they should be given the opportunity to actively shape their education, we have built a research design based on the work of Fielding (2001). A sample of 30 vocational school students of the 10th grade was chosen and developed activities as Co-Researchers by answering a questionnaire and conducting a photovoice activity which aimed at understanding their perspective on the school, their learning and their community. All data was collected, analysed and coded by students in group sessions, where students engaged in a 3-stage process of analysis based on Paulo Freire's (2005) concept of education to promote critical consciousness: selecting, contextualising, codifying. Two focus group sessions were held in order to better understand students' perspective. First findings of this research show that students felt empowered by the fact that they were given responsibilities towards a research aimed at understanding their perspective on disengagement and, thus, improving their learning. By analysing data, students identified problems, critically discussed the roots of the situation, and named ways to change the situation, showing that when they are asked to participate in their own learning process, change can happen and schools can locally work to reduce dropout.

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Trends in Masters' Theses on Visual Arts in Turkish Primary Education

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Abstract

The purpose of this study is to identify the trends in master's theses on visual arts conducted in Turkish primary education. We used different combination of keywords regarding visual arts and primary education and identified 84 master's theses. Utilizing content analysis, we identified the title of the advisor, date, university, department, level, methods, sampling method, grade level, sample size, data collection, data analysis, implications, keywords, gender of the researcher, the number of Turkish and English sources were identified. Findings were given in frequency and coding tables. The results indicated that most master's thesis on visual arts conducted in Turkey writers were female, the advisor of the theses were mostly assistant professor, thesis were mostly published in 2011, most theses were published in Gazi University, most thesis were published in arts education departments, most theses were in master's degree. Most studies utilized qualitative analysis and conducted with primary school students. Data analysis techniques included content analysis and documents analysis. Examining the implications of the thesis results showed that professional development courses could be given, art education environments should be equipped with proper materials, duration of visual arts courses should be increased, and collaboration with museums should be established.

Keywords: visual arts, primary education, content analysis, master's thesis

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Psikolojik Sözleşme İhlali Durumunda Örgütsel Öğrenmedeki Değişim

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Abstract

İş hayatının çalışanlar için başlangıcı sayılan yazılı iş sözleşmelerinin dışında oluşan bir diğer sözleşme türü de psikolojik sözleşmelerdir. Psikolojik sözleşmeler yazılı iş sözleşmeleri gibi yazılı olarak hazırlanıp kısa sürede oluşmamaktadır. Uzun dönemde oluşup etkileri köklü bir biçimde örgütü etkilemektedir. Yazılı iş sözleşmesindeki esaslar, sözlü verilen sözler, iş yerindeki tutum ve davranışlar ve dahi iş yerinde çalışanın hafızasına o işle ilgili kaydedilen her bilgi bu sözleşmenin hazırlayıcısı kabul edilmektedir. İnsanları esasen kendi kanaatleri yönettiği gibi çalışanlar da onlara verilen yazılı, sözlü sözlerle değil bu sözlerin karşısında oluşan davranışların iç dünyalarında yarattığı çıktı durumlarıyla hareket etmektedir. Çalışanlarda oluşan psikolojik sözleşmenin ihlali durumlarında örgütte yaşanacak değişimin bazı durumlarda etkisini çok daha arttırabileceği öngörülebilmektedir. Örgütsel öğrenme, örgütün davranışlarını yöneten ve örgüte şekil verme gücü olan etkili bir süreçtir. Örgütteki kalıcı davranış değişiminin dizayn edilebileceği bu süreçte en önemli faktör çalışanların tutum ve davranışlarıdır. Psikolojik sözleşmenin ihlaliyle çalışanlarda oluşan negatif tutum ve davranışların bu süreçte değişim yaratmaması söz konusu olmamaktadır. Bu çalışmada, psikolojik sözleşmenin ihlali durumlarında örgütte oluşabilecek handikapların örgütsel öğrenme sürecinde yaratabileceği etkilerine değinilmektedir.

Anahtar Kelimeler: Psikolojik Sözleşme, Örgütsel Öğrenme

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The Opinions of the Postgraduate Students and Academicians dealing with Thesis Writing Process

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Abstract

Thesis writing process is a demanding process which is defined as complicated by both postgraduate students and academicians. That process which is supposed to be well-structured with the aid of laid schemes may results in problems reaching dimensions which decrease daily functionality of many postgraduate students and academicians. Moreover, those problems may even cause psychological decays in them. On the other hand, it is possible to meet students who suppose that they go through that process in a more peaceful way. As it is seen from this statement, each thesis writing process contains subjective experiences in itself. Nevertheless, no study has been found in Turkish literature review about this subject which is worth the effort of studying just for this nominative feature of it. Nevertheless, this subject is eligible for being a research subject for both the subjective experiences it contains and for being a situation affecting the postgraduate students and academicians deeply whose number is increasing day by day. Taking into account all of these, the aim of the present study is to examine the opinions of postgraduate students and academicians who has experienced thesis writing process. This study in which a qualitative research method is adopted can be called as phenomenological and the data will be gathered by interviews. The interviews is planned to be made with eight postgraduate students and/or academicians four of whom are male and four of whom are female and a semi-structured interview form is planned to be used prepared by the researchers as a data collecting tool. The interviews will be made face-to-face with the participants by the researchers. The data will be analysed with content analysis method by using Nvivo qualitative data analysis software. The findings of the study will be discussed in the light of related literature and the suggestions about the results will be presented.

Key Words: Postgraduate students, Academicians, Thesis writing process

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Investigation of Pre-service Teachers' Attitudes Towards Recycling

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Abstract

In today's world, the greatest cause of environmental problems is human behavior. Consumption, waste disposal, global warming, acid rain, toxic pollution and loss of biodiversity are only a small part of important environmental problems. Recycling, which is environmental behavior, is a process of creating a new product that has not been changed before and has an important place in solid waste management (Vining & Ebreo, 1992). The aim of this research is to examine the attitudes of pre-service teacher who study in different departments towards recycling. Within the scope of this general objective, answers to the following questions will be sought.

What are the attitudes of preservice teachers teachers towards recycling?

Are the attitudes of the preservice teachers towards recycling significantly different in terms of gender?

Are the attitudes of the preservice teachers towards recycling significantly different in terms of grade level?

Are the attitudes of the preservice teachers towards recycling significantly different in terms of departments pre-service teachers study?

Mixed method study will be used in the research. This research will be carried outone with pre-service teachers at Ahi Evran University. In this scale, "Recycling Attitude Scale" developed by Karatekin (2013) will be used to determine the attitudes of the individuals towards recycling. The data is planned to be collected within one month of the 2016-2017 academic year spring semester and all the process will be completed until end of the semester. In this research, descriptive analysis, inferential statistics and content analysis will be used as data analysis. The results of the research will be the basis for the future studies.

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Intercultural Communication in the Space of Higher Education: Issues of Theory and Practice

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Abstract

Aims of the study: The paper is devoted to the exploration and discussion of modern methods of teaching and learning of intercultural communication in higher school. The aim of the study is to explore and discuss the essential theoretical and practical questions of the topic under consideration. **Research Methods:** To fulfil the study both general scientific methods and methods of a number of humanities were applied. The study is designed on the basis of interdisciplinary approach and philosophy of synergetics. In order to get feedback from the students concerning their impression, perception of the course of intercultural communication, the survey and interviews with direct questions were used. **Outcomes of the research:** This paper proposes methods for teaching students intercultural knowledge and practical skills they need in order to foresee communicative barriers, understand the causes of intercultural conflicts and adapt to different cultural settings. **Conclusion:** As the result of the study and the analysis of the survey conducted, we came to the conclusion, that the integration of theoretical knowledge along with teaching practical skills based on the philosophy of synergetics and the dialogue style of communication in the context of higher education are the most effective methods and approaches to teaching and learning intercultural communication. **Implications for future research:** The proposed model of teaching intercultural communication provides a conceptual framework for further research of both theoretical and practical aspects of the subject matter. A key challenge for researchers is to identify dimensions for intercultural competence measurement.

