

7th INTERNATIONAL CONFERENCE ON EDUCATION



Abstracts Book

28 – 30 June 2018

Berlin – Germany

www.ic-ed.net



 /Awer-Center World
/iced.info

 /awercenter.world





7th INTERNATIONAL CONFERENCE ON EDUCATION (IC-ED-2018)
BAU International Berlin University of Applied Sciences
Berlin – Germany
28 – 30 June 2018

ABSTRACTS BOOK

Organization

Academic World Education and Research Center -Non-profit international organization

www.awer-center.org

Organization

Organized by

University of Zagreb
Near East University
University of Kyrenia
Academic World Education and Research Center
Association for Human, Science, Natura, Education and Technology

Honorary Chair

Steven M. Ross, Johns Hopkins University, USA

Chair

Milan Matijević, University of Zagreb, Croatia

Co-chair

Hafize Keser, Ankara University, Turkey

Program Committee

Anastasia Alevriadou, University of Western Macedonia, Greece
Begoña Montero, Universidad Politécnica de Valencia, Spain
Cigdem Hursen, Near East University, North Cyprus
Deniz Ozcan, Near East University, North Cyprus
Gülsün Atanur Baskan, Hacettepe University, Turkey
Jesús García Laborda, University of Alcalá, Spain
Jung-Cheol Shini, Seoul National University, South Korea
Kamisah Osman, Universiti Kebangsaan, Malaysia
Sarka Hoskova-Mayerova, University of Defence, Czech Republic

Organizing Committee

Semih Çalışkan
Zeynep Genç
Aras Arifoglu
Didem İslek
Maja Rebac
Nuket Gündüz

Secretariat

Nuran Cemal
iced.infodesk@gmail.com

International Advisory Board

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

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.

ADDRESS FOR CORRESPONDENCE: **Sarah Gubara**, The Johns Hopkins University, United States

E-Mail Address: sarah.gubara@gmail.com

Training Interpreters for Professional Activity with Migrants

Irina Kruse, Peoples' Friendship University of Russia, Russia

Abstract

Training interpreters-to-be for the work with refugees at border points includes not only the development of foreign language skills and competences, but also the study of the specific rules of behavior of linguistic cultural mediators in changing environment in the context of the migration policy. This paper presents the findings and conclusions of the pilot training, which was held at the Foreign Languages Department of the Law Institute of the Peoples' Friendship University of Russia (RUDN University). The purpose of the experiment was to study the ways to improve the efficiency of training translators and interpreters in the context of the modern migration policy. In the course of the pilot research, test tasks were used to assess both the dynamics of the development of foreign language skills and competences, and to record the behavioral characteristics in solving various situations that arise in the work with refugees, the modules of standards and principles of translation and interpreting; the professional boundaries, the working tools of translators and interpreters, the adherence to specific and open behavior, avoiding the subjective approach to the translation/interpreting.. The changing conditions of the professional activity of an interpreter/translator in the context of migration policy make new demands on the training of the specialists mentioned. The findings of the research confirmed the fact that the efficiency of the system of training of interpreters and translators for the work with refugees is determined by the relationship between the application of the linguistic skills and the competencies of professional conduct in each specific situation that can occur in border points and when a linguistic mediator helps the applicants for refugee status with the documents. Tasks and provisions used in the experiment can be implemented in the teaching practice of training interpreters and translators for the work with refugees.

ADDRESS FOR CORRESPONDENCE: **Irina Kruse**, Peoples' Friendship University of Russia, Russia

E-Mail Address: kruseirina@rambler.ru

Gender Equality in Education: a comparative analysis

Maria Helena Esteves, University of Lisbon, Portugal

Abstract

This research aims at understanding how different countries are addressing the topic of Gender Equality in their educational systems. Gender Equality is one of the Sustainable Development Goals of the United Nations and there is a global compromise in the pursuit of this goal. The purpose of the study is to understand how Gender Equality is being targeted and analyse some countries' evidences of this endeavour. Gender equality means all members of society have equal opportunities to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development. And Education is a fundamental pathway to Gender Equality. The main sources of evidences used are international statistics that gather data related to Gender Equality in education from all the countries in the world. These will allow a comparative analysis to identify best results, difficult circumstances and challenges that still exist and need to be met.

ADDRESS FOR CORRESPONDENCE: **Maria Helena Esteves**, University of Lisbon, Portugal

E-Mail Address: me@campus.ul.pt

The Utilization of Supportive Educational Techniques Relative to Special Needs Education Teacher's Attitude towards Integration of Special Needs Children in Public Education System

Nasser Said Abdelrasheed, Dhofar University, Sultanate of Oman

Abstract

The objective of the present research is the identification of the utilization of supportive educational techniques that could be applied to change the attitude of teachers of children with special needs to allow the integration of such children in the general education system in the Egyptian context. A sample of 217 comprising both men and women who are special needs teachers in integrated schools for special needs children in Minia Governorate was used for the study. Two main questionnaire were used for the study. The first questionnaire covered the utilization of supportive educational aids for special needs children while the second asked questions regarding the attitude of teachers of special needs children towards integrating special needs children into general education schools after the verification of their psychometric characteristics. The authors found a low reality of the utilization of supportive educational techniques. Additionally, the research found a 2.54 degree of approval of the techniques with significant statistical differences between the mean scores of male teachers and that of the female teachers in the utilization of supportive educational technology. Furthermore, at 0.01, a positive and significantly correlated relationship between the utilization of the supportive educational techniques and special needs education teacher's attitudes towards the integration of children with special needs into the general education system was found.

