10th

INTERNATIONAL CONFERENCE ON EDUCATION

ARUCAD University, Kyrenia, Cyprus

10 – 12 September 2021

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10th International Conference on Education
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Kyrenia, Cyprus
10-12 September 2021

ABSTRACTS BOOKS

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Prof. Dr. Hafize Keser
Ankara University, Department of Computer Education and Instructional Technology, Turkey (Retired)

Keynote Title: "*Copyright and Ethics in the Digital Environment"*

Abstract: will be announce…

Bio: will be announce….

Assoc. Prof. Dr. Levent Çetinkaya
Çanakkale Onsekiz Mart University, Turkey

Keynote Title: "*Educational technology in the next generation learning lifecycle"*

Abstract: will be announce….

Bio: will be announce….

ABSTRACTS

DEVELOPING A PRACTICAL APPROACH WITHIN SOME HIGHER EDUCATION ESTABLISHMENTS TO ADDRESS THE FARM TO FORK STRATEGY FOR SUSTAINABLE FOOD

Laura URDES, University of Agricultural Sciences and Veterinary Medicine of Bucharest

Abstract

The Farm to Fork Strategy for Sustainable Food is a key component of the European Green Deal. According to this strategy, European farmers are viewed as key workers to managing the transition to the Green Deal and subsequently, to implementing the sustainable food into practice. To facilitate the understanding of the European Farm to Fork concept, all connected fields should collaborate to help equip the professionals involved in the field of livestock health and production (and the like fields) with an integrated systems thinking and skills required for a sustainable food production. To be able to implement this concept in practice, profile higher education establishments are expected to provide their students with adequate knowledge and competences in the following fields: animal husbandry, agriculture machinery and corp production destined to feed livestock, food engineering and quality control, public health and food safety and environmental science (protection from hazards resulting from farming and avoiding depletion of related natural resources). This paper will describe how to prepare a successful higher education programme addressing the need for adequate skills and competences in the field of animal health and production, so that graduates to meet the required skills and knowledge for a sustainable food industry.

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Cultural accessibility and people with Intellectual disabilities: a case study in Italy

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Noemi Del Bianco, UNIMC

Ilaria D'Angelo, UNIMC

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Abstract

The Design for All (Persson et al., 2015; Mikus et al., 2020) and the Quality of Life (Schalock, Verdugo Alonso, 2002; Giaconi, 2015; Cummins, 2020) are the frameworks of reference of this paper. Taking into consideration physical and cultural accessibility in the formal and informal contexts, we are going to explore the strategy for Social Inclusion of people with disability (Giaconi et al., 2021a). This paper presents the Easy to Read applications (Del Bianco, 2018), guidelines able to make cultural heritage/context understandable to everybody. Specifically, the paper addresses criticalities and potentialities of a co-working procedure with people with Intellectual Disabilities in the construction of accessible information. In this paper a pilot study carried out by a multidisciplinary research group of the University of Macerata is presented, with the aim to illustrate how co-planning actions can increase stakeholders' participation to implement self-advocacy opportunities (Ryan, Griffiths, 2015; Agran et al., 2016).

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DETERMINING THE VIEWS OF TEACHERS ON THE TRANSITION TO DIGITAL TRANSFORMATION IN EDUCATION DURING THE PANDEMIC PROCESS: A CASE STUDY

Ezgi Pelin YILDIZ, Kafkas University

Abstract

In today's world, where people live together with technology, digitalization is increasingly taking its place as an indispensable concept of our lives. However, rapid developments and changes in technology have led to a compulsory digitalization process in all sectors. Societies, individuals, institutions and organizations do their best to adapt to this process. Today, especially with the concept of industry 4.0, all applications in the manufacturing and industry sectors have met the technological world. In this context, brand new institutions such as smart factories, machine learning, internet of things, cloud computing, artificial intelligence technologies, human-machine interaction have been put forward. The most important stakeholder in the management of the process is undoubtedly the teachers. In the light of all this information, this study. It was aimed to determine the views of teachers on the transition to digital transformation in education during the pandemic process. The research is an example of a case study. An interview form was prepared by the researcher to determine the teachers' views on the subject. As a result; the teachers emphasized that they see the transition to digital transformation in education as a necessity, especially during the pandemic process, but they need more in-service training to keep up with this transformation.

