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ABSTRACTS BOOK

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ABSTRACTS

Dynamic capabilities in the online education

Cristina Gallego, EAE Business School

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Abstract

Problem Statement: We live in a globalized world (Castells, 2014) in which technology plays a key role and it has involved a redesign of most products and services. IT has enabled new consumption ways by promoting new learning skills. The way students receive education today is very different to the way their parents used to have not a long time ago. In this digital tsunami (Leal, 2015), the process cannot be stopped, and, as forecasted by technologist and education experts, the teaching learning process will be impacted by new subjects that include robotics and digital environments in general, since there is a process today where firms do not find specialized profiles in these competencies, according to the report published by Randstand Research (2016). Purpose of Study:This study analyzes to what extent traditional university methods are being threatened by the new digital ways of teaching. Method: As a methodology, a statistical study will be done 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, we can affirm that the students are not familiar with this type of education. They don't understand the difference between MOOCs and online education. Additionally, the revolution in teaching through IT adoption is not being as rapid as believed in its adoption. Conclusions and Recommendations: We can affirm that it is of great importance to establish new communication mechanisms of online studies, and be able to respond appropriately to the digital transformation. Education demands resilience towards a globalized society as well as adopting new ways of learning.

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Study Regarding the Possibilities of Increasing the Self-Esteem in 15-Year-Old Pupils

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Abstract

Psychologists consider self-esteem as being a human value that can be higher or lower, depending on the life experiences that any person can have. Considering this fluctuation of self-esteem, the experts have defined it in multiple ways. One of these definitions belongs to Nathaniel Branden who states that self-esteem represents "the ability to confront life's fundamental difficulties without losing hope". Starting from this definition, it was thought that a study regarding the evaluation of self-esteem in 15-year-old pupils from various environments and social conditions could help spotting those activities based on which the youths can shape and consolidate their self-esteem. The hypothesis that started this study was the following: a hierarchy of the self-esteem components for 15-year-olds could help in increasing their feelings of trust in themselves, by organizing and developing certain activities in accordance with their needs. The study was based on the inquiry method, the testing method (the Rosenberg Self-Esteem test), and the graphical representation method. The research was conducted in the academic year 2017-2018, on a group of 270 pupils. The study has confirmed the working hypothesis, in the sense that the self-esteem level differs according to the pupils' environment and social conditions, but also according to their gender. The self-esteem recorded an increase in 78.50% of the pupils, as a result of certain activities organized according to their opinion. The statistical analysis and the interpretation of data were done with the help of the SPSS software.

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Interdisciplinary Block of Sciences

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Abstract

Interdisciplinary block of sciences: In the engineering study plans of the Tecnológico de Monterrey in México when the students take Physics I (Mechanics), they require contents of Mathematics II (Integral Calculus) to better understand some concepts, however, curricularly Physics I and Mathematics I (Differential Calculus) are taken in the same semester and Mathematics II in the following one, which generates the problem that is intended to be addressed. A new content organization is proposed in such a way that the required subjects of Mathematics II are covered before they are necessary in Physics I and that the interrelation between both disciplines becomes clearer for the student.In the learning process are considered not only thematic content but also the development of disciplinary and transversal competencies, so it is intended to promote them intentionally. A block of subjects was designed, composed of Mathematics I, Mathematics II and Physics I, in which the participating students solved challenges in the area of engineering applying scientific and mathematical principles. The tutoring of the students is an important part of the work methodology, it consists of monitoring their academic performance, so that any situation that could negatively affect the learning process is solved in a timely manner. In tutoring, students are also oriented to learn to work in the organization and achievement of an engineering project. In the academic aspect, a different way of organizing the contents of Mathematics is required, in order to give theoretical support to those of the Physics course. In this process, communication among the teachers involved occupies a very important place. It becomes evident the development of disciplinary and transversal competencies so that the student achieves the learning of the contents and the solution of the challenges. Regarding teaching work, close communication is required between the members of the team throughout the semester and the role of the teacher is transformed into the learning companion or guide, provides the conducive environment to give the best learning and be more significant. There is a closer communication with the students and therefore the professors know them better than in a traditional group, it is possible to help them solve the difficulties with greater opportunity. The students perform a greater diversity of activities and solve problems in context, they relate what they learn in the subjects with applications to a particular situation, besides that collaborative work is promoted in an important way. This type of work allowed a greater progress in terms of thematic content compared to traditional courses, but not only that, something very important is that the interrelation between the disciplines becomes clearer.As for the students, their role was more active and protagonist, as a consequence of the fact that learning through challenges is more significant.

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Examining Thai Biology Teachers' Understanding of the Nature of Science

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Abstract

This research aimed at examining Thai biology teachers' understanding of the nature of science (NoS). Participants included 118 biology teachers from 51 schools in Nakhon Phanom and Mukdahan provinces, Thailand, where there are various ethnic groups of the Mekhong sub-region people. Research methodology utilized an interpretive paradigm. Teachers' understanding of NoS was interpreted through an open-ended questionnaire about NoS that was adapted from Lederman et al. (2002) VNOS-C, and interviews. The results of this study shows that more than 50% of the participants had shown uninformed ,ambiguous I, and ambiguous II views in the questionnaire and interviews. The paper discuss the nature of science understanding of teachers' in order to after this improving their understanding of NoS and preparing them for teaching.