Key Words: Supportive educational techniques - Special education teachers - The attitudes towards integration - Children with special needs

ADDRESS FOR CORRESPONDENCE: Nasser Said Abdelrasheed, Dhofar University, Sultanate of Oman

E-Mail Address: nabdelrasheed@du.edu.om

THE EFFICIENCY IN TRAINING AND KNOWLEDGE DEVELOPMENT TO STUDENTS BY INTEGRATING THE INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE LESSON OF 'AROUND THE WORLD'

Ekaterina Emilova Ivanova, 'Angel Kanchev' University of Ruse, Bulgaria

Julia Georgieva Doncheva, 'Angel Kanchev' University of Ruse, Bulgaria

Abstract

The publication analyzes the peculiar and dynamic educational work on the discipline 'Around the world', studied in the first and second grades of the initial educational degree in the Republic of Bulgaria. It is a continuation of the educational field 'Around the world' in the kindergarten and the characteristic one here is that it takes into consideration the unique conditions in the personal development of the students with their specific experience and the degree of perception and understanding of the information about the objective reality, and their orientation in natural and social phenomena. Through its pedagogical impact on the subject, the teacher takes the life experiences of the children from his state of preschool and pre-theoretical fragmentation and unsystematisation to cognitive and intellectual readiness to master the social sciences at the middle course. On the other hand, the new requirements predetermined by the high technology and by the learners themselves, the so-called digital generation, which are in front of the teacher, the teacher motivates his activity to implement IT not only for teaching, but also for consolidation as well as for reverse connection - test.

ADDRESS FOR CORRESPONDENCE: Ekaterina Emilova Ivanova, 'Angel Kanchev' University of Ruse, Bulgaria

E-Mail Address: eivanova@uni-ruse.bg

TEACHING ROLES AND COMPETENCES IN THE CENTURY OF HIGH TECHNOLOGIES

Ekaterina Emilova Ivanova, 'Angel Kanchev' University of Ruse, Bulgaria

Julia Georgieva Doncheva, 'Angel Kanchev' University of Ruse, Bulgaria

Tsvetelina Georgieva, 'Angel Kanchev' University of Ruse, Bulgaria

Abstract

The publication analyzes the new requirements, predetermined by high technology on the one hand, and on the other hand by the trainees themselves, the so-called digital generation, which are in front of the teacher, the lecturer. Traditional methods of learning are slowly shifted from those that offer active interaction between participants in the learning process. Some of these are interactive methods based on advanced technologies offering a variety of activities, such as information exchange, sharing of reasoning and impressions. Their effectiveness in teaching and training was studied in a target group of "students" because of their ability to state their position most clearly and reasonably.

ADDRESS FOR CORRESPONDENCE: Ekaterina Emilova Ivanova, 'Angel Kanchev' University of Ruse, Bulgaria

E-Mail Address: eivanova@uni-ruse.bg

Environmental Education between Cultures and Societies

Hen Friman, Holon Institute Of Technology, Israel

Abstract

Advances in elementary school curriculums supply theoretical lessons about environmental education; such an approach does not hold much information according to the topic, indicating that younger pupils' level of knowledge is really depressed. In order to ensure effective learning about energy efficiency, students—especially younger age groups—must be taught utilizing a short piece of theoretical lesson that only offers the fundamentals and provides experiential experiments that illustrate scientific principles. Based on a teaching activity that motivates students to analyze and research the subject of energy efficiency, it is possible to search for answers and solutions about the environment. Such activity gives even the weakest students the motivation to study the subject in a fun way and allows the students to learn at different levels—namely, hearing, feeling, and sight—thereby providing them with a practical and theoretical understanding of the material that, by the end of the process, is stored in their long-term memory for future use in their everyday lives. After the lesson, the pupils become representatives among their family and friends circles. Holon Institute of Technology (HIT) was established in 1969 and became an independent public academic institution of higher education in 1999. HIT prides itself on its advanced academic achievements, application of innovative techniques and interdisciplinary professionalism that lead to creative teaching and new technologies. The students (Jews and Arabs) from HIT took part in action learning course that teach environmental education by experience at Arab elementary school.

ADDRESS FOR CORRESPONDENCE: **Hen Friman**, Holon Institute Of Technology, Israel

E-Mail Address: henf@hit.ac.il

On Selecting Material for Country Studies in English Language Learning

Natalia Merkushina, RUDN University, Moscow

Yulia Nigmatzyanova, RUDN University, Moscow

Abstract

The authors of this paper share their experience in teaching a country study course to the Ecological Faculty students of RUDN University, Moscow. Country study has always been an indispensable part of foreign language teaching and learning. Nowadays, with further globalization and internationalization of the world, the role of country study teaching in developing intercultural competence has increased. On the other hand, the authors faced curriculum time redistribution in favour of teaching English for specific purposes. It resulted in a considerable shift towards students' independent work. To meet these challenges they had to select some new study material that would make country study teaching and learning more effective. The present research is an attempt to consider criteria for selecting study material for teaching the target culture to advanced and upper-intermediate students of non-philological faculties. It is essential for the study material to be informative, illustrative, appealing, and emotionally coloured. Moreover, it must encourage discussion, criticism, and comparison as well as motivate students to go beyond the issue under study. A case study of introducing Pre-Raphaelite art into a country study course is considered here. It is proved that this material can be used for teaching British culture since it meets all the criteria mentioned above. It is all the more necessary, given that most students are quite ignorant about British art. The results obtained are evaluated by teachers and students. We believe that this study could contribute to the area of didactics and might be interesting for teachers of foreign languages.