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THE EFFECT OF TEACHING BASED ON LIFE SKILLS TRAINING GUIDE ON THE DEVELOPMENT OF ENTREPRENEURSHIP PROFESSIONAL KNOWLEDGE OF SCIENCE TEACHER CANDIDATES

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Tufan Inaltekin, Kafkas University

Arzu Kirman Bilgin, Kafkas University

Abstract

Entrepreneurship education has become a very important issue in Turkey due to social developments. In recent years, higher education institutions have made an effort to spread entrepreneurship education to other programs apart from business programs. However, when compared to other higher education programs, the answer to the question of what kind of training should be provided to improve the professional knowledge of science teachers about entrepreneurship, who will prepare future entrepreneurs in the field of science still remains very weak. In this context, the research aimed to reveal the effect of life skills education guide-based instruction on the development of pre-service science teachers' professional knowledge of entrepreneurship skills. The research includes a single-group pre-test-post-test experimental design study conducted with 98 science teacher candidates studying in the third year of the science teaching undergraduate program of a state university in the north of Turkey. The experimental process took a total of 16 weeks, including the pre-test and post-test applications. Experimental studies were carried out within the scope of science teaching and laboratory practices-I (4 lesson hours per week). "Entrepreneurship Skill Recognition Test (ESRT)" was prepared and applied by the researchers in order to determine the professional knowledge of science teacher candidates about entrepreneurship skills. The data obtained from ESRT, which consists of open-ended questions, were subjected to content analysis. The findings of this study revealed that pre-experiment and post-experiment ESRT scores of pre-service science teachers differed significantly in favor of post-test scores. Moreover, it was determined that before the implementation of the life skills training guide, all of the science teacher candidates participating in the research remained at the level that needed to be developed in terms of entrepreneurship skills. After the application, it was determined that more than half of the candidates were able to raise their professional knowledge level to a weakly acceptable level, some moderately acceptable, and very few of them to a good acceptable level. In addition, it was determined that pre-service science teachers made significant progress after the experimental process in defining the indicators for entrepreneurship skills. The pre-test findings of this study show that science teacher candidates' education in higher education institutions is weak in covering the theoretical and experiential content of entrepreneurship skills vocational knowledge education. Based on the results of the study, as in many professions in our country, pre-service science teachers should both have the entrepreneurial knowledge and skills themselves and how they can comprehend this life skill for their students in order to successfully cope with many challenges brought by the 21st century. Therefore, it can be said that a theoretical and practical pedagogy focused on innovative skills should be included in teacher preparation programs.

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Interactive storytelling for retelling of autobiographical memory in children: a social robotics approach

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Itsaso Arocena, University of the Basque Country

Abstract

Memory is one of our fundamental mental functions, which allows us to revive the past in our minds. When we talk about memory, we usually want to refer to a particular kind of memory, which is the autobiographical memory. Access to this memories can be altered by various affective disorders, especially depression. In order to help those people, specially children who have faced trauma, to remember the past in a structured and positive way, life review technique have been developed. Regarding this techniques we focus on storytelling to contribute to the development of resilience on children using a social robot approach, as they do not perceive the robot as a figure of superiority, but as a peer. In this paper we present a preliminary scenario for child-robot interaction in three phases, using interactive storytelling as a way to review the childen's past expriences.

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RULS-6 Loneliness Scale (6-item Short Form): Adaptation to Turkish, Validity and Reliability Study

Abdullah İnanç, Marmara University

Halil Ekşi, Marmara University

Abstract

This study includes the findings related to the reliability and validity values of the 6-item UCLA Loneliness Scale developed by Wongpakaran et al. (2020) within the scope of adaptation to Turkish. The study was carried out with the data obtained from the study group (n=327) including university students. As a result of the analyzes, it was determined that the scale showed a single-factor structure in accordance with its original structure. In addition, the criterion-related validity of the scale was ensured by making use of the Ucla Loneliness Scale V3. As a result of the reliability analysis, the Cronbach Alpha coefficient for the whole scale was calculated as .84. The results showed that the adapted scale is a valid and reliable scale that can be used to measure the loneliness tendency in Turkey.

Keywords: loneliness, scale adaptation, reliability, validity

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Orientations of Master's Thesis in Science Education Between 2010-2020