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Teaching CLIL on line: creating lessons

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Abstract

At the Universidad de Las Palmas de Gran Canaria there are an array of courses on line that tries to fill in the lack of methodology courses offered. Since 2012 - 2017 we have delivered the course titled: Introduction to CLIL to 154 students during a period of two months and a half. 66% were secondary teachers, 23% were primary teachers and the rest were university students. After the course we have conducted a survey that has resulted in following findings: 84% felt that there is a need for more methodology courses, 75% affirmed that they most useful part was creating lessons and peer- assessment, 97% would recommend the course and 68% felt that the moodle platform was user friendly. As suggestion for course to come introduction to CLIL students have recommended: course to be longer and to give more information how to assess CLIL lessons. We have addressed these issues and will analyse the data accordingly.

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Young children's experiences of violence – building bridges between schools and communities

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Abstract

It is widely accepted that schools are microcosms of the broader communities in which they are located. For this reason, the social ills prevalent in communities are known to permeate the school environment to various degrees (Burton & Leoschut, 2012:54). Ntuli (2015) stated in her report on violence in schools that South Africa is ranked second in the world when it comes to violent incidents in schools. It is important to note that early onset of violent behaviour is linked with more serious and chronic violence later in life (Hawkins, 2000). We argue that early predictors of risk factors can focus intervention strategies within schools and communities. When considering that one of the most important conditions for optimal child development is the establishment of an enabling environment (SABER Country report, 2012: 2), it becomes imperative to explore the social and emotional experiences of children at schools. This presentation builds on the drawings and descriptions of 224 South African children between the ages of six and nine years. Children from diverse urban schools were asked to draw pictures of experiences that made them sad. A significant number of children drew pictures depicting physical and verbal bullying, mostly at the hands of other children. A number of children also noted verbal and physical abuse by friends and family. The present study was conducted as part of a larger research project within the field of social sciences. The subject Life Skills is taught within the Foundation Phase Learning Programme in all South African schools and the findings of this study will be used to inform curriculum development to promote safer school- and community environments.

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THE ANALYSIS OF FIRST-GRADE TEACHERS' NEED OF CONSULTATION IN THE FIRST (FALL) TERM OF ACADEMIC YEAR

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Abstract

In this study, it is aimed to specify first grades teachers' need of consultation who are in charge of conducting the school adaptation and reading and writing process. First grade is a critical period which includes school orientation, preparation, learning and improving of reading and writing. For getting healthy results in this process, it is necessary to know the first-grade teachers' needs of consultation who are expected to implement the main intervention techniques. The literature accessed shows that there is limited study on the first-grade teachers' needs of consultation. This study is designed as a qualitative research. In qualitative approach, It is aimed to examine the under-researched subject with a interpretative perspective in natural setting. The data were collected during the first term of 2015-2016 academic year from 7 first-grade teachers with a semi-structured interview technique. The interviews conducted in the last week of every month were implemented monthly 4 times in total . Thematic method was used for the analysis of the data. The answers given to the same interview questions asked every month changed by month. Identified thema samples are these: nonfunctional parenting skills, economic difficulties, the difficulties encountered in psycho-motor development and self-care skills, the fear of staying at school, the difficulties with the school management, the concerns of teachers, strange child, the hardships of obeying the rules and math. The consultation studies for the first-grade teachers can be defined as the protective and pretentive guidance studies that are presented to teachers in order to help students to have a better term during the first grade. It is aimed to examine the teachers' consultation needs for the critical period in the first grade. Qualitative method is used in the study. At the end of the study, it was found out that the first grade teachers consultation needs differ monthly and it is suggested to take these needs into consideration for the consultation needs to be prepared.

Key words: critical period , consultation, first grade, teacher, psychological counselor

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The Effect of Inhaler Aromatherapy Accompanied with Music on Vital Signs in Patients Undergoing Upper Gastrointestinal System Endoscopy

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Abstract

Aim: The aim of this study is to assess the effect of inhaler aromatherapy accompanied with music on vital signs and oxygen saturation in patients undergoing upper gastrointestinal system endoscopy. **Method:** The study was conducted with the randomized controlled and experimental design. All the necessary permissions were obtained before starting the study. The intervention groups consisted of three groups; the music (group 1: 30), the aromatherapy (group 2: 30), and the aromatherapy + music group (group 3: 30). Before the procedure, the music group was made to listen instrumental classical Turkish music in rast tune for ten minutes before the procedure through earphones and for five minutes during the procedure through the speaker due to the position given to the patient. In the aromatherapy group; a mixture was prepared by using lavender, chamomile, and sour orange oil in the ratios of 6:2:0.5 and three drops from this mixture were dropped on the sponge and applied by placing on the shoulder of the patient through inhalation (for five minutes) before the procedure and during the procedure. In group 3, on the other hand, the patients were both made to listen to the music and applied with aromatherapy before and during the procedure. **Outcomes:** In all the groups, it was found that the pulse rate increased during the procedure compared to the period before the procedure; however, minimum increase was observed in music group and aromatherapy+music group, whereas maximum increase was observed in the control group ($p<0.05$). Similarly, it was found that the oxygen saturation decreased only in the control group during the procedure compared to the period before the procedure, and the systolic and diastolic blood pressures significantly increased in the control group compared to the period before the procedure, and minimum increase was observed in the aromatherapy+music group. **Conclusion and Suggestions:** It was observed that music and the inhaler aromatherapy accompanied with music affected pulse and blood pressure positively during the endoscopy, and prevented the decrease in oxygen saturation. Therefore, it could be recommended to apply especially the inhaler aromatherapy accompanied with music in endoscopy procedure since it is easy to apply and cost effective.

Keywords: Endoscopy, music, inhaler aromatherapy, vital sign, nursing.

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Are Nursing Students Sensitive towards Social Problems?

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Abstract

Aim: One of the goals of education is for individuals to be sensitive to events and conditions in life. Sensitivity, as an educational method and a value, is a phenomenon with increasing importance in contemporary world. Therefore, this study was aimed to evaluate sensitivity of nursing students towards social problems. Method: This descriptive study was conducted with students studying at the nursing department of faculty of health sciences of a state university. While the population of the study consisted of all nursing students studying at the faculty; the sample consisted of totally 336 first-second-third- and fourth-students who agreed to participate in the study. Before conducting the study, informed consent of students and permission of the institution were received. The data of the study were collected by using the questionnaire and "Social Sensitivity Scale". Total scores to be obtained from scale ranged from 24 to 120 and high score signifies high sensitivity of students towards social problems. The obtained data were evaluated by using student t, one way anova, and Kruskal Wallis test. Outcomes: It was determined that 72.6% of the students were in the age group of 17-21 years, 37.8% were the first-year students, and 47.6% chose the profession "partially" voluntarily. Mean scores obtained by the students from the social sensitivity scale was found to be 110 ± 0.6 . Analysis revealed that those, who were in the age group of 17-21 years group, were the second-year students, stated they chose the profession "partially" voluntarily, and were female, had the highest social sensitivity score ($p < 0.05$). Conclusion and Recommendations: It was determined that the students had high social sensitivity score and social sensitivity of the second-year students developed better. Therefore, it can be recommended to support students in terms of formation and development of social sensitivity starting from the start of undergraduate education.

Key Words: Nursing, social sensitivity, nursing students

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Can Professional Values Be Developed in Nursing Students?