ADDRESS FOR CORRESPONDENCE: Natalia Merkushina, RUDN University, Moscow

E-Mail Address: merkvn@mail.ru

A Case Study of Evaluation and Introduction of “An Ecomodernist Manifesto” by John Asafu-Adjaye et al. in ESP Classes

Yulia Nigmatzyanova, RUDN University, Moscow

Nailya Valeeva, RUDN University, Moscow

Alla Guslyakova, RUDN University, Moscow

Natalia Merkushina, RUDN University, Moscow

Abstract

The paper presents the experience of the Department of Foreign Languages, Ecological Faculty, RUDN University in teaching English for specific purposes (ESP). A case study of introduction of “An Ecomodernist Manifesto” in ESP classes is discussed in the article. “An Ecomodernist Manifesto” is a 25-page essay written by 18 environmental scientists, activists, and scholars. The present study is an attempt to consider the value of the manifesto for teaching English to upper-intermediate and advanced students of environmental science faculties. It is found out that the manifesto can serve this purpose in terms of its content and language. Implementation of the manifesto in ESP courses has positive aspects as well as challenges outlined in the conclusion. Taking into account the obtained results the manifesto can be recommended for students with upper-intermediate and advanced levels of language proficiency. This study might be interesting for teachers of foreign languages and contribute to the field of didactics.

Keywords: teaching and studying foreign languages; English for specific purposes (ESP); teaching material; case study.

ADDRESS FOR CORRESPONDENCE: Yulia Nigmatzyanova, RUDN University, Moscow

E-Mail Address: Lorelei5@mail.ru

Challenges and acceptance of online Marketing Postgraduate studies versus traditional teaching

Eduardo Carlos Dittmar, EAE Business School, Spain

Cristina Gallego Gómez, EAE Business School, Spain

Sara Fontdecaba, EAE Business School, Spain

Abstract

Problem Statement :Today University teaching methodologies are in a permanent process of evolution and improvement, in which the content taught can be assimilated in a more efficient manner by the students. In this sense, one of the most important challenges that can be appreciated in the university environment is the adaptation to teaching from an offline method to an online system. Given the advances of new technologies, it is inevitable to question whether this revolution will lead to online courses being more required and effective than those dictated physically. **Purpose of Study**: This study analyzes whether the students of postgraduate studies in the Marketing area, interested mostly in continuous training and quality, use this type of courses as an alternative to traditional teaching. **Method**: As a methodology, a statistical study will be used in order to determine the approach and the most appropriate questions that will shape the investigation. Once this has been achieved, a conclusive study will be carried out to a representative sample, and it will consist of a series of questionnaires that will serve as a primary information source. **Findings and Results**: Although studying online presents an advantage for those people who do not have time to physically approach an educational establishment, according to the information collected and analyzed, we can affirm that the students are not being familiar with this type of education, and therefore they are not making intensive or adequate use of it. Additionally, the revolution in teaching through the uses of technologies is not being as rapid in its adoption as is believed. **Conclusions and Recommendations** : We can affirm that it is of great importance to establish new communication mechanisms of online studies, and to be able to respond appropriately to the digital transformation. Those who cannot attend face to face learning represent a huge opportunity, and the University should adapt to technological changes and to reinvent itself in order to provide professionals with updated and useful knowledge.

ADDRESS FOR CORRESPONDENCE: **Eduardo Carlos Dittmar**, EAE Business School, Spain

E-Mail Address: ecdittmar@eae.es

Speaking Anxiety in Very Young Learners' EFL Classrooms

Sarah Suh, Bahcesehir University, Turkey

Saroo Altaieb, Bahcesehir University, Turkey

Enisa Mede, Bahcesehir University, Turkey

Abstract

The aim of this research study is to identify the English speaking anxiety in very young learners' English classrooms and find out the reasons behind it. The participants were 18 learners (5 years old) enrolled in a bilingual program of a private kindergarten in Istanbul, Turkey. Data was collected from a simple anxiety survey and 8 consecutive lessons which included varieties of assessments such as verbal expression, using substitute items (flashcards, pointing at objects etc.) or use of L1, Turkish to identify the speaking anxiety of the participants. The findings revealed that the majority students felt anxious while speaking English which led to some consequences, among which uncertainty of one's abilities, difficulty in speaking in public, participating in conversation minimally, failure to initiate conversation, and finally becoming self-conscious and inhibited speakers. Based on these findings, pedagogical implications and suggestions about reducing speaking anxiety in very young learners' EFL classrooms were provided in the study.