 Keywords: Biology Teacher, Nature of Science (NoS), Understanding, VNOS-C, Teaching;

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School Choice and Private Schooling: A comparative case-study between Greece and Sweden

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Abstract

Over the past three decades, privatization and school choice have been introduced and embodied in the vocabulary of several national education policies. Although free education has been constituted, private schooling has been steadily growing its presence over the last years in Greece and Sweden. Parents are asked to choose among different school alternatives in an attempt to find the school that 'fits them the best'. This study aiming to examine the phenomenon of private schooling and the factors that affect parental school choice, outlined a comprehensive framework of the national policies about private schools and school choice in both countries. Furthermore, the Human Capital, Human Rights and Capability approaches consisted the theoretical background of the study and framed the analysis of its research findings. The case study design of the research provided an in-depth exploration of the two national contexts, enriching the study with empirical data. Twenty semi-structured interviews with education professionals and parents from both countries shed light on the reasons behind the school choice towards private schools. Regarding the findings of the research, several kinds of educational inequalities and social segregation were identified because of the fact that not all parents have access to school choice under equal terms.

Keywords: School choice, private education, quality education, Greece, Sweden, Human Capital theory, Human Rights theory, Capability approach

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Teamwork between class teachers and support teachers as the basis of inclusion– a case study in Romanian primary school education

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Abstract

Problem statement: Increasing the number of pupils with special educational needs has become a constant in the Romanian primary education. The effective integration of these pupils depends, on the one hand, on how teachers for primary education understand the process of integration. On the other hand, the success of integrating students with special educational needs depends on how classroom teachers understand the role of the support teacher. In other words, the effective integration and inclusion of pupils with special educational needs in mainstream education depends on the collaboration between the class teacher and the support teacher. Purpose of the study: The purpose of this study is to identify how primary school teachers understand the importance of inclusive education and the real benefits of the collaboration between the class teachers and the support teachers. Methods: In order to identify the social representations of primary school teachers regarding the cooperation with the support teachers we used a questionnaire-based inquiry. We organized some of the collected data into a case study at the level of primary school education in Brasov. The responses to the open questions offered by the investigated teachers allowed a phenomenological approach to the roles and the responsibilities of the actors in special education. Findings and results: Our results enhance the benefits of integration of students with special educational needs in the conditions of a distributed responsibility between parents, class teachers and support teachers. The qualitative analysis of the written responses of primary school teachers reveals the need of continuous training in aspects related to special education and to the contribution of the support teacher in the cases of students with special educational needs. Conclusions and recommendations: Regardless the special educational needs of the pupils, their personal and academic achievements are improved when the class teachers efficiently collaborate with the support teachers. Therefore, the continuous teacher training should develop teachers' competences related to special education and cooperation to all the actors interacting to children with special educational needs.

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Constitutions, Democracy and Human Rights Discourse in Portugal and Brazil: comparative study

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Abstract

Considering the year of 1933 as the beginning of the Portuguese Salazar regimen, the repressive and oppressive "Estado Novo" (New State) by the Portuguese Republic Constitution, there is a main research element: the fundamental rights recognized (art. 8º). This paper aims to study and debate the Salazar Rights Discourse, that in a first stage had been supported by the Catholic Church that in a funambulism strategy, changed fascist political, economic and social discourse to a speech adjusted to the scope of the state and governance aims. In a comparative context, it´s our objective study the Brazilian Constitution from 1934 that instituted the Getúlio Vargas Dictatorship. It´s curious, or simply a strategic coincidence, the fascist dictatorship, institutionalized as "Estado Novo" (New State), as it was in Portugal. In 1974 with the "Carnation" Revolution and the political regimen change to a Democracy, legally started with the Portuguese Republic Constitution in 1976, recognizing the Human Rights (Universal Declaration from 1948) and the Fundamental ones, but the political and social Discourse of Human Rights was object of intervention, but it was need several years to the effective recognizing of the Fundamental and Human Rights to the Portuguese citizens. Although the Portugal entrance to Economic European Community (today European Union), it´s important to study the historical "line", and the actuality of the Discourses and Human Rights by the violations and the need of intervention, as well as the education for the promotion of a juridical and judicial system able to protect the victims of all violations, and to prevent the abuses. Concerning the Brazil context, with the popular movements, the "Diretas Já" (Direct now), the power was given to the military and civil, during the Second Re-democratization. It was only with the Constitution of 1988 was guaranteed and increased the social rights, the delimited indigenous land was guaranteed, the unique system of health as the oldest and rural reforms, as it was the end of the censorship to the art and the public information. Globally, this article aims to study the main points of the approaches and the distances of these states that are identified as "brothers".

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Developing learning abilities through flexible teaching strategies

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Abstract

The national Romanian curriculum challenges practitioners to apply it through educational and structured activities so as not to delineate the structure indicated by the national curriculum. Thanks to a common dialogue with other educational systems, the current Romanian educational system addresses at the micro-pedagogical level educational practices specific to other educational systems. The Finnish educational system manages to effectively combine current curriculum structures, the social vision based on trust, and the implementation of educational software. This triad of components provides Finnish practitioners and foreign practitioners with the Finnish educational system, a design of educational activities validated by educational outcomes. We wanted to discover the Romanian teachers' vision of the opportunities of the Finnish education system, as well as finding out about the continuous training of teachers in the national educational system.