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Abstract

Aim: Educational process is the starting point for transferring and learning professional values and this development continues in the professional socialization process of students after graduation. This study was conducted in order to determine development of the professional values of nursing students. **Method:** The descriptive study was conducted with students studying in the department of nursing, faculty of health sciences at a public university. While the population of the study consisted of all nursing students studying in the faculty; the sample consisted of a total of 330 second-third-and-fourth year students who agreed to participate in the study. Informed consent from students and written permission from the institution were obtained before starting to conduct the study. The data of the study were collected by using a questionnaire and the Professional Values Scale. Total scores to be obtained from the scale vary between 26 and 130 and high scores signify a high adaptation to professional values. The acquired data were evaluated through student t and one way anova test. **Outcomes:** It was determined that 66.7% of the students were in the age range of 17-21 years, 75.8% women, 47.0% were the second-year students, 47.3% had selected their profession “partially” voluntarily and 33.6% considered their profession as a “holy profession”. It was also determined that the mean score obtained by the students from the Professional Values Scale was 98.2 ± 16.9 . As a result of the analyses, it was found that those who were the fourth-year students and in the age group of 22-26 years had the highest score of professional value; whereas, those who defined the profession as “a profession perceived like a subsidiary personnel” and were graduated from vocational high school of health had the lowest score of professional value ($p < 0.05$). There was no correlation between selecting the profession voluntarily and the scores of professional values. **Conclusion and Recommendations:** It was determined that the students had moderate scores of professional values and the fourth-year students had better perceptions and behaviors concerning professional values. Thus, it is recommended to support students in terms of the formation and development of professional values as from the beginning of their undergraduate education.

Keywords: Nursing, professional values, nursing students

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Health Promoting Behaviors of Nursing Students

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Abstract

Aim: Nurses are in the appropriate position of role model due to their positive health behaviors. In addition, the provided healthcare service would be strong if this wide group was healthy. Therefore, this study was conducted in order to determine Healthy Lifestyle Behaviors (HLB) of nursing students. **Method:** This descriptive study was conducted with students studying at nursing department of faculty of health sciences of a state university. While the population of the study consisted of all nursing students studying at the faculty; the sample consisted of a total of 349 first-second-third- and – fourth- year students who agreed to participate in the study. Before starting the study, informed consent of students and written approval of the institution were obtained. The data of the study were collected by using questionnaire and HLB Scale II. The scale consists of 6 subscales including health responsibility, physical activity, nutrition, spiritual growth, interpersonal relations and stress management, as well as total score of the scale. Total score to be obtained from the scale ranges between 52 and 208, high score indicates high health lifestyle behaviors. The obtained data were evaluated by using student t, one way anova, and Kruskal-Wallis test. **Outcomes:** It was determined that 69.6% of the students were in the age range of 17-21 years, 73.4% were female, 36.1% were the first-year students, 51.0% assessed their health as good, 45.6% had routine medical screening within the last year, and 46.4% chose this profession “partially” voluntarily. Total mean scores obtained by the students from HLB scale was found to be 134.9 ± 1.0 . Mean scores of the students from interpersonal relations, nutrition, health responsibility, physical activity, stress management, and spiritual growth subscales were 25.5 ± 0.2 , 21.1 ± 0.2 , 21.8 ± 0.2 , 21.2 ± 0.2 , 21.5 ± 0.1 , and 23.4 ± 0.2 , respectively. The analyses revealed that those who assessed their health as “good”, were the first-year students, and women had the highest HLB score ($p < 0.05$). **Conclusion and Recommendations:** It was observed that HLB score of the students was low, especially score of stress management subscale was the lowest, and the score of interpersonal relations was the highest. Therefore, it can be asserted that students need to protect and maintain their own health and to be supported especially in terms of stress management.

Key Words: Nursing, healthy lifestyle behaviors, nursing students.

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Comparing the Physical Activity Levels of Individuals Diagnosed with Obesity and Diabetes

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Abstract

Aim: Physical activity is of vital importance in diabetic and obese patients. Thus, this study was conducted to compare the physical activity levels in these individuals. **Method:** This descriptive study was conducted with 90 adult patients who applied to endocrinology and metabolism diseases and internal medicine outpatient clinic of a public hospital between July and August 2016 and were diagnosed with diabetes and obesity by the physician according to the criteria of the American Diabetes Association. Power analysis was performed for determining the sample size. Permissions were obtained from the ethics committee, institution, where the study would be conducted, and the patients before the study. The data of the study were collected by using a questionnaire involving questions questioning socio-demographic and patient information as well as the International Physical Activity Questionnaire (IPAQ) whose validity-reliability was conducted for Turkey. According to the total physical activity scores obtained by the participants from IPAQ; their physical activity levels were classified as “low”, “moderate” and “high”. Body mass index (BMI, weight (kg)/length² (m²)) of all patients was calculated by using their height and weight measurements. The data of the study were evaluated by using chi-square and Student t analysis in the computer environment. **Outcomes:** It was determined that 35.6% of the patients were aged between 35-44 years, 81.1% were women and 91.1% were unemployed. It was found that 60.0% were diagnosed with diabetes, 40.0% were diagnosed with obesity and 65.6% had knowledge about their diseases. 25.9% of the individuals diagnosed with diabetes were “second degree obese” and 47.2% of individuals diagnosed with obesity had “third degree morbid obesity”. It was observed that a great majority of the patients in both groups had irregular and carbohydrate-weighted feeding and did not do regular exercise (p>0.05). It was also determined that 81.5% of individuals diagnosed with diabetes and 55.6% of individuals diagnosed with obesity had “low physical activity level”. **Conclusion and Recommendations:** It was determined that the patients diagnosed with diabetes and obesity had low physical activity levels. Accordingly, it is recommended to periodically evaluate the physical activity level of both patient groups and support these patients by referring them to physical activity.

Keywords: Diabetes, Obesity, Physical Activity, Nursing

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The Effect of Inhaler Aromatherapy Administered to Oncologic Patients During Port Catheterization Procedure on Pain

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Abstract

Aim: The study was conducted in order to evaluate the effect of inhaler aromatherapy on pain experienced by patients diagnosed with cancer during port catheterization procedure. **Method:** The study was conducted at two institutions in the Southeastern Anatolia Region. Before the study, written-oral permission was obtained from the related institutions, Gaziantep University Ethics Committee and patients. The sample of the study was determined by using the power analysis. Intervention and control groups were determined by using simple random sample and the study was completed with 60 patients. The data of the study were collected by using questionnaire and the form of vital signs. Pain and the adherence to the procedure were evaluated by using Visual Analog Scale – VAS). The Inhaler aromatherapy was administered only to intervention group; the questionnaire was applied before the procedure and pain level experienced during the insertion of port catheterization was evaluated by using VAS. Then, three drops of the mixture, which was prepared by diluting orange, lavender and daisy oil in the ratio of 1:1:1 with 70 cc distilled water, was poured on sterile sponge and placed 10 cm away from the patient, and inhaler aromatherapy was administered during the procedure (approximately 15 minutes). No intervention was performed on patients in the control group during port catheterization except for the routine practices of the clinic; only questionnaire and VAS were applied. The data obtained from the study were evaluated in the computer environment by using student t, one way anova, mann whitney U, kruskal wallis, paired t test, and correlation analysis. **Outcomes:** It was found that pain mean score of the intervention group was 6.2 ± 1.6 before the procedure, decreased to 5.0 ± 1.2 during the procedure, and increased to 5.5 ± 1.2 again after the procedure; whereas, pain score mean of the control group was 6.0 ± 0.9 before the procedure, increased to 7.4 ± 1.4 during the procedure, and decreased to 6.5 ± 1.6 after procedure ($p < 0.01$). Also it was determined that while the adherence of the intervention group to the procedure was 8.1 ± 2.0 , adherence of the control group to the procedure was 7.2 ± 1.5 ($p < 0.05$). **Conclusion and Suggestions:** It was observed that inhaler aromatherapy which was administered during the port catheterization procedure was effective especially in reducing pain experienced by the patients during the procedure and making them have adherence to the procedure. Thus, in the controlling of pain experienced during the invasive interventions, it can be recommended for inhale aromatherapy to be involved in nursing interventions in addition to the current institution protocols.