ADDRESS FOR CORRESPONDENCE: **Sarah Suh**, Bahcesehir University, Turkey

E-Mail Address: enisamede@gmail.com

Very Young EFL Learners' Speaking Anxiety

Saroo Altaleb, Bahcesehir University, Turkey

Sarah Suh, Bahcesehir University, Turkey

Enisa Mede, Bahcesehir University, Turkey

Abstract

It has been well-known that anxiety is a kind of fear or worry that doesn't go away easily, and can get worse if we didn't treat it. The research investigated English language classroom, bilingual system, where young learners' have shown some indication of speaking anxiety at a private Kindergarten, 5 years old classroom. The survey was conducted on 18 students who come from different family backgrounds, different nationalities and home languages where none of the students speak fluent English. Students were categorized by: no basic knowledge on English, basic or minimal level and Intermediate. Approximately 1/3 of the students' parents speak fluent English, however, none of them speak English to their children at home. The data were collected by using 8 consecutive lessons which include varieties of assessments to identify students' speaking ability and anxiety and the options for assessments given were: verbal expression, using substitute items (such as flashcards, pointing at objects) or responding in Turkish-mother language. The assessments will reveal students' comprehension to determine rather the learner indicates speaking anxiety alone, or lack of comprehension which negatively affect their speaking ability. If higher number of students indicate comprehension on each lesson yet indicate speaking avoidance, it proves the hypothesis of young learners' speaking anxiety. In this case, further, the research will investigate on 3 consecutive lessons to reduce students' speaking anxiety; where students will be exposed to different teaching pedagogy using repetition (imitating a word or structure), memorization (recalling songs) and verbal attention getters (language that initiates interaction).

Key words: Speaking anxiety, English language, L2 (second language), young learners . .

ADDRESS FOR CORRESPONDENCE: **Saroo Altaleb**, Bahcesehir University, Turkey

E-Mail Address: sarooaltaleb8@gmail.com

Transition Components of Saudi Students With Disabilities: An Evaluation of Their IEPs

Hussain Ali Almalky, Prince Sattam bin Abdulaziz University

Abstract

Students with disabilities face many challenges when they transition from school to adult life. Thus, it is important for students with disabilities to have transition planning and services to assist them. Transition planning and services have important components such as training, courses, and working on job sites to ensure they are prepared for independent life. Our study evaluated the transition components of Saudi students' IEPs and we will share in-depth information about services and components of transition of secondary students with disabilities in Riyadh, Saudi Arabia.

ADDRESS FOR CORRESPONDENCE: **Hussain Ali Almalky**, Prince Sattam bin Abdulaziz University

E-Mail Address: h.almalky@psau.edu.sa

Values of the Educational Performance that Necessary for the Administration of Public Education School in Wadi Ad-dawasir Governorate.

SAFAR ALMUDARA,

Abstract

To achieve the objectives of the study, the researcher prepared a note card to identify the values of educational performance that necessary for the administration of public education schools in Wadi- Addawassir governorate, through the positions and practices of the daily work of the principals of public education schools, where the goal of the observation card is to know the values of educational performance that necessary for the management of public education schools in of Wadi ad-dawassir governorate. The validity of the apparent note card was confirmed by presenting it to arbitrators (4).It was also confirmed that the note card was stable using the method of agreement of observers. The researcher observed the performance of (6) school leaders from outside the sample (as a survey sample) with another observer,The interconnection grade was calculated by using the Cooper equation. The interconnection grade between the observers was (0.88). The stability of the instrument was calculated using the interconnection grade and reached the level of the interconnection grade (0.85), which confirms the stability of the observation card.

ADDRESS FOR CORRESPONDENCE: SAFAR ALMUDARA,

E-Mail Address: S.ALMUDARA@PSAU.EDU.SA

The Correlation Between Reasons For Study And Reading Behavior Among Graduate Students

Immanuel Hitipeuw, Universitas Negeri Malang, Indonesia

Abstract

The study aimed at knowing the reasons for study of the graduate students, their reading behavior, and the correlation between the reasons for study and reading behavior. Participants were 135 postgraduate students. Data were collected by using questionnaires and analyzed by using descriptive statistics. The results showed the reason for study got an average score close to the high category, but the dominant aspects were career and investment; while Reading Behaviors fell into high category, where dominant aspects based on type of reading, and duration. And coefficient correlation between the two variables was .189, and this was very weak correlation. The conclusion that continuing studies to a higher level are not automatically coupled with better reading behavior. They may come not for learning but more for their career and salary. So, engaging those students in the process of learning is more important.

Keywords: reasons for study; reading behavior; graduate students.

ADDRESS FOR CORRESPONDENCE: **Immanuel Hitipeuw**, Universitas Negeri Malang, Indonesia

E-Mail Address: immanuel.hitipeuw.fip@um.ac.id

The obstacles faced university teachers when usage ICT in the classroom

Majed Ali Alsharidah, Prince Sattam bin Abdulaziz University in Saudi Arabia

Abstract

Integration of Information and Communication Technologies (ICT) into education has been an important concern in many countries. Recently, Saudi Ministry of higher Education has also done great efforts and major financial investments to implement ICT into teaching and learning environments at Saudi university. However, as in many developing countries, teachers have many issue regarding using ICT. This paper explores the significant factors that inhibit their use of ICT in the classroom the in Saudi Arabia, Method: A mixed methods approach (sequential explanatory design) included a questionnaire that was subsequently an interview. The former was applied to 84 participants and the latter included 5 interviewees from Prince Sattam Bin Abdulaziz University in Saudi Arabia, Results: This paper presents the major challenges and obstacles faced by faculty members including lack of training programs for the use of ICT, inadequate training time, inadequate technical infrastructure, lack of technical support services and, lack of educational programs. In addition, they have challenges related to the college environment including an absence of a reward system for encouraging use of ICT and no further plans to introduce ICT in Collage. Conclusion: The educational benefits of ICT are well documented in their ability to make teaching and learning more effective. However, successfully integrate technology in classroom by university teachers that need to develop new frameworks that will facilitate greater ICT usage. For example: increasing professional development and offering more encouragement towards using ICT and. Also, more research is needed to determine the most effective way to enable university teachers to make better use of ICT in the classroom