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Racial prejudices in different contexts. Differences between rural and urban settings

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Abstract
The existence of prejudices against certain minority groups has been a proven fact in all societies along history. Depending on people's own background, particular opinions and thoughts have arisen to a greater or lesser extent, and have become widespread to specific people with specific features. The way prejudices are perceived by society may change according to the geographic area where they develop. This research is aimed at analysing the emergence of racist prejudices in relation to explicit statements in two different settings, one rural (Ciudad Real, a town belonging to a region in the centre of Spain) and one urban (Madrid, capital city of Spain). The instrument to be used was initially validated in order to meet the appropriate reliable conditions. A specific questionnaire was designed based on nine statements describing real situations by means of preconceived ideas about certain minority groups that exist in our society. Situations mentioning gipsies, black people, immigrants, Moroccans, beggars, Latino refugees or disabled people were specifically set. The aforementioned questionnaire was applied to university students that were required to assess the racist weight of the statements in a scale 1 to 4. Concerning the results, in general terms, students from both settings, rural and urban, provided similar answers. However, some differences in the perception of prejudices were observed. Two statements should be highlighted because, according to the students from the rural setting (Ciudad Real), they were certainly racist while, according to students from the urban setting (Madrid), they did not have such derogatory traces against certain minority groups. There was no relationship between the students' gender or the university where they were studying at that moment and the answers provided. In the questionnaire it was also required to order the nine statements from more to less racist (1-9). As it also happened in the first part of the questionnaire, the results were quite similar both in the rural and in the urban setting although there were some differences related to the most racist statement. It can be assumed that the existence of racial prejudices is very similar in the settings where the research has been carried out. There is a high correlation in the students' answers. Nevertheless, there are some differences in the perception students have concerning certain minority groups or their lifestyles compared to the majority of the population in Spain. In future research, the questionnaire used in this study could be modified and adapted so as to be completed by students at earlier educational stages, such as Primary or Secondary Education. Thus, a comparison between the results obtained from younger students, who are easily influenced by adults' opinions, and those obtained from the present research could be established.

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Learner Identities of North Cyprus Students

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Abstract

In this study, the views of the North Cyprus Students about the role of their learner identity and their place at schools were discussed. For this purpose, some questions were prepared in order to explore their learner identity and were asked during focus group discussions, which were carried out in nine different schools in North Cyprus. In order to reach the research data, the discussions were recorded, and a reflective diary was kept by the researcher; and some triggering words used while asking the questions during the sessions. The data were classified and evaluated with descriptive analysis technique. When the results of the research were analysed, it was seen that the some of their learner identity has positive effects on learner identity awareness, cultural identity awareness, self-awareness, self-confidence, choices of occupation and approach to their study methods while it has some negative effects on their school choice and occupation choices.

Key words: Learner Identity, Students, Culture, Education

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Logic and Heuristic in Education

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Abstract

More than once it was said that the results of logic are useful in verifying ready proofs, but refuse to serve in the search for proof. And although this view was supported by some very reputable mathematicians (e.g., Georg Polya in his remarkable book "Mathematical Discovery" wrote "Logic is the lady at the exit of the supermarket who checks the price of each item in a large basket whose contents she did not collect" (the very end of no. 14.10)), we allow ourselves to disagree with it. Every time when they offer arguments in favor of this point of view (and very often it speaks out without any arguments), they demonstrate a "frontal", straightforward interpretation of the results of logic. This, however, does not mean that such an interpretation is the only possible one. On the contrary, other interpretations are possible in which logic and heuristics turn out to be two sides of the same cognitive process. Our goal in the proposed article is to demonstrate the richest heuristic capabilities of logic. We will show that even the most primitive, at first glance, results of logic have important applications in training. We will demonstrate the heuristic value of the logical laws of varying degrees of complexity, from as simple as the laws of a false premise and a true conclusion, to as complex as the law of distributivity of implication with respect to equivalence. To illustrate this here, let us consider two very simple results: 1) the law of a false premise, according to which an implication with a false premise is necessarily true, and 2) the law of a true conclusion, according to which the implication with a true conclusion is certainly true. Both of them prove to be extremely helpful in eradicating of one very common mistake in proving. We mean the error that instead of deriving the provable sentence from some correct one, they deduce some truth from the statement that needs to be proved. Both of these laws make the fallacy of this "way of reasoning" obvious. Indeed, by deriving from the sentence ϕ the correct sentence ψ, we thereby become convinced of the validity of the implication "if ϕ, then". What does this say about ϕ? — Nothing, because 1) the implication with a false premise is true for any conclusion, so it is possible that we managed to deduce ψ from ϕ simply because ϕ is wrong; 2) the implication with the correct conclusion is true for any premise, including the wrong one. It is clearly seen that the underlining of the role of the two mentioned laws of logic in this matter will help those who have correctly understood them to find in the future correct proofs instead of the incorrect ones that previously seemed to them correct.

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ENGLISH LANGUAGE INSTRUCTORS' COGNITIONS ON LANGUAGE TEACHER ROLE IDENTITIES

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Abstract

The aim of this qualitative research study is to investigate English Language instructors' cognitions on language teachers' role identities. It was designed to give rise to new insights into English Language instructors' cognition and identities in Turkish EFL context. A total of 15 English Language instructors working at preparatory schools of five different state universities participated in the study. All participants were inteviewed to collect the qualitative data consisting of the instructors' own teaching philisophies, and their analysis of their prior EFL instructors ways of being language teachers. According to the inductive analysis of the results, a typology of role identities was identified. These role identities consisted of "teachers as prompters", "teachers as resources of information", "teachers as assessors", "teachers as organizers and demonstrators", "teachers as participants in the classroom activities", "teachers as researchers", "teachers as facilitators", "teachers as providers of opportunities", "teachers as observers" and "teachers as tutors".