Key Words: Oncology, patient, inhaler aromatherapy, port catheter, pain, nursing.

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THE APPROACHES AND ATTITUDES OF NURSES ON CLINICAL HANDOVER

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Abstract

A patient handover is a critical process in health care services in which nurses are typically engaged several times in each working day. The purpose of this study was to determine the approaches and attitudes of nurses regarding clinical handover in Turkey. This study, planned as descriptive and cross sectional, was conducted between April and July 2013 in seven institutions located in a city of Turkey. The sample group consisted of a total of 480 nurses. A personal information form and a questionnaire on clinical handover were used in this study. In this study, the positive aspects of clinical handover mostly indicated by the nurses were as follows; "Simplifies the follow-up of patient information", "Simplifies the acquisition of information about the patient and the disease" and "Gives an opportunity to get information that I did not know or did not understand" (respectively 80.2%, 74.2%, 67.7%). The negative aspects of clinical handover mostly specified by the nurses were as follows; "Clinical handover takes too much time" (24.4%) and "increases work load" (14.4%). It was determined that nurses indicated that while clinical handover had advantages such as the acquisition of information about the patient and the disease and the follow-up of patient information, it had disadvantages such as taking too much time and increasing the work load.

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Determining the Stress Levels of Nursing Students in Nursing Education

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Abstract

Aim: Nursing education is a theoretical and clinical education program that aims to make individuals acquire nursing profession by using knowledge, attitude and skills. Students face many stress factors that affect academic performance and life quality in this process. For this reason, this study was conducted to determine the stress levels students face during undergraduate study in Nursing Department. Method: This study was conducted in descriptive design in February 2016-March 2017 Academic Year with 319 Nursing Department students who volunteered to participate in the study and who had the inclusion criteria for the study. The data were collected with the Introductory Information Form and Nursing Education Stress Scale. The total point was 0 - 96. The increase in points shows that the stress level increases. In analyzing the data, Definitive Statistics, t-test and Variance Analysis were used. Results: 75.5% of the students who participated in the study were female; 24.5% were male, and the mean age was 20.5 ± 2.4 . Fifty-four point two percent (54.2%) of the students stated that they felt they belonged to their profession, i.e. it was the right choice for them, and 66.5% of them stated that they did not want to change their department. It was determined that the average of the total points received by the students from the scale was 64.7 ± 15.8 ; academic stress sub-dimension point was 32.1 ± 7.9 ; and the application sub-dimension point was 32.6 ± 9.1 . It was observed that there were no statistically significant differences between the total scale point application sub-dimension and academic sub-dimension average points and grades, mother's educational status, high school graduated, and belonging to profession status. When the gender variable and total sub-dimensions were compared, it was determined that the stress levels of female students were higher than those of the male students at a statistically significant level. Conclusion and Recommendations: As a result of the study, it was determined that nursing students had high-level stress during their educations, and the academic and application levels of this stress was at the same level. For this reason, it might be recommended that the stress levels of the nursing students on nursing education are determined during their undergraduate years, and students are supported.

Key Words: Nursing education, nursing education stress, academic stress, nursing students.

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LATENT CLASS EQUATING WITH ANCHOR TEST DESIGN IN COGNITIVE DIAGNOSTIC MODELS

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Abstract

In this research, equation of two tests was carried out which were developed within the scope of TUBITAK Project, numbered 115K531, with reference to Cognitive Diagnostic Models (CDM). Angoff (1971) defines test equating as converting the system of units of one form to the system of units of the other form. In the study, with regard to anchor item parameters, formB latent classifications were equated to formA classification. The sample of the research consists of 992 6th grade examinees. Tests consist of 15 items, 8 of which were anchors. The formation of Q matrix was based on 7 fundamental mathematical capabilities (OECD, 2013, p. 30-31) which were used in PISA2012 framework. According to the expert opinion, 3 of the capabilities were considered to be related to the tests. Item statistics of the tests were determined via CTT and IRT models. Since the tests were given to examinees with similar attribute levels, horizontal equating was applied. The internal-anchor design was used as test linking design. DINA model was used in the analysis. DINA is a CDM model which consists of g (guess) and s (slip) parameters and item parameters including their standard errors and which generates alpha parameters of the posterior probabilities of the classes (de la Torre, 2009). Equating process was put into action in two stages. In the first stage, item and individual parameters of formA and formB were determined together with the response patterns of each examinee who took formB. 426 different response patterns were obtained from 491 examinees. In the second stage, data were generated using the anchor items in formA and item parameters of 7 items of formB. Anchor item parameters of formA were used as equating criteria for formB. FormB patterns were reclassified in line with formA parameters. Analysis results revealed that latent classes of formB examinees remained unchanged at a ratio of 88%. The changing clusters in general shifted towards higher attribute level.

Key Words: CDM Models, Test Equating, Anchor Test Design, DINA Model

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Determining Prospective Science Teachers' Understanding Levels Related to Some Basic Science Concepts

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Abstract

The aim of this study is to determine the understanding levels of prospective science teachers related to some basic science concepts. In this study it was used survey method. Research sample is consist of 170 prospective science teacher from the first (N=54), the second (N=24), the third (N=56) and the forth (N=36) level of science teacher education program of Mustafa Kemal University. It was used a test (Science Concept Test- SCT) which contain 15 open-ended questions related to physics, chemistry and biology of sub-field of science in order to collect data. For the validity of the SCT, it was applied to expert view. In order to provide reliability of the SCT, it was compared answerer consistency. In order to analyze data, it was used descriptive statistics, percentage, frequency rate and one-way ANOVA. According to the ANOVA results, there was a significance difference among class levels of science teacher education program ($p<0.05$). With reference to this, understanding levels of prospective science teachers of the third and the fourth class was higher than the first and the second class of prospective science teachers. In addition, it was seen that prospective science teachers have some misconceptions related to basic science concepts. It thought that most science concepts are abstract and for this reason, prospective science teachers cannot revive these concepts as correctly in their mind.

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Prospective Primary Teachers' Knowledge Levels about Basic Science Concepts

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Abstract

The aim of this research is to determine the prospective primary teachers' knowledge levels about basic science concepts. For this purpose, a survey research methodology was used in this research. The sample of the research consists of 35 prospective primary teachers who are educated in the 3rd grade of Muş Alparslan University Education Faculty. In order to collect data in the research, Science Test (ST), which consists of 15 open-ended questionnaires containing the concepts of physics, chemistry and biology lessons which are the subfields of science, was used. For the validity of the test, 3 experts were consulted. The consistency of the scorer was examined for its reliability. It was used percentage and frequency values of descriptive statistics for analyzing the data. Findings from the research show that some prospective primary teachers have various conceptual misconceptions about the physics, chemistry and biology concepts and also do not know some concepts. It is thought that in these results emerging in the research, science concepts are generally abstract and that prospective primary teachers' academic achievement level are too low.

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The Predictors of Preservice Pre-School Teachers' Self-Efficacy Beliefs

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Abstract

The aim of this research is to determine the prospective primary teachers' knowledge levels about basic science concepts. For this purpose, a survey research methodology was used in this research. The sample of the research consists of 35 prospective primary teachers who are educated in the 3rd grade of Muş Alparslan University Education Faculty. In order to collect data in the research, Science Test (ST), which consists of 15 open-ended questionnaires containing the concepts of physics, chemistry and biology lessons which are the subfields of science, was used. For the validity of the test, 3 experts were consulted. The consistency of the scorer was examined for its reliability. It was used percentage and frequency values of descriptive statistics for analyzing the data. Findings from the research show that some prospective primary teachers have various conceptual misconceptions about the physics, chemistry and biology concepts and also do not know some concepts. It is thought that in these results emerging in the research, science concepts are generally abstract and that prospective primary teachers' academic achievement level are too low.