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Abstract

With the developing technology in recent years, there is a need to train qualified individuals who can adapt to these developments. Science education and training has an important place in raising qualified individuals who offer solutions to problems, research, question and reveal new ideas (Köseoğlu & Kavak, 2001). In this context, it is important to increase the quality of science education and training. When the literature is examined, it is seen that educational researchers do many studies to increase the quality of science education and teaching (Saka, 2020). An important part of these studies consists of postgraduate studies. Postgraduate studies play an important role both in increasing the quality of education and training activities in the relevant field and in guiding researchers who want to conduct studies in the related field (McDermott & Redish, 1999). These studies have the feature of informing the reader about the general status of the studies on the subject (Göktaş & Erdem, 2006). Postgraduate studies often include subjects that have not been studied or have been little studied before. When this situation is taken into account, the importance of orientation researches that will prevent new researchers from doing studies similar to the ones in the literature and enable them to see the needed issues emerges (Cohen, Manion, & Morrison, 2007). Orientation studies are a useful resource that provides rich content on a particular topic and guides researchers. These studies help science education researchers to determine the current trends of the studies on the subject they are studying, the areas of study that have reached saturation and the areas that need to be done in the future (Karamustafaoğlu, 2009). Thus, science education researchers will be aware of the trends in the relevant field and will carry out useful studies on the literature by working on the needed issues (Çalık, Ünal, Çoştu, & Karataş, 2008). Considering this situation, within the scope of the study, it is aimed to examine the master's theses carried out in the field of science education between the years 2010-2020 according to the years, taking into account the researched focus topic, the method used and the sample variables, and to determine the orientation of the theses in the relevant field according to these variables. Depending on this main purpose, in the study, “How is the distribution of the focus topics researched in the master's theses carried out between 2010-2020 according to years? What is the distribution of the methods and sample types used in the master's theses between the years 2010-2020? The answers to the questions were not sought. In order to achieve the aim of the study, the document analysis method, one of the qualitative research methods, was used. The data were obtained from 600 master's theses accessed from the National Thesis Center by typing the keywords "Science, Science and Science and Technology". Evaluation of related or unrelated studies and revealing a general picture are provided by content analysis method. The theses obtained in this context were subjected to content analysis, taking into account the "focus subject, method and sample" variables. According to the findings obtained from the study, it came to the fore that the master's theses carried out in science education between the years 2020-2021 were generally made by considering the focus of "the effect of science education". In addition, it has been determined that the effects of teaching approach, method or technique on student achievement are generally examined in studies carried out according to the focus of "the effect of science education". In addition to these, it was concluded that quantitative data collection tools and quasi-experimental methods were generally used in the master's theses conducted between the relevant years, and secondary school students were chosen as the sample. When the literature is examined, it is seen that many researchers examining postgraduate studies have reached similar results

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EXAMINATION OF EYES CONTACT IN PLAY ENVIRONMENTS OF 3-Year-Old Children and Their Mothers

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Abstract

Eye-to-eye contact has been characterized as an exchange that mediates a significant portion of nonverbal transactions between people. Although there have been studies on eye contact between adults, studies on the quality and process of eye contact between children and attachment figures and the messages it contains have been insufficient. The aim of this research is to examine the quality, process and messages of the eye contact relationship that occurs in the interaction of 3-year-old children with their mothers in the play environment. The research is a qualitative case study. Micro analysis was used as the analysis method. 14 children aged 3, 8 girls and 6 boys, and their mothers participated in the study. A 10-minute game process was recorded in a standard environment and with materials. The records were evaluated within the sliced time intervals using the microanalysis method and converted into graphics. As a result of the research, it was seen that a total of 374 eye contact attempts were made between the children and their mothers. It has been understood that these trials are mostly initiated by mothers, and the successful/unsuccessful results of eye contact trials are very close to each other. It has been observed that the successful outcome rate is higher in cases where the eye contact attempt is initiated by the child, and the rate of unsuccessful results is higher in cases initiated by the mother. Considering the reasons for making eye contact, mothers mostly try to make eye contact while asking questions, waiting for the answer and checking the child; On the other hand, it was understood that the children tried to make eye contact while getting approval from their mothers and chatting/exchanging ideas.

Keywords; Mother, child, interaction, eye contact.

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The Development of Research Based Learning Material with STEM Approach to Improve the Students metacognitions in Utilizing Cascara Fermented by Magnetic Fields to Produce Healthy Herbal Tea

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Sudarti Sudarti, University of Jember

Dafik Dafik, University of Jember

Abstract

Research-based learning models with a STEM approach are important in combining research and innovative learning. The purpose of this study was to develop a research-based learning model with a STEM approach to improve students' metacognition skills in the use of fermented cascara with a magnetic field to produce health herbal teas. This research is a development research that refers to the ADDIE model which consists of 5 stages including analysis, design, development, implementation, and evaluation. In the analysis stage, interviews and observation sheets were carried out to find problems. The design stage makes the design of the selected format. The development stage produces a product development which is followed by the assessment of validation experts which includes content validity and face validity. The implementation and evaluation stages produce a final product that is applied to the trial class, data is obtained from the results of the metacognition skills test. The results of the study reveal that the product development is valid, effective and practical. Overall, the results of product development are easy to use and become essential material in lectures.

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