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Misconceptions in Radical Numbers in Secondary School Mathematics

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Abstract

The aim of this study was to determine misconceptions of the radicals of the high school students that attend 9 class. The samples of study consists of the students of an Secondary School in Istanbul, Turkey. Some sample questions are asked to related students to understand the misconceptions. According to the result of the study , it is seen that the students have misconseptions about radicals. Some solutions are recommended to those students to overcome such difficulties

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Dijital Dönüşüm Bağlamında Akademisyenlerin Teknoloji Kabul ve Kullanım Durumlarının İncelenmesi

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Abstract

Eğitim ortamları dijital dönüşümden etkilenmektedir. Radyo, televizyon ile başlayan gelişim süreci web 5.0 ile hızlı bir biçimde devam etmektedir. Bu olanakların öğrenme ortamlarında kullanımı sıklıkla görülmektedir. Ancak etkili dijital araç kullanımı için birden fazla faktöre gereksinim duyulmaktadır. Altyapı olanakları, eğitici deneyimi, öğrenen motivasyonu bunlarına bazılarıdır. Zamanının önemli bir kısmını dijital teknolojilerle geçiren yeni neslin motivasyonel olarak ortanın üzerinde bir seviyede olduğu görülmektedir. Altyapı olanakları birçok kurumda iyileştirilmekte ve geliştirilmektedir. Kritik son değişken ise öğreticinin bu dönüşüme uyum sağlayabilmesidir. Bu bağlamda bu çalışmada, akademisyenlerin dijital dönüşüm teknolojileri teknoloji kabul ve kullanım birleştirilmiş kuramı çerçevesinde görüşlerinin değerlendirilmesi amaçlanmıştır. Türkiye'nin güney doğusunda yer alan bir üniversitede eğitim vermekte olan farklı fakültelere ait 10 akademisyen ile bu kapsamda görüşülmüştür. Katılımcıların görüşleri teknoloji kabul ve kullanım düzeylerine göre ayrıştırılmıştır. Sonrasında araştırma amacına yönlendiren bütüncül bir bakış açısı sunulmuştur. Araştırma nitel araştırma desenlerinden biri olan durum araştırması desenine göre tasarlanmıştır. Veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Elde edilen verinin analizi için içerik ve söylem analizleri kullanılmıştır. Birden fazla araştırmacının kodlama birliğine varılması ve nitel araştırmalarda deneyimli farklı bir araştırmacı ile kodlama uyumu karşılaştırılarak temalara erişilmiştir. Böylelikle veri güvenirliği oluşturulmaya çalışılmıştır. Güneydoğuda yer alan bu üniversitede akademisyenlerin dijital teknolojilerin etkililiğine yönelik olumlu görüşleri sıklıkla ifade edilmiştir. Bununla birlikte bu teknolojilerin amaç-araç ikileminde kalınması ile etkisizleştirildiğine yönelik görüşlerine de rastlanmıştır. Teknoloji kabul kullanım modeline göre katılımcılarına yetkinliğinin alt-orta seviyelerde yer aldığı belirlenmiştir. Deneyimlerini paylaşmalarının istendiği bu görüşmede temel düzey dijital teknoloji kullanım örnekleri sıklıkla verilmiştir. Bununla birlikte güncel dijital teknolojilerinin etkili olarak öğretim ortamlarında kullanıldığını örneklendiren katılımcılarda bulunmuştur. Sosyal ve akademik çevrenin kendilerine yönelik beklentilerinin ise minimum seviyede olduğu ifade edilmiştir. Özgür bir çalışma ortamında yer aldıkları gerekçelendiren katılımcılar öğretim ortamının ve içeriğinin yapılandırmasında bireysel kararlar aldıklarını vurgulamıştır. Çevre beklentilerinin ise akademisyen kimliği ile örtüştürülerek dijital bilgelik seviyesinde beklentilerin olduğuna yönelik az sayıda örnekte paylaşılmıştır. Son olarak katılımcılar alt yapı olanaklarının erişimi kolay, sıklıkla kullanılan temel teknojilerin yanında az sayıda alana özgü dijital olanakların varlığından söz etmişlerdir. Bununla birlikte ileri teknoloji ürünlerine gereksinimin olduğunu, bununda öğrenme çıktılarında eksiklik yarattığını vurgulamışlardır. Bu görüşler çerçevesinde ilgili üniversitede dijital dönüşümün gerçekleştirilmesine yönelik kabul kullanım düzeyinin geliştirilebilir bir yapıda olduğu belirlenmiştir. İçsel motivasyonlarının artırılması akademisyenlerin teknoloji kabul kullanım düzeylerinin bir basamak yukarıya taşınmasında etkili olacağı düşünülmektedir. Bu kapsamda dijital olanakların alan tabanlı artırılması başta olmak üzere öğreticiyi teşvik edebilecek unsurların işe koşulmasında yarar görülmektedir.

Anahtar Kelimeler: Dijital dönüşüm, teknoloji kabul, teknoloji kullanım

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Determining Elementary Teacher Candidates Cognitive Structure on the Concept of "Disabled People" Through the Drawing Technique

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Abstract

Having a disability places you in the world's largest minority group. Currently around 10% of the world's population, or roughly 650 million people, live with a disability. Eighty per cent of persons with disabilities live in developing countries, according to the UN Development Program (UNDP). According to the results of the in Turkey 2011 Population and Housing Survey, the proportion of the population with at least one disability (3 years and over) is 6.9% (4.876.000 persons). This rate is 5.9% for men and 7.9% for women. Turkey sees approximately 350 000 students with disabilities in education at different school levels. The aim of the study is to investigate primary teacher candidates cognitive structures related to "disabled people" through the drawing technique. As the research design of the study, the qualitative research method was applied. The data were collected from 89 teacher candidates participated in this study in the 2018-2019 academic year in Mehmet Akif Ersoy University.The drawing technique were used as data collection instruments. The participants were asked to freely state their opinions drawing the question "Express what you think about the concept of disabled people" in an hour. People drawing are used to access person views and experiences. By means of the drawing task, the teacher candidates' ideas about the disabled people were investigated, the ability to draw was ignored. Firstly, the participants' drawings related to the concept of disabled people were grouped under certain categories and sub-categories. Secondly, the cognitive structures demonstrated by the participants on the concept of disabled people were analyzed with respect to their ideas. The drawing-writing technique produced different categories. The analysis of elementary teacher candidates' graphics revealed that the details of drawings in simply. Approximately half of the students chose to draw a very simplistic representation showing only the simplest disabled people. Most of the teacher candidates (88 %) handed wheelchairs to people with disabilities. Other icons were crutches and canes. The first was the perceived physical disability, while the second one was visually impaired.