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INVESTIGATION OF THE EFFECTIVENESS OF BOLOGNA PROCESS: HACETTEPE UNIVERSITY EDUCATION FACULTY CASE

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Abstract

Bologna process officially started in 1999 with participation of 29 European countries in order to create European Higher Education Area, which aims to set standards for higher education in Europe until 2010. Turkey was involved in this movement in 2001. As other universities in Turkey, Hacettepe University is part of the movement and has started to use updated curricula aligned with Bologna process in 2013. In this context, the purpose of this study is to investigate the views of the faculty members, students and committee members of Bologna process about implementation effectiveness of Bologna process. To investigate participants' views, three Bologna Process Evaluation Inventories were developed as data collection instruments. The inventory for students and faculty members include items about the implementation; however, the instrument for the committee members of Bologna process contains items about the update process of curricula and course catalogs. In addition to determining participants' views, the differences among participants were examined in terms of department and undergraduate, and graduate levels. Some results of the study are as follows: For committee members, stakeholders' views on learning outcomes are partially considered. On the other hand, curricula and course catalogs partially reflect the needs and interests of the students. In terms of students' opinions, teaching and learning techniques are applied partly in practice; some of the information is not up to date and some elective courses are not based on their needs and interests written in course catalogs. Also, the faculty members mentioned that they do not strictly follow what is written on the course outline. Moreover, the results indicated that there are significant differences in students' and faculty members' views about both curricula and course catalogs among departments and levels.

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Health-related physical fitness and nutritional behaviours in 14 to 17-year-old Spanish secondary school males

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Abstract

Objective: to examine adolescent physical fitness and nutritional behaviours. Design: descriptive study; analysis of health-related physical fitness using the Alpha Fitness Test battery and analysis of nutritional behaviours based on a brief food consumption frequency questionnaire. Participants: 194 male participants divided in subsample 1 (14 years old / n=37), subsample 2 (15 years old / n=47), subsample 3 (16 years old / n=72) and subsample 4 (17 years old / n=38). Variables measured: anthropometric and physical fitness (Alpha Fitness Test) and nutritional variables. Analysis: Kolgorov-Smirnov goodness-of-fit, visual and analytical univariate analyses; Pearson's correlation coefficient calculated to determine inter-variable relationships, confirmed with multiple linear regressions. Results: High fitness test scores in subsamples 1 and 2 (n=37/47); low scores in subsample 3 (n=72) and very low in subsample 4 (n=38); above average protein and fat consumption, below average carbohydrate intake and total Kcal requirements met in subsamples 1 and 2 only. Conclusions and Implications: The study reveals that the physical fitness score and nutritional behaviours are highest in 14 and 15-year-old, decline in health-related physical fitness with increasing age (16-17) and adolescent nutritional patterns out of line with scientific standards.

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Aggressiveness, Resilience as Predictors of Hope in Middle School Students

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Abstract

Hope is defined as the perceived capability to derive pathways to desired goals, and motivate oneself via agency thinking to use those pathways (Snyder, 2002). The concept of resilience was used for the first time in the 1950s while defining individuals who can cope with stressful events and who can survive. The literal meaning of resilience is the flexibility of the material; in other words, it means not to accept being under pressure, re-gaining strength (Garmezy, 1993). Aggression is characterized by the intention to cause physical or emotional harm to another (Ballard et al. 2004). According to different models of aggression, the definition of aggression changes according to etiology. Based on the instinctive theories of aggression intention determines whether a behavior is aggressive or not; only behaviors performed in order to cause harm can be considered aggressive. According to behavioral theories, behavioral intention is not important; every behavior that causes physical or psychological harm to other person is an aggressive behavior (Erkuş 1994). The aim of this research is to investigate the relationship between aggressiveness, psychological resilience and hope in a sample of Turkish middle school students. The participants were 234 students, between age range of 11–15, who were attending three different vocational high school in Burdur, Turkey. The age mean was 12.70 (sd= 1.11). The participants were 55.6 % female and 44.4% male. In this research used the relational screening method. To obtain the data for the Children's Hope Scale (Snyder, Hoza et al., 1997) adopted by Atik and Kemer (2009), Aggressiveness Scale (Şahin, 2004) and Resilience Scale for Early Adolescents" (RSEA) (Şahin-Baltacı and Karataş, 2014) were used. In the research, the stepwise multiple regression analysis was used to test the power of aggressiveness, psychological resilience in predicting hope among middle school students. According to the research findings, aggressiveness negatively predict the hope, psychological resilience positively predicts the resilience. The significant predictors of hope are as follows: psychological resilience ($\beta = .482, p < 0.001$) and aggressiveness ($\beta = -.237, p < 0.001$). Finally, it can be seen that psychological resilience and aggressiveness explain 37% ($R = .611, R^2 = .373, F(2-231) = 68.817, p < .01$) of total variance of hope.

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Mobile Learning Intention Scale: Validity and Reliability Study of Turkish Form based on Theory of Planned Behavior

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Abstract

Technology has always existed not for recently. For ages, its effect has occurred on society, economy and politics and evolution of technology is closely related to human development (Ateş & Durmaz, 2017). One of the technology uses in human development occurs in educational sciences. Mobile learning, among them, has great importance during formal education process and outside of formal education (Cheon, Lee, Crooks & Song, 2012). Since mobile learning provides a number of benefits (e.g., students can access course material from anywhere), investigation students' behaviors toward using of mobile learning can contribute to literature in education. Although it is difficult that every aspect of human behavior is clarified (Ajzen, 1991), concepts related to behavioral dispositions can predict human behavior (Ajzen, 1988). Predicting wide range of specific behaviors is explained with Ajzen and Madden' (1986) theory of planned behavior (TPB). In this study, we aimed to conduct Turkish adaptation of a scale developed by Cheon et al. (2012) and study its properties of reliability and validity used to predict pre-service science teachers' behaviors toward mobile learning in higher education level using TPB. Quantitative study will be used in the research with pre-service science teachers at two Universities in Turkey. The data is planned to be collected within one month of the 2016-2017 academic year spring semester. In this research, data will be analyzed with Structural Equation Modeling (SEM) method.

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Prospects for development of higher education in Bulgaria

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Abstract

The system of higher education in Europe nowadays is faced with a number of challenges regarding standards of accreditation and quality assessment, relations to other organizations and labor market, expectations and demand of learners, university management, etc. The many-year reforms conducted in Bulgaria have led to some characteristics in higher education system and the institutions felled in the trap of changes, thus being in a situation which imposes the need of urgent and adequate actions in term of a purposeful national policy and an effective strategic management at university level. Current paper makes discussions on the most topical problems of Bulgarian universities regarding provision of quality education and competitiveness on international markets. The results presented on the basis of the analyses of the main legislative and strategic documents on national levels are complemented by the data provided by the Bulgarian University Ranking System and the information provided by the National accreditation and evaluation agency. Prospects for future development of the system of higher education in Bulgaria are outlined in the context of the accreditation procedures, quality assurance and ranking systems, academic staff development and links to scientific research, economy and society. The conclusions and recommendations made could be useful as an experience analyzed and a practice presented, as well as a basis for further discussions and research.

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Comparative analysis of the formation of military professional skills in the cadets to be trained in logistics specializations

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Abstract

The social, political and economical changes in the Bulgarian society leave their traces in all spheres of the public life, in particular of the military education system. The implemented in the Republic of Bulgaria reforms assign to the Vasil Levski National Military University the task to train logistic officers at a high level of professional skills, who are ready to solve efficiently the assigned tasks. The specific character of the logistic officers activity sets increased requirements to their management skills and abilities and to the management effectiveness, related to them. In connection with this the disclosure of holdings of cadets from different specializations logistics management, organizational and communication skills is the topical trend to disclose ways to improve military professional training and formation of readiness for a timely and quality management decision making. The research target is the military professional training of the future logistic officers, while the developed in the course of their military professional training management skills, management, organizational and communication skills of the future logistic officers are subject of research. The research aim is to analyze the acquired in the course of the military professional training of the future logistic officers management skills and abilities and the related to them management effectiveness. The methods of research are: a theoretical analysis of the military education literature is used during the research; also the methods of inquiry, statistics, substantiation and general conclusion.