ADDRESS FOR CORRESPONDENCE: **Majed Ali Alsharidah**, Prince Sattam bin Abdulaziz University in Saudi Arabia

E-Mail Address: snas911@hotmail.com

Çevrimiçi Proje Tabanlı Öğrenmede Paylaşılan E-Liderlik Yaklaşımının Öğrencilerin Motivasyonuna, Öz-düzenleme Becerilerine ve Grup İşbirliği Süreçlerine Etkisi

Ramazan YILMAZ, Bartın University, Turkey

Fatma Gizem KARAOĞLAN YILMAZ, Bartın University, Turkey

Hafize KESER, Ankara University, Turkey

Abstract

Mobil cihazlar ve internet kullanımının yaygınlaşması, öğrenenlerin sınıf dışında da istenilen yer ve zamanda birbiri ile iletişim ve etkileşim kurmalarına, bilgi paylaşımlarına olanak sağlamıştır. Bu da çevrimiçi işbirlikli öğrenme uygulamalarının gerçekleştirilebilirliğini artırmaktadır. Bununla birlikte alanyazın incelendiğinde çevrimiçi işbirlikli öğrenme bağlamında araştırılması gereken birçok nokta olduğu görülmektedir. Bunlardan biri de çevrimiçi işbirlikli öğrenme sürecinde grup liderliğinin sabit kalmasının ya da grup üyeleri arasında paylaşılmasının öğrenme süreç ve sonuçları üzerine olan etkileri ile ilgilidir. Bu araştırmanın amacı çevrimiçi proje tabanlı öğrenmede grup liderinin sabit kalmasının (sabit e-liderlik yaklaşımı) ya da grup üyeleri arasında liderliğin uzmanlığa göre paylaşılmasının (paylaşılan e-liderlik yaklaşımı) öğrenenlerin motivasyonuna, öz-düzenleme becerilerine ve grup işbirliği süreçlerine (grup uyumu, grup atmosferi, grubun geçişken bellek sistemi) olan etkisini incelemektir. Araştırma öntest-sontest kontrol gruplu deneysel desene göre yürütülmüştür. Araştırma deney ve kontrol gruplarına rastgele atanan 41 üniversite öğrencisi üzerinde gerçekleştirilmiştir. Araştırmada veri toplama araçları olarak; öz-düzenleme ölçeği, güdülenme ve öğrenme stratejileri ölçeği, geçişken bellek ölçeği, grup uyumu ve grup atmosferi ölçekleri kullanılmıştır. Araştırma kapsamında deney ve kontrol grubundaki öğrenciler çevrimiçi proje tabanlı öğrenme bağlamında 3-5 kişilik alt gruplara ayrılarak, wiki ortamında işbirlikli bilgi yapılandırması gerçekleştirmişlerdir. Deney grubundaki alt gruplarda, grup liderliği öğrencilerin uzmanlıkları göz önünde bulundurularak grup üyeleri arasında paylaştırılmıştır. Kontrol grubundaki alt gruplarda ise, grup liderliği grup üyelerince belirlenen bir öğrenciye verilmiş ve tüm süreç boyunca aynı öğrenci grup liderliğini sürdürmüştür. Araştırmadan elde edilen bulgular; çevrimiçi proje tabanlı öğrenmede grup liderliğinin sabit kalmasının ya da grup üyeleri arasında paylaşılmasının öğrenenlerin öz-düzenleme becerileri, motivasyonları ile grubun geçişken belleği, grup uyumu ve grup atmosferi üzerinde anlamlı bir farklılık oluşturmadığını göstermektedir. Araştırmadan elde edilen bulgular doğrultusunda araştırmacılara ve uygulayıcılara yönelik olarak çeşitli önerilerde bulunulmuştur.

Anahtar Sözcükler: Çevrimiçi proje tabanlı öğrenme, grup liderliği, sabit liderlik, paylaşılan liderlik, e-liderlik

ADDRESS FOR CORRESPONDENCE: **Fatma Gizem KARAOĞLAN YILMAZ**, Bartın University, Turkey

E-Mail Address: gkaraoglanyilmaz@gmail.com

Investigation of the Views of Information Technologies Teachers to Use the Scratch Program in Education