Keywords: Disabled people, drawing technique, teacher candidate

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Teachers influence on student personal development

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Abstract:

Today's educational context emphasises the importance of getting knowledge in order for students to have better results on standardized tests. This situation defocuses teachers from their educational task as educators, aimed at developing student's personality by developing positive attitudes, beliefs, values and personal characteristics. This is task of every teacher, regardless the subject matter that one teacher teaches. The aim of this study is to determine how teachers influence on students personal development and how they guide them through this process. The research has two specific goals: to determine whether teachers pay attention on development of students personality during their everyday practice using different approaches that teachers use during this process. Some of the following approaches are present approaches are considered: rewards and punishments, praise and reprimand, persuasion and practicing development of positive habits, routines and manners of good behaviour. The second goal is to determine whether there are statistically significant differences in teacher's approaches of work regarding their working experience. The research was conducted on a sample of 364 teachers in secondary schools in Macedonia. Obtained results were analysed using quantitative statistics, Pearson Chi-square and Kruskal-Wallis test. It is concluded that teachers use all above-mentioned approaches but with differences in the frequencies in use. Most frequently applied approach is development of positive habits followed by rewards and praise. Punishment and reprimand are less frequently used. Statistically significant differences were obtained regarded use of these methodologies between teachers with different working experience. Teachers with more years of experience pay more attention on development of student's personality than teachers that are less experience.

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GeoGebra Application, Used in the Determination of the Magnitude of an Earthquake

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Abstract

The earthquakes are unpredictable phenomenon with a big impact on the population. The study of the seismology in the schools allows a better understanding of the physical phenomenon and, therefore, the reducing of the panic and the casualties. Moreover, the seismic waves are very good examples for mechanical waves. In this paper, the authors combined two important aspects – the earthquakes study in general with a focus on the determination of the magnitude by the secondary school students using the GeoGebra program, an open source program, in modelling the data obtained from an actual earthquake. The starting point is done by using instruments of the PBL (Project Based Learning), STEM (Science, Technology, Engineering and Mathematics) and IBL (Inquiry-Based Learning) in the study of physics. We propose the determination of the magnitude of an earthquake through a method that can be easily understood by the students. It is well known that the Richter scale, being a logarithmical one it's harder to be understood by the high-school students. Meanwhile, in media and other non-academic places this Richter magnitude it's used, without the public have an idea what that means. So, a study will ease a better understanding of the phenomenon and its implications. In order to do that, there will be used simplified, didactic seismograms that have the source some actual earthquakes produced in the Vrancea seismic region, Romania. The model is based on the C. Richter's method published in 1935. Starting from the data registered at some seismic stations (preferably at least three) the arrival times of the S and P waves are determined. This will give us the epicentral distance that can be graphically correlated than with the amplitude of the earthquake and in this way the magnitude can be found. To facilitate the process, a GeoGebra application has been made, an application that allows more accurate calculus. Meanwhile, as the application draws automatically the lines, the precision is better than using the millimetric paper. The errors in the reading of the seismograms can be also corrected in real time. The GeoGebra program is easy to use, intuitive and allows the use of the application on any kind of device – computer, smartphone or tablet and using any kind of operating system – Microsoft Windows, Linux, Android or IOS. The instrument presented in this paper facilitates a better understanding of the Richter scale and how it was built and the correlation between the energy released in the hypocentre by the earthquake and the effects observed on the field, the way in which magnitude is determined to start from the amplitude of the waves and the epicentral distance. The students will be able to analyze a seismogram, to identify the main elements of it and to determine the magnitude of a simulated earthquake.

Keywords: earthquake, GeoGebra, STEM, IBL, physics education

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UNIVERSITY TEACHERS ACTIVITIES WHEN ADAPTING INNOVATIVE STUDY METHODS

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Abstract

Nowadays, in all changing society it is emphasized that the educational paradigm is changing from teaching to learning and the interaction of the teacher and the student changes in essence: it becomes necessary to be for student not only a good colleague, an advisor, but to be aware of all possible teaching/learning environments, methods and tools, i.e. university must be constantly interested in educational innovations and be able to manage them effectively. Particularly important aspect of educational innovation management is its adaptation. Therefore, the adoption process of educational innovations, as well as the stage of adaptation, is directly dependent on different factors (Gounaris, Koritos, 2012; Hariri, 2014; Kirkman, 2012): on the teacher's and student's characteristics and on the characteristics of educational innovation. The article focuses on innovative study methods, as educational innovations, adaptation process, on teacher activities in separate phases of the process, and factors influencing these activities. Therefore, the problem statement is: What are the fundamental factors that play a pivotal role in an innovative study method adaptation process? What main teachers' activities revealed during an innovative method adaptation? Purpose of study. The purpose of this study is to ground the innovative study method (ISM) adaptation process at university, revealing the most significant teachers' activities and factors that affect them. Methods. The research is based on case study method. The implementation of three different types of innovative study methods are selected as cases, in which depth interviews were performed with the teachers. Documentation analysis is used to describe the implementation of innovative study methods cases. The interview data is analyzed using content analysis that is based on deductive approach. Findings and Results. Key teachers' activities of ISM adaptation include identification of the adaptive elements (tasks, activities, examples, module results, evaluation), their modification, testing and analysis. Teacher's competence, personality traits, attitudes, and the past experience of ISM adaptation play a pivotal role in an innovative study method adaptation process. The adaptation of educational innovations depends on educational factors: educational innovation (characteristics and access way), students and curriculum. Conclusions and recommendations. The adaptation process differs according to teacher characteristic and the features of innovation. Teachers could take more consideration about the students' opinion, aspirations, and needs.