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EXAMINATION OF OPINIONS AND SUGGESTIONS ON THE PARTICIPTION OF FAMILIES OF CHILDREN WITH SPECIAL NEEDS IN THE PROCESS OF THEIR CHILDREN’S INDIVIDUALIZED EDUCATION PROGRAM (IEP)

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Abstract

Individualized education programs (IEP) is a planned version of the intervention services that will be applied intended for all development areas of children with special needs. In Special Education Regulation (2006) which is directly regarding the issues about special education in Turkey, includes issues such as preparing, applying and evaluating IEP, and including the family in the IEP team. Researchers (Allen, Cowdery, 2012; Pedrotty-Bryant, Deutsch-Smith, Bryant, 2008) mentioned that one of the main principles strengthening the IEP process is the participation of children’s family and argued that IEP process can’t function properly and the children can’t develop adequately without the participation of family. Thus, participation of families of the children in the of their children’s IEP process has vital importance. In this research opinions and suggestions on the participation of families of children with special needs in the process of IEP will be examined. The research is designated with descriptive approach depended on qualitative research. 10 mothers of children with special needs participated in the research and data was obtained via semi-structured interview method. Data was analyzed with inductive analysis technique. Findings obtained will be presented at the congress.

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EXAMINATION OF OPINIONS AND SUGGESTIONS ON LEGAL RIGHTS OF FAMILIES WHO HAS CHILDREN WITH SPECIAL NEEDS

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Abstract

The content of special services that given by legal regulations to children with special needs and their families widen and develop consistently. When the legal rights of the families are examined, it can be said that the main goal of the legal rights is create strong, healthy, educated family members. One of the biggest facilitators for this goal is that families have adequate knowledge about their rights and defend them. So that the quality of the services provided to individuals with special needs and the life quality of families can be increased by raising families' awareness. The aim of this study is specified as the examining the opinions of families with children in special needs about their legal rights. The research was designated descriptive approach depended on qualitative research. 10 mother with children in special needs participated in the research, data was obtained via semi-structured interview technique. Data was analyzed with inductive analysis technique. Findings obtained will be presented at the congress.

Key Words: Legal rights, child with special needs, family

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Okul Yöneticilerini Motive Eden Kaynaklar

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Abstract

Okul yöneticilerin motive eden ve etmeyen etkenlerin belirlenmesi aynı zamanda okul yöneticilerin tatmin oldukları iş özellikleri ile karşılaştıkları problemleri ortaya çıkarmada çok boyutlu bir görüntü verecektir. Bu çalışmanın amacı okul yönetim sürecinde okul yöneticilerini motive eden etkenleri ortaya çıkarmaktır. Ulaşılmak istenen amaç doğrultusunda okul yöneticilerini 'neler motive etmektedir' ve 'neler motive etmemektedir' sorularına cevap aranmıştır. Araştırma nitel yöntemle gerçekleştirilmiştir. Okul yöneticilerinin motivasyon kaynaklarını gösteren algılar, yaşadıkları deneyimler ve durumların belirlenmesine dönük olguların ortaya çıkarılması amaçlandığı için çalışma olgubilim (fenemolojik) desenindedir. Araştırmanın çalışma grubu 2016-2017 eğitim yılı Sivas ili merkez ilçede görev yapan 18 okul yöneticiden oluşmaktadır. Önceden belirlenmiş ve ciddi bir amaca ulaşmak için, soru sorma ve yanıtlama şeklinde karşılıklı ve etkileşimli bir iletişim süreci olan görüşme (Stewart ve Cash, 1985) veri toplama tekniği olarak tercih edilmiştir. Veriler yarı yapılandırılmış görüşme formu ile toplanmıştır. Veriler araştırmanın amacına yönelik olarak içerik analizi ile çözümlenmiştir. Okul yöneticileri motive eden etkenler arasında en çok okul iklimi (% 33,32) temasına ilişkin görüşler yer almaktadır. Okul yönetimi sürecinde okul yöneticilerini motive eden diğer etkenler sosyal ve psikolojik destek, öğrenci ile ilgili etkenler, ortamsal etkenler ve hizmet bilinci olmak üzere sıralanmıştır. okul yöneticilerin motivasyonunu düşüren etkenler arasında en çok okul iklimi (% 49,98) temasına ilişkin görüşler yer almaktadır. Okul yönetimi sürecinde okul yöneticilerinin motivasyonunu düşüren diğer etkenler okul yönetimi ile ilgili etkenler, hizmet bilinci, eğitim politikaları, öğrenci ile ilgili etkenler ve çevre ile ilgili etkenler olmak üzere sıralanmıştır.

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A success of University-Industry Partnership

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Abstract

In the fast-changing world, the success of engineering education depends not only on sound engineering knowledge, but also on the ability to apply it in practice from the moment young graduates enter the real industry. In order to be successful in industry, learners need interaction within the real industrial environment from the beginning of their studies. The importance of close links between engineering educational programmes and industry is shown in the example of industry-university collaboration between the Nelson Mandela Metropolitan University (NMMU) and General Motors South Africa (GMSA). The local automotive industry and GMSA, in particular, have been supporting the engineering programmes at NMMU for decades. However, with the establishment of a Bachelor degree programme in Mechatronics in 2005, GMSA decided to play an even more prominent role, as this was the first such degree programme in the Eastern Cape. This initiative has resulted in the establishment of the Chair of Mechatronics, fully sponsored by GMSA. Over the years, this industry-university partnership became an important platform providing a vital link between theory and practice in engineering education. The results of this partnership can be seen in an increased number of graduate and post-graduate students' projects being based on real industrial cases provided by GMSA, reflecting the latest developments and trends in engineering. Working with engineers on solving industrial problems enables students to gain valuable experience in dealing with colleagues, managers and workers. Exposure to the latest technologies strengthens the theory and better prepares graduates for their future careers in industry and commerce. The partnership is also important for GMSA as it increases its competitiveness and facilitates the company's significant contribution to human capital development, which is very important for the growth of the South African economy and the community at large.

Keywords: Industry collaboration; human capital development; educational chair; training.

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Determination of the Relationship between Preservice Teachers' Basic Technology Use Skills and Educational Social Network Use Skills

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Abstract

This study was conducted in order to determine the relationship between preservice teachers' basic technological use competencies and educational social networking competencies. The research study was conducted using survey method. Participant group was consisted of 675 preservice teachers, 439 female and 236 male, who studied at a public state university in Ankara during the spring semester of 2016-2017 academic year. The Basic Technology Proficiency Scale for Trainees adapted to Turkish by Tekinarslan (2008) and the Use of Educational Social Networks developed by Teke (2015) were used as data collection tools. The Basic Technology Competence Scale for Trainees consisted of 48 Likert type items and consisted of nine subscales. The Use of Educational Social Networks Scale had one dimension and consisted of 12 Likert type items. One-way Analysis of Variance (ANOVA) for independent groups and the one-way analysis of variance (ANOVA) for independent groups was used to determine whether preservice teachers differed in their basic technology competencies and educational social networking use skills according to gender, department, class, secondary school. Results showed that; there was a significant difference in favor of male preservice teachers in the use of basic technology but there was not a significant difference in the use of educational social networking between the genders. There was a significant difference between the use of basic technology and the use of social networking for education, department, class, graduated high school type and social networking. It was found that there is a significant relationship between preservice teachers' use of basic technology use and the use of educational social networks. As a result, it can be said that preservice teachers show similar characteristics in using social networks according to gender for education purposes, but they differ in terms of basic technology usage and educational social networking competencies in terms of department, class, graduated high school type and social networking period.