Fatma Ayca BİNAY EYUBOĞLU, Bartın University, Turkey

Fatma Gizem KARAOĞLAN YILMAZ, Bartın University, Turkey

Hafize KESER, Ankara University, Turkey

Abstract

Programming education is an education that gains importance in many countries including USA primarily. In our country, with the changing curriculum of Information Technologies and Software (ITS) course in 2013 with the addition of the software dimension of the course, it takes place as compulsory in 5th and 6th grades and as elective course in 7th and 8th grades. Transition to programming has been provided with the addition of the subjects of program development, programming and original program development as well. In this study, the opinions of the teachers of Information Technology (IT) for the use of Scratch, an educational programming medium, which is used to make children gain programming rationale by liking, have been examined. 14 IT teachers who have used the Scratch program in the ITS course and who have been working in a provincial center in the Western Black Sea Region have constituted the participants of the study. The study is a qualitative study, in which teachers' opinions have been collected through a semi-structured interview form. According to the results of the study, in concern with the use of Scratch program in programming training, IT teachers have stated that the program is useful, that it has a positive contribution to the student and that it can contribute positively to other courses beside the ITS course. However, it has been stated that there are limitations on the use of the program, and it has been stated that there may be adverse effects on the student at least. Suggestions have been made for the structure of the program and the effects on the students in the direction of the findings.

Keywords: Programming education, Scratch, Information Technology and Software teachers

ADDRESS FOR CORRESPONDENCE: **Fatma Gizem KARAOĞLAN YILMAZ**, Bartın University, Turkey

E-Mail Address: gkaraoglanyilmaz@gmail.com

Examination of the university students' nomophobia levels

Ali SEMERCI, General Directorate of Security, Turkey

Abstract

The Internet, which is both the major driving force behind most of the technological advancements and has significant effects on individuals' daily life, has become mobile together with the smart phones. This progress made smart phones indispensable tools for individuals at all ages. In addition to basic features such as communication, socialization and entertainment, the capacities of smart phones are pushing our imagination boundaries through post-add devices and applications installed from application stores. Several studies reveal that a significant number of smart phone users' last task is to check their smart phones before sleep, and vice versa the first think is to check their smart phones as soon as they wake up. Research also reveals that users have experienced fear and anxiety whenever they do not have their smart phones with them, when they leave home without it, when they did not able to check messages, social networks and comments on their shares. This intense use of smart phones has significant impacts on their social relations, communication styles, academic and business achievements and their mental and physical health as it reveals in other addiction types. Although these results are similar to those of other addictions in some respects, they have caused a different kind of fear called "no smart phone phobia". Thus, this study aimed to examine the relationship between students' level of no smart phone phobia and gender, duration of daily smart phone use and frequency of their daily smart phone control. The study group consisted of 191 students participated in the survey on the basis of volunteering from the students of a government university. The participants' ages ranged from 18 to 46. The research findings showed that 17.3% of participants had low level, 66% had moderate level and 15.7% had a high level of no smart phone phobia. In other words, 81.7% of the university students, participated in the survey, reached either a high level or medium level no smart phone phobia. The MANOVA results revealed that there were no significant relationship between nomofobia, gender and duration of daily smart phone use. However, results revealed that there was a significant relationship between nomophobia and the daily frequency of smart phone usage.

Key Words: Smartphone, Nomopobia, No Smartphone Fobia, University Students.

ADDRESS FOR CORRESPONDENCE: Ali SEMERCI, General Directorate of Security, Turkey

E-Mail Address: alimerci@hotmail.com

Cross-Platform Application Development for Measuring Earnings in the Bologna Process

Berk BABADOĞAN, Software Engineer, Turkey

Mustafa Cem BABADOĞAN, Ankara University, Turkey

Abstract

If we need to talk a bit about our application that we introduced earlier, it is an application that forecast earnings from a sentence based on sentence's verb to detect outcome earnings. It uses Bloom's context class to determine the potential earnings and export the final document as a ". json" file which is a special text format. One data package for a sentence is including these titles:

- Methods
- Techniques
- Approaches
- Strategies
- Classifications
- Measure & Analysis

and earnings forecasts underneath these titles. Our application has got some new features with some updates. According to the previous version, the changes:

- UI transformed to new design language "Fluent Design", which is introduced by Microsoft. Also, we moved our code base to .NET Standard.
- Assistant mode for one sentence with Q&A style chat UI.
- Support for dictionary in different areas.
- Suggest earnings verb mode based on earnings area and Bloom context class.

Also, we know the cross-platform application development benefits, we introduced the beta stage for macOS app and alpha stage for Web app. The earlier versions ran only on Windows 10. macOS app is being developed with Xamarin Framework & Cocoa UI framework. We used ASP.NET Core technology for Web app. All of the applications are being supported by .NET Core & .NET Standard technologies. Using these technologies have a unique benefit, all of the applications uses same code base. Thus, code sharing between applications is being usable. This benefit will affect development stage rapidly, applications will be developed with minimum effort.