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A STUDY ON THE DEVELOPMENT OF CRITICAL THINKING SKILLS OF STUDENTS IN THE TEXTBOOKS

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Abstract

Critical thinking is one of the most important skills that an individual should gain in order to survive as a healthy and successful individual in the age of information and technology. In today's world, information is renewed every day and technology is developing at an unbelievable speed. In order to be able to keep up with the period in which he/she live, the individual has to follow the information continuously and keep up with the speed of the technology. Individuals who have the ability to question and criticize every information or innovation encountered in such an age are more successful in life. Therefore, critical and questioning thinking skills are a skill that must be gained to individuals from the first years of formal education. In this context, the texts included in the textbooks play an important role in gaining a critical and questioning understanding of the students. The fact that the texts in the textbooks are prepared in a format that will give students the ability to research, criticize, produce and think creatively instead of a memorizing understanding presents an important responsibility for the authorities who prepare the textbooks. The aim of this study is to evaluate whether the texts in the secondary school Turkish textbooks improve the students' critical thinking skills according to the opinions of the teachers. In our study, descriptive research method was used. The universe of the study consisted of teachers working in Siirt, Mardin, Batman and Diyarbakir during the 2018-2019 academic year. In the sample, the opinions of the teachers working in the mentioned provinces will be used with the sampling method which is easily accessible. The views of the participants on the gender, year of service, the socio-economic level of the school where they work, the adequacy of seeing the Turkish textbooks, the province where they work, etc. it will be looked at whether it changes according to the independent variables. After using the opinions of the teachers and educational science experts working in the field, a 40-point Likert-type five-degree measurement tool will be used. The items included in the scale and totally agree, agree, undecided, disagree and strongly disagree shall be scored as 1, 2, 3, 4, 5, respectively. In the analysis of the data, descriptive statistics and statistical techniques for comparison from SPSS 25 package program will be used.

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COPING WITH CHILDREN'S WIT: MATERIALS FOR A DIALOGICAL ODISSEY WITH CHILDREN

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Abstract

In this paper we start by discussing how Philosophy for Children (P4C) was launched by Matthew Lipman (1922-2010) in the 1970s in order to establish philosophy as a fully-fledged school programme in the US, and has since become a movement which evolved through the last four decades, adopting different epistemological and pedagogical discourses (Vansieleghem & Kennedy, 2011). From philosophy for children we arrive at philosophy with children, swapping the fixed method for the modelling and coaching by communal reflection, contemplation and communication, thus giving a greater emphasis to dialogue, while opening up different approaches, methods, techniques and strategies. This is precisely the line of work we personally prefer, when it is articulated with Gareth Matthews' assumption that children can ask the same questions as philosophers do, and sometimes even better ones. Along the lines of Storme and Vlieghe (2001), we think that P4C can allow the child to be philosophical and philosophy childish, an understanding that perhaps can free us from the dominant one-dimensional unproblematized realm of the ideology of productivity that envisages education as a process exclusively preparing persons for labour markets, understood as the set of positions gained in an operative and ruthlessly competitive battle. This offers a context where constructing existential meaning, by and for each individual, is excluded from education.

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Science School Applications in Relation to Waste and Recycling

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Abstract

Humans' unconscious use of the natural environment, destruction of it and rapid depletion of natural resources are considered as the most important environmental problems. A substantial amount of waste is made of recyclable and re-usable materials. The first stage of a healthy recycling system is to collect the materials by sorting them out in the source. If the waste which can be recycled is mixed, the secondary materials made up of those materials become low quality and problems in cleaning process can occur. Therefore, the most important stage of recycling is sorting out in the source and collecting separately. This study aims to develop model content related to students' waste and recycling. The study uses experimental model. The study group was composed of 51 primary school students who are the 4thgraders. The research data were collected in writing-drawing technique. The students' views were put to content analysis. Thus, the students' views were analysed by 3 experts and were divided into categories. The results showed that the students' views centred around four categories. The fact that the categories were related to consciousness, social responsibility and the importance of recycling was important in that the content displayed activity.

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A Curriculum Analysis of The Electric Company

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Abstract

This study aimed to evaluate the effectiveness of the The Electric Company. The Electric Company (TEC) was originally an educational American children`s television series that was produced by Sesame Workshop for PBS in the United States. In May 2008, Sesame Workshop began to produce a new version of The Electric Company. The new The Electric Company includes a strong online component and community-outreach projects in addition to TV series. The main goal of these series is to create an immersive literacy experience that helps today`s 6-9 year-olds to find a meaningful place for literacy in their everyday lives. The purpose of this study is to provide a detailed analysis of this program using Posner`s (2004) curriculum analysis questions. Various documents were utilized to understand the curriculum better. The Electric Company website, the Educator`s guide and also Iowa Public Television website which shows the program`s alignment with Iowa standards were examined. Based on our analysis, potential weaknesses were indicated and some suggestions were made to overcome those weaknesses and increase the effectiveness of curriculum such as more guidance about assessment for teachers, the involvement of K-3 teachers in the development process.