Key Words: Basic technology competencies, computer competencies, social networking, preservice teachers

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Comparison of Perceptions of Internet Dependency of Middle School Students and Parents

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Abstract

The internet addiction is a type of technology addiction that negatively affects the individual and the community health. Although there is a limited number of addiction scales on which individuals can self-assess internet addiction, it was seen that there were very few scales on which families can assess their children. This study was conducted in order to determine the internet addiction levels of students by comparing the perceptions of middle school students and their parents about Internet addiction. The study was conducted using survey method and participants was composed of 462 people, 231 middle school students and their parents, who were attending a public school in Ankara during the spring semester of 2016-2017 academic year. The Parent Child Internet Addiction Test (PCIAT20) and Internet Addiction Test (IAT20) scales by Esgi (2014) were used as the data collection tools. Each scale consisted of 20 Likert type items. For the data analysis, descriptive statistics were used for demographic data, t-test, ANOVA, Mann-Whitney U test, Kruskal-Wallis H test and correlation technique were used to compare the perceptions of internet addiction according to different variables. The students were mostly connecting to the internet at home and most of them visited educational sites. The vast majority of parents had control over the use of the Internet of their children, and most of the students were doing their homework. In terms of using the Internet, both students and the majority of the parents have reached the outcome that they defined as "average internet users". According to both student and parental perceptions, almost all of the students (96%) did not show any symptoms but very few (4%) showed limited symptoms.

Key Words: Internet addiction, family-child, education, technology

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Teacher Candidates' Views on the Use of Educational Computer Games in Computer Teaching

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Abstract

Some of the computer games in which secret learning is predominant are instructive and some of them encourage negative behaviors. While it is not entirely possible to avoid such inconveniences, it is also possible to provide some control over the use of computer games during tutorial sessions and homework assignments. When computer games that were designed to contribute to computer lessons were examined, it was determined that most games were developed by teachers and they directly supported the objectives. The lack of these type of computer games was also remarkable. This research was conducted to determine the opinions of the computer teachers about the educational games developed for the computer courses. The qualitative research was conducted using survey method. The research group of the study consisted of 51 senior preservice teachers at the department of computer and instructional technology education in a public university in the province of Ankara in the spring semester of 2016-2017 academic year. Semi-structured interview form was used as data collection tool. After watching the game titled "Let's Learn Computer Hardware" prepared for the computer lesson to the preservice teachers, interview form was used and important words were chosen that were thought to be common answers. As a result, while nearly half of the preservice teachers had knowledge of the educational game, same number of preservice teachers did not have any knowledge. In the lessons, they showed positive attitudes towards the use of educational games and stated that they would use games to increase long term gains. The majority of the group expressed that educational games had some disadvantages and emphasized the need to pay attention to student level and target appropriateness when choosing games to be used for lessons. The vast majority of preservice teachers stated that they would use educational games in their professional lives.

Keywords: Educational computer games, teacher candidates, teaching computer, playing games

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Computer Teacher Candidates' Determination of Problems in the Teaching Practice Course and Solution Proposals

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Abstract

Teaching practice course (internship) is thought to have a very important place in the training of the teacher. Preservice teachers find opportunities to develop their knowledge and professional skills and find areas where they were inadequate and find the opportunity to develop themselves. For this reason, it is considered that the preservice teachers will be able to identify the problems they have experienced during the teaching practice and take the suggestions for solutions to improve their teaching skills. In this research, computer preservice teachers aim to identify the problems they have experienced in the teaching practice course and to develop solutions for these problems. The qualitative research was conducted in survey method. The participants of the study composed of 40 senior preservice teachers studying at the department of computer and instructional technology education in a public university in the province of Ankara in the spring term of 2016-2017 academic year. Semi-structured interview form was used as data collection tool. The form for the preservice teachers included questions such as the benefits of teaching practice, the problems they experience in the labs, and the problems they have experienced with supervising teachers. As a result of the research; Laboratory abstinence and computer inadequacy have emerged as the greatest problems in the practice schools within the scope of teaching practice. Most of the preservice teachers said that it is not possible to explain twenty-four hours of instruction in the practice school. Some of the preservice teachers indicate that they were not adhering to the plan and that they do not have effective communication skills. While the preservice teachers indicated that they were not having problems with the students in the practice schools, some of the candidates complained that they could not listen the lessons. Most of the preservice teachers stated that while the teaching practice course is sufficient, some of them stated that time was inadequate and should be increased. Many of the preservice teachers who took to the teaching practice course had problems with the school they went, and some of them had problems due to insufficient facilities in the schools. While most of the preservice teachers did not have problems in the teaching dimension of the teaching practice course, some of the preservice teachers indicate that the classes were crowded and some of them were having problems about not being in a computer laboratory. It appears that all the stakeholders should work in coordination for the planning, organization, implementation and development of the teaching practice course.

Key Words: Teacher application, teacher candidate, application teacher, teacher education, computer teacher

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Analysis of Teachers' Opinions on Branch Teachers Committee

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Abstract

In this study, the aim was to reveal the effectiveness of branch teachers' committee based on teachers' opinions. The study covers middle-school teachers working in Bucak town center in Burdur province. In the study, 66 middle-school teachers were reached on voluntary basis. As data gathering tool, a form was used consisting of open-ended questions. Descriptive analysis technique was used to analyze teachers' answers to open-ended questions. In the study, it was understood that branch teachers' committee was held twice a year in schools including one at the beginning and one at the end of academic year. It was found out that around 50% of teachers specified that, in these meetings generally, subjects such as annual plan and programs, methods and techniques to be applied in education, projects to be implemented, exam dates, date and management of parents' meetings, disciplinary problems and measures to be taken to improve success, reasons for students' failures and absenteeism were discussed. However, according to the majority of teachers, issues considered in branch teachers committee were not assessed effectively. The reason for such observation was that these meetings were usually held in perfunctory way and teachers did not give necessary importance to these meetings. In addition, about 70% of teachers thought that decisions taken at the branch teachers committee were not applied. Among reasons for finding out such a result, incompatibility between programs and plans, and contradictions among education program and the transition from basic education to secondary education exam were shown. Teachers indicated, for further functional branch teacher committee, that it was necessary to evaluate subjects more in depth, decision with higher possibility of realization should be taken and school administration should offer required support for these decisions.

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Values in Pre-School Education

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Abstract

Preschool years, throughout which many development areas begin to be built, have a role in acquiring the basic knowledge on moral values and later on in individual's socializing. Studies reveal that such factors like family, school, teacher, social environment, friend group and media are influential in children's acquisition of the values. Pre-school period comprises a significant part of childhood. This period proves much more effective if the child is integrated with his/her environment and participates in planned learning environments. Social values, which comprise a significant part of human life, are acquired by children during the normal course of life. A child could much more easily adapt to the society when these activities are carried out by utilizing the child's learning channels. In this study values were examined in children who were in pre-school education. The main purpose of this study is to find out the value levels of the pre-school period children through the opinions of parents and teachers. In this term, two different forms were used for parents and teachers. The study group of the study consisted of children in pre-school education in Bayburt. Findings of the study children which they have values and what level they have value. The outcome of the valuation has been evaluated in terms of responsibility, respect, cooperation, honesty, friendship, and sharing.