Keywords: Bologna Process, Measurement and Evaluation, Earnings Forecast Program, Acquired Earnings , Cross Platform Development, Xamarin Framework, .NET Core, .NET Standard, UWP, Cocoa Framework

ADDRESS FOR CORRESPONDENCE: **Berk BABADOĞAN**, Software Engineer, Turkey

E-Mail Address: berkbabadog@gmail.com

A Comparison with Computer and Instructional Technology Education Program Competencies

Durmuş Ziya GÖRÜR, Ankara University, Turkey

Mustafa Cem BABADOĞAN, Ankara University, Turkey

Abstract

Countries involved in the process with in the Bologna Process constitute the National Competencies Framework for the higher education in their countries. National Competencies Framework is a system in which the competencies known and relatable by international shareholders were structured in a certain order. With the Turkey's involvement in the Bologna Process, some changes have been faced in higher education process. With the aim of increasing the transparency, recognition and mobility in higher education in Turkey, the Turkish Higher Education Competencies Framework was created. Turkish Higher Education Competencies Framework is important for higher education as it provides a national and modern framework that guides to the education and accepted by the participation of shareholders, important for students as it makes it known forehead for students about which competencies they are going to have when they graduate from the programs they are involved in and also important for employers as it help them to understand what the students they hire will be able to know when they graduate, how much they will be able to adapt this information into the practice, what should they expect from the knowledge and skill of the students. In this study it is aimed to examine, organize and develop the competencies of Computer and Instructional Technology program in seven universities that were created within the context of Turkish Higher Education Competencies Framework. The seven universities of this study were chosen as a representative of each region in Turkey. When the competencies of these universities are considered, it was seen that the competencies are mixed up with learning outcomes. Another mistake about competencies is about the classification of competencies. Even the competencies that can be classified as knowledge, skill and competence look similar; each category has its own boundaries. The misclassification was also observed in the classification of examined universities. In addition to this, there isn't a common ground in writing the competencies. While three universities defined competencies as "program competencies" two defined them as "program learning outcomes" among these seven universities. Also "learning outcomes" and "program outcomes" are used while defining the competencies. For that reason, in this study it was aimed to create a draft skeleton for Computer and Instructional Technology program competencies.

Key Words: Bologna Process, Bologna Information System, Turkish Higher Education Competencies Framework, Computer and Instructional Technology Program Competencies

ADDRESS FOR CORRESPONDENCE: **Durmuş Ziya GÖRÜR**, Ankara University, Turkey

E-Mail Address: gorurdurmus@gmail.com

A Comparison with the Competencies of Classroom Education Program

Ayşegül Kübra AKTAŞ, Ankara University, Turkey

Mustafa Cem BABADOĞAN, Ankara University, Turkey

Abstract

Countries involved in the process with in the Bologna Process constitute the National Competencies Framework for the In 2001 Turkey has been included in 'Bologna Process' which emerged in 1998 in order to create a common denominator in higher education in Europe. In Turkey some changes have been made in higher education system with the Bologna process. In this context, a framework for competencies at higher education institutions was created together with Turkey Higher Education Qualifications Framework. According to the competencies of Turkey Higher Education Qualifications Framework, specific competencies of the fields were determined and the program's competencies for each program were created in a lower step. With changes in the world affecting education, program competencies can also change and be renewed constantly. Because program competencies are shaped by the needs and objectives of country. Program competencies are the source of the content and achievements of the courses in that program. It is important that program competencies are qualified because students who graduate from programs will use these qualifications in their professional career. This study aims to examine the program competencies of the undergraduate programs of the Classroom Education, to make comparisons among the universities and to make arrangements. The sampling of this study includes a total of seven state universities having classroom education program from every region of Turkey. When classroom education program qualifications are examined, it is seen that competencies are not written in accordance with the writing rules. It has also been observed that there are errors in the classification of competencies as knowledge, skills and competence. When examining the universities categorizing program competencies, it was seen that 52% of the total competencies were competency, 26% skill and 22% knowledge. When the universities are evaluated in themselves, these rates vary. While a lot of competencies are written in some dimensions, there are few competencies in some dimensions. In this study a design related to the competencies for Classroom Education program in Turkey was presented.

Key Words: Bologna Process, Program Competencies, Classroom Education Program Competencies, Turkish Higher Education Qualifications Framework

ADDRESS FOR CORRESPONDENCE: **Ayşegül Kübra AKTAŞ**, Ankara University, Turkey

E-Mail Address: aktasaysegulkubra@gmail.com

A Comparison with English Language and Literature Program Competencies

Figen KIZIL, Ankara University, Turkey

Mustafa Cem BABADOĞAN, Ankara University, Turkey

Abstract

The idea of creating a common higher education area in Europe first started with the Sorbonne Declaration, published in 1998. The European Higher Education Area (EHA) aims to establish a balance between diversity and unity among higher education institutions. In other words, it tries to enable the higher education systems to be harmonious and comparable with each other while preserving their unique differences in higher education systems. One of the elements that make higher education institutions comparable to each other is the Bologna Information System pages of the universities. On these pages detailed information such as the aims, competencies, and acceptance and graduation conditions of the programs that exist in a higher education institution can be reached. However, when the Bologna pages of Turkish higher education programs were examined, it was seen that the program competencies were written without a common ground and language. This problem has created a starting point for our study. In order to bring a solution and suggestion to this problem, the program competencies of English Language and Literature Program were decided to be examined. To represent the universe of the study seven universities that give education in English Language and Literature were chosen from seven regions of Turkey. When the program competencies related to English Language and Literature of the seven universities examined in the scope of the study, predominantly it was seen that a common ground and language about competencies wasn't created among them. The universities have shown diversity in aspect of terminology and named program competencies as program outcomes, program learning outcomes, program competencies and learning outcomes. Another important issue about program competencies is that some universities have divided their program competencies into three sections as knowledge, skill and competence but others not. Even one university hasn't mentioned about them. As English Language and Literature program is not an ELT program, the graduates who want to be a teacher soon have to attend a Teaching Certificate Program. This is a program where the candidates get a one-year education about teaching occupation. However, this information is very new and hard to learn for an English Language and Literature graduate. Accordingly, some extra program competencies are going to be suggested for literature programs to create a bridge between literature programs and teaching certificate programs.