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Conflict Management Style of Principals as Perceived by Intermediate School Teachers in Bahrain

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Abstract

This study aimed to investigate the nature of conflict management style (CMS) of school's principals and to identify any significant difference in the perception of CMS practiced by the school principal from the view point of intermediate school teachers in Bahrain based on gender. A mixed method of descriptive research design was employed in this study. The data were collected through questionnaire and interview. This study involved 327 teachers selected based on stratified random sampling from 37 intermediate schools in Bahrain in the questionnaire survey. Besides that, five senior teachers have been selected purposively to provide further feedback in the interviews. The findings indicated that most of the school principals have adopted Compromise and Collaboration styles of conflict management. Generally, teachers were not empowered enough to solve conflicts at school. Males were found to have higher preference of the Competition style of conflict management. Overall, the findings indicated that empowering senior teachers to help resolve conflicts and a reform of the procedures in schools are needed to maintain a healthier working environment for teachers.

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Supporting English Competence Development in University Teachers: Principles and Practices

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Abstract

In today's world the English language communicative competenceis a major soft skill for university teachers which is needed for personal and professional fulfillment and career development.The roles of university teaching staff are diverse, and so are expectations about them: apart from their main teaching responsibilities, teachers are expected to participate in the international academic mobility programs, publish research papers in internationalscientific journals, and make speeches in international conferences. For personal and professional fulfillment and developmentin the scientific international environment teachers should possess EFL communicative competence. This study aimed at the design and practical implementation of the 72 hour-English course stimulating the teaching staff's engagement in language learning and English communicative competence development. The following research methods were used to map the participants' improvement in the communicative competence: direct observation, questionnaire method, pedagogical diagnostics, pre-testing and post-testing. The authors have discussed the principles and approaches to the course content design and efficacy of four classroom management strategies: the use of real life communication situations, making presentations, visual thinking strategy, short-film-based discussions for developing EFL communicative competence in university teachers. The situational approach to the content design introduced "real-life" communicative situations serving as a teaching method and an assessment tool. The participants of the course took an online test: "Evaluation of Readiness for the Certificate Exam in English", developed by the Tomsk Polytechnic University, at the beginning, in the middle and at the end of the course. The selection of the teachingstrategieswas based on the principles of active learning, cooperative learning and using visuals in the classroom. The findings of our research support the fact that the use of real life communication situations, making presentations, visual thinking strategy, short-film-based discussions contributed to meaningful language learning and practice and purposeful active communication which support the improvement of EFL communicative competence in adult learners. In addition, short-film-based discussionsand visual thinking strategypromoted critical thinking, and encouraged adult learners to reflect on values while learning a language. Our results bolster the methodology of this course and raise questions of infusing specific thinking strategies in the EFL teaching.

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Prejudices towards the Catalans. An experience in Primary Education.

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Abstract

In recent years Spanish society has kept a tense political situation between the State and the autonomous community of Catalonia. This situation has led many of the citizens to express their opinions on the matter, both at media and at family level. Children have been exposed to this situation and the comments they have been hearing heard may have caused the appearance of prejudices or the creation of a stereotype about the inhabitants of this region. In the present work we intend to analyze the presence of prejudices that may have arisen towards the Catalans by students of the last years of Primary Education. The beliefs of children from two different contexts, a rural setting and an urban one, the capital of Spain, have been taken into account. In order to obtain data, a questionnaire was developed, having been applied to the students to know their opinion about Catalan citizens. According to a sample of students from two different contexts, results have shown that girls from Primary Education show more positive prejudices towards Catalans than boys. If we take the area of residence into account, the students who live in the capital of Spain have a greater predisposition to show negative prejudices towards the inhabitants of Catalonia. It can also be said that the inhabitants of a rural setting tend to relate the Catalans to a specific area, while residents in an urban setting do not establish this parallelism. In addition, if we take gender into account, children who live in an urban setting do not show differences when it comes to showing negative prejudices. However, in a rural area, boys do show negative prejudices, even offensive ones, compared to girls in this same setting. Therefore, it can be said that there are differences between the inhabitants of two different contexts when it comes to emitting prejudices towards the inhabitants of a specific area of the Spanish state such as Catalonia. Different opinions are registered depending on whether the students live in a rural or urban setting, even showing disparity in the perception of prejudices according to gender. In future lines of research, prejudices could be analyzed in different educational stages such as Secondary and even adults in order to compare them with the results obtained in the Primary Education stage.

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Problems and strategy of educational development in Morocco

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Abstract

The quality of education is one of the major challenges facing many countries in the world, and Morocco is strongly concerned. Health and education in the Kingdom remain the sectors that suffer the most, and where there are many dysfunctions. Since Independence, the Moroccan education system has been subject to several reforms, involving a considerable amount of work and money spent without finding the right formula. From Arabization to the emergency plan 2009-2012, passing through a large number of successive proposals, wiping failure after failure in the absence of a rigorous plan. As a result, the entire school and university system today suffers from structural problems.