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A study on the Interaction between Learning Strategies and Learning Styles of Pre-service Teachers

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Abstract

Learning is basically a way of problem solving. It requires the resolution of a task and determining when, where and how to use the necessary strategies and tactics in order to achieve the goal. Therefore, different learning situations necessitate different learning strategies. Learning styles can be altered by employing different learning strategies. In other words, the interaction of both concepts facilitates a more realistic planning for the process. Unfortunately, neither concept has a universally acknowledged definition. According to Grasha, a learning style is the personal tendency that influences the learners' acquisition, their interaction with peers and teachers, and their involvement in the learning experience. The Grasha-Riechmann Student Learning Styles Scale (GRSLSS) has been developed to measure learning preferences of students in their interaction with peers and teachers. Grasha emphasizes that learning styles are a combination of personal traits and that some learners are more powerful in some aspects than others. In this study, a 60-item learning styles form which was adapted to Turkish by Kılıç has been used. Regarding the learning strategies, different scales are used in various studies in literature and those scales are generally written by the researchers themselves. A comprehensive literature review reveals that the number of scales to be used in order to determine the learning strategies of higher education students is limited. This study has used a 38-item scale, The Turkish Adaptation of Abridged ACRA Higher Education Learning Strategies Scale (Arias ve Justica; 2003) by Sönmez, Küçüker and Selvi (2105). The study aims to determine the level of interaction between the learning strategies and learning styles of 423 pre-service teachers who studied in twelve different departments of Teacher Certificate Program conducted at Ankara University Faculty Educational Sciences during 2015-2016 academic year. Although the data analysis of this study is still underway, the initial data suggests that as the consistency level in the strategy and style interaction increases, so do the pre-service teachers' achievement scores according to both gender and field of study.

Keywords: Grasha-Reichmann Learning Styles, ACRA, style strategy interaction

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Blue Belt Movement - Istanbul Strait Project Follow-up Evaluation Study

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Turkish Marine Environment Protection Association (TURMEPA) was founded in order to leave Turkish coasts and seas clean for future generations. The association initiated the “Blue Belt Movement - Istanbul Strait Project” in 2013. For 27 months, attention was drawn to the pollution in Istanbul Strait and the threats the ecosystem face through awareness raising activities such as trainings. The purpose of the follow-up study, just as it was in the initial evaluation, is to develop the knowledge and awareness levels of primary, secondary and tertiary level students towards the marine pollution in Istanbul Strait and the threats against the ecosystem in the area. The most desired outcome of training activities in general is the successful attainment of the subject matter by the trainees. In other words, the main purpose of trainings is transforming a less knowledgeable group into a more knowledgeable one. Moreover, developed countries in terms of education define success as the use of learned knowledge in real life situations, thus seeing education from this perspective. This project is mainly based on the second idea built upon the first one. What is more, the study also aims to put forward the effectiveness of the trainings conducted. A total of 2310 students from 21 schools (10 primary schools, 7 secondary schools and 4 high schools) were given the data collection tool; however, only those who volunteered participated actively in the study. Firstly, in order to determine the target participant group, pre and post achievement tests were matched at 1-4, 5-8 and 9-12 grade levels. To this end, pre and post test data was collected from 397 students at 1-4 level, from 779 at 5-9 level, and from 244 students at 9-12 level. However, not all the students in these groups filled in the survey. The pre-test, post-test and survey data collected from 200 primary students, 133 secondary students and 110 high schools students were consequently matched. The results of the analyses reveal that students obtain information about marine pollution and protection mostly in science and social studies classes at all levels, that there is a significant difference between pre- and post-test results at all levels, and that students have similar mean scores according to gender at all levels.

Keywords: Assessment and Evaluation, Marine Pollution, Ecosystem Problems, Blue Belt Movement, TURMEPA, MITSUI,

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Developing Bologna Process Course Information Software Module

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As known, Turkey joined the work aimed at creating the European Higher Education Area which named as “Bologna Process” in 2011. The “Bologna Process” aims at modernization of European Higher Education Area and degree in higher education, curriculums, quality of education, student and staff mobility, higher education access, graduation employment and reform at financing areas are included in the prioritized topics. In this context, the visibility of information on programs and courses in both national and international languages has become even more important. As a result, constantly updating visible information has become necessary. The following reasons have made developing user - friendly software environments compulsory: “Acceleration of exchange of information.”, “More detailed information requested every day.” and “Comparability of program and course information in different countries.” In this study, it is aimed to develop a user-friendly software based on information’s which are collected by web-based process tracking software and meetings with students and lecturers in Ankara University. The unique aspect of this study is; creating dynamic solutions based on static data which are collected by requirement analysis and document scanning. For example, the writing and coverage of curriculum competencies and course achievements guide the teacher for decision-making in the following areas: “Methodology”, “Technique and Strategy selection” and “Evaluation Approach”. The learning achievements selected with this software can offer reference suggestions for which exam type should be used.

Keywords: Bologna Process, Software Development, Bologna Program Information Entrance, Bologna Course Information Entrance, Instructional Processes, Measurement and Evaluation

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The Effect of Private University Education on Economy and Development in North Cyprus

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The aim of the study is to highlight the significance of private university education on economy and development in North Cyprus. Turkish Cypriot Community claims a relationship between the increase of the number of private universities and economic development. Also, people, who not only studies but also become undergraduates, have an effect on the development of life quality level of the society. It is a known fact that educational activities have an effect on the quality of economic, social, political and cultural development of a society. This qualitative study was done after collecting economic data of North Cyprus and its relation to private universities. The research reveals that there is a correlational relationship between the economic development level and the number of private universities, which eventually affect social development as well.

Key words: Education, economy, development, private university

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The Examination of Relations Between Mother-Child Emotion Talk and Parents' Beliefs About Children's Emotions and Emotion Regulation Skills of Children

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Parents' beliefs about children's emotions, mother's emotion talk with their children and children's emotion regulation skills are related concepts in preschool period. Parents' beliefs about children's emotions influence to their emotional talk in various ways. While some parents believe in the value of emotion and necessity of emotional expressing, some parents think that emotions are worthless or even dangerous. This limits the emotional dialogue of these parents with their children. When it is considered the effect of emotion talk on the emotion regulation skills of child; children who are encouraged in terms of expressing their emotions freely are likely to have a higher level of emotion regulation skills than children who are socialized in terms of suppressing their emotions. Children who have the opportunity to talk about their own and others' emotions can be said to be more advantageous than the other children in terms of recognizing and expressing the emotions in the concept of emotion regulation. In this context, the main purpose of the research was to examine the relations between mother-child emotion talk, mothers' beliefs about emotions and emotion regulation skills of children. 50 mothers and their 4 to 6 years old children who attended a preschool participated in the study. Most of the mothers participated in the study had at least graduate or undergraduate degree. In data collection process, "General Information Form" to measure sociodemographic information of families, "Parents' Beliefs About Children's Emotions Questionnaire" to measure mothers' beliefs about children's emotions and "Emotion Regulation Checklist" to measure children's emotion regulation skills were used. To examine emotion talk between mother and child natural language sample was taken during play task. The toys that mother and children played together were provided by the researcher. Recorded conversations were transcribed and evaluated by the researcher using content analysis in the analysis of mother-child emotion talk. Only emotional words and utterances were included the assessment process. Results indicated that no significant relation was obtained between mother-child emotion talk and children's emotion regulation skills but there was positive significant relation between mother's beliefs about children's emotions and children's emotion regulation skills.

Keywords: emotion socialization, emotion regulation, beliefs about emotions, parent-child emotion talk

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Content Analysis of The Researches in Virtual Museum Area

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Abstract: This study aims to investigate the researches' trends in the researches conducted regarding visual museum between 2014-2017. The research is a documentary survey study. In this study, the researches was limited to 60 articles which were analyzed after surveying the data base of Taylor & Francis and Scopus. The selected articles were elicited according to six criteria such as research years, research type, research method, data collection methods, sample and subject of the research. As a result of the content analysis, it was determined that the most studies were done in 2016. In addition, especially the qualitative method were used in these studies. It was also found out that experimental studies were carried out more often. In this context, achievement test was used as data collection method in the most researches. On the other hand, in the most studies student groups were preferred as the sample groups. It was revealed that most studies especially focused on the usage of virtual museum in art lesson.

Keywords: Visual Museum, Content Analysis, Tyler & Francis and Scopus databases.

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