Key Words: European Higher Education Area, Bologna Process, Bologna Information System, Competency

ADDRESS FOR CORRESPONDENCE: **Figen KIZIL**, Ankara University, Turkey

E-Mail Address: figen_kizil@hotmail.com

A Comparison with the Competencies of English Language Teaching Program

Saadet ÇINAR, Ankara University, Turkey

Mustafa Cem BABADOĞAN, Ankara University, Turkey

Abstract

In the 1990s, the concept of 'competency' was widely debated in the world in the 1990s and countries such as Australia, the USA and the UK preferred to use 'standard' instead of this concept, especially when describing the profession of the teacher. In Turkey using sometimes the concept of 'competency' instead of 'quality' and 'standards' has led to conceptual confusion. In the line of the process of creating National Qualifications Framework of the countries included in the Bologna process and the works to be done in creating this process, Council of Higher Education aimed at clarifying the concept of 'competency' in terms of meaning, content and format for all institutions by initiating the first studies on creating National Qualifications Framework (NQF) in higher education in Turkey in 2005. However, due to the fact that institutions do not assimilate these concepts and do work because they have to, competences have continued to be expressed in different names in various institutions and sources. The need to do this study has been also felt at this point. In this study, English Language Teaching Program competencies of the universities selected as samples from seven regions of our country were examined and it was seen that different terms such as 'program outputs', 'program learning outcomes' and 'learning achievements' were used even in expressing competency. It is also understood that the concept of 'competency' is not well understood, and it cannot be fully distinguished by the concepts of 'knowledge', 'skill' and 'achievement'. When the competencies were written, it was observed that the universities did not adopt the same writing rules in formal terms, only two universities correctly applied the writing rules. In this study, while arrangements were made, the focus was on providing a common framework both conceptually and formally and the suggestions were tried to be developed. It is thought that this study will be useful for programs that have difficulty in specifying their competencies correctly.

Key words: Competency, Bologna process, English language teaching program, program competencies

ADDRESS FOR CORRESPONDENCE: **Saadet ÇINAR**, Ankara University, Turkey

E-Mail Address: saadettcinar@gmail.com

The quest for equality through bilingual education in Macedonia

Hajrulla Hajrullai, South East European Univeristy

Abstract

Macedonia has a complex history of applying bilingual education. Historically, bilingualism has been implemented in schools for more than two decades. Albeit the fact that bilingualism has always been applied in Macedonian schools by the firm demand and political pressure of the minorities, the steps that were used to introduce minorities to bilingual programs first started from primary, continued with secondary and terminated with tertiary education in the mother language of the minorities, certainly with some limitations. The purpose of this approach was originally to enable minority students learn the majority language and in that way find their way in the market economy. In practice, bilingual programs in Macedonian schools as well as teacher training programs in the state universities have a limited perspective of the meaning of having bilingual education, the need for professional bilingual teachers and the way these teachers should teach bilingual students. This paper aims to explore the way that politics as well as social and economic developments in one country influence by further developing or limiting bilingual education in all levels in Macedonia. In addition, how bilingualism in schools can be used as means for the purpose of the government to keep the minorities under oppression. This paper will focus and highlight the major political and educational phenomena that took place in Macedonia that concern and shape the further development of bilingual education in the country.

ADDRESS FOR CORRESPONDENCE: **Hajrulla Hajrullai**, South East European Univeristy

E-Mail Address: h.hajrullai@seeu.edu.mk

The Role of University in the Education of Writers of Children's Literature: The Model of Aarhus University

Emine AKYUZ, Ankara University

Abstract

To be children's book writer is becoming a career for many people at the present. It can be seen that some people who are only aiming at providing financial gain or recognition because to be writer is not a compulsory prerequisite are called authors. However, some people in different areas who have knowledges about this area, artistic talent and the ability to recognize the child are able to produce qualified works. Writers and publishers have a major responsibility to contribute to children's reading culture, to ensure that children and books are friends, and to open doors to new life experiences for the child. Occasionally, the presence of parents who are unable to choose a qualified book for their child, sometimes with regard to their level of education, increases the importance of artists and publishing houses to work diligently on children's literature products and to put forth rigorous controls. At this point, it can be emphasized that it is important to provide education support for writers-illustrators and publishers who will produce quality works in the field of children's literature and publishing. In this context, this study is a qualitative research. The study aimed to examine the educational effectiveness of the Aarhus University in Denmark as part of the role of universities in the education of children's literature authors. For this purpose, interviews with 9 children's book authors participating in the Children's Literature Writing School (Forfatterskolen for Børnelitteratur) conducted by the Center for Children's Literature and Media (Center for Børns Litteratur og Medier) in Aarhus University were examined. The data of the study was obtained through document analysis. In analyzing the data, content analysis was used.

Key Words: Children's literature, children's book authorship, university.

ADDRESS FOR CORRESPONDENCE: **Emine AKYUZ**, Ankara University

E-Mail Address: Emine.Akyuz@ankara.edu.tr