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Investigation of the reasons why volleyball players are affected by the spectators

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Abstract

This research is about the way the notions of coordinate systems, coordinate identification, velocity and velocity vectors are dealt with by the current school practices. We show that these four notions are inherently linked. However, while the first one is fully taken into account by the didactic systems from elementary school to secondary school, the three following ones have apparently been forgotten. We demonstrate that the consideration of this tight link could become an essential part of the didactical approach of mathematics as long as it relies on a diagrammatico-geometric interpretation of line segments' parametric equations. Such an interpretation is given in this work where it is presented as the « Fundamental configuration of the plotting of line segments [EF] according to the velocity vectorImages intégrées 2». This configuration was tested alongside middle school students and engineering school students. They turned it into a manageable tool of codification of the plotting of line segments' constellations. Yet, the keen observer will note that these codifications are nothing but updates of the notion of line segments' parametric equations. We show that the engineering school students' mastery of these equations is not strong enough to enable them to notice that.

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Misconceptions on Limit and Continuity

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Abstract

The aim of this study was to determine misconceptions 12.classed high school students about limit and continuity. The sample of study consists of the students of an Anatolia high school in Istanbul, Turkey. According to the result of the study, it is seen that the students have misconceptions about limit and continuity. Some solutions are recomended to those students to overcome such difficulties.

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Los Planes de Mejora, herramienta para mejorar la calidad en la educación.

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Abstract

Los Planes de Mejoramiento se han convertido en una herramienta transversal para la mejora de la calidad de la educación, debido a que existen variados modelos que han avalado su puesta en ejecución, como lo son: la mejora de la eficacia escolar, la calidad total en educación, entre otros modelos que se rigen a través de esta herramienta para gestionar los centros educativos y dotarlos de una calidad más contextualizada al entorno en donde se encuentra la escuela. Los planes de mejora son proyectos de innovación educativa llevado a cabo en los centros educativos, con la participación de todos los integrantes, con el objeto de conseguir mejorar la organización en los aspectos didácticos, organizativos y de gestión (Cantón Mayo, 2009). La Consejería de Educación y Ciencia de Asturias (2009)definióun Plan de mejora como una actuación intencionada mediante la cual un centro articula un proceso que le permita reforzar aquellos aspectos considerados positivos y modificar o eliminar aquellos que se juzgan negativos resultantes de su proceso de autoevaluación previo. Para Pedró et. al. (2005)un plan de mejora es la propuesta de actuaciones, resultante de un proceso previo de diagnóstico de una unidad, que recoge y formaliza los objetivos de mejora y las correspondientes actuaciones dirigidas a fortalecer los puntos fuertes y resolver los débiles, de manera priorizada y temporalizada. Por lo tanto para esta investigación, el plan de mejora es una herramienta de mejora continua, que provee a los integrantes de la comunidad educativa de instrumentos y técnicas para lograr una calidad total en sus procesos de mejora. Esta herramienta requiere condiciones mínimas para que pueda resultar eficaz: un buen diagnóstico, la implicación de todos y un monitoreo adecuado de los procesos. La presentación que se efectuará reflejará un marco teórico de lo que son los Planes de mejoramiento y el desarrollo de éstos en la educación. Por otro lado se reflejarán contextos educativos en donde estos planes se han ido desarrollando y los errores que según las investigaciones se deben evitar para una planificación más efectiva y contextualizada.

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Modern Textile Industry Challenges for Computer Scientists. Implications for Education and Training

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Abstract

Background: Our society is driven by the Information and Communication Technologies (ICTs) and things are going to progress in this direction: the economics is pushed forward by the aid of numerous digital improvements, the cities become smart using intelligent applications which ease the communication between administrations and citizens, and art are closer to people due to the digital environments, as well. Education tries to keep up and to provide students with the competencies they need in order to cope with this trend. Purpose of Study The present paper considers the case of the textiles industry and the challenges that it raises for the computer scientists. The digital textile market recorded an impressive growth reaching 25% annually, during the last years. There is an increasing demand for rapid customization, for a great variety of colours and design, which are made possible by digital printing technology. Moreover, there is a lot of space for creativity and innovation in this area. Our endeavour starts from considering the opinion of a company which our universities collaborates with, acting in the textile industry. Based on the requirements this company specialists have for the young graduates, we have developed and applied two questionnaires – one for the students in Computer Science and one for the students in Textiles and Leather. Interviews have also been given by the students. The information gathered along this study have been studied and interpreted. Conclusions: The findings of our research show that there is a need to correlate the industry needs with the curricula of the students, both for those studying Computer Science and for those in Textiles and Leather, and suggestions are made in this regard. Practical opportunities, given by various projects and internships, appear to be very important for their training, also boosting their motivation.

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Research Efficiency in Higher Education: A Case Study for Turkey

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Abstract

This paper measures the research efficiency and productivity of public universities founded before 2008 in Turkey over the period between 2011-2016. Data Envelopment Analysis is applied to assess the relative research efficiency of these universities, while Malmquist Total Factor Productivity Index is used to measure the total factor productivity change with respect to research inputs of universities. The analyses made here differ from the other studies regarding this issue in terms of the extent and diversity of data set (like project number, project budget, amount of indoor space) and the measurement of university research efficiency and productivity changes together. Hence, when the lack of studies within the literature measuring the research efficiency of Turkish universities are taken into account, it is considered that this study can fill a gap in this area. It is thought that the results obtained will provide managerial information and act as a guide to public university administrations in Turkey, in using their resources more effectively for their research activities.

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A Stratified Sampling Approach for Estimating College Costs

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Abstract

Cost of education is a key component of college access and affordability. Obtaining robust cost estimates is essential given the increasing college costs and declining state support for higher education. Full disclosure of the true costs of college helps students and families make informed college choices. This poster presents a stratified sampling approach for estimating college costs. It describes research methodology employed including sample design, sample size, sampling methods, questionnaire development, survey implementation, data collection and analysis.

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Migrants and the Social Security Systems in the inbound states – the dialethic tension between the costs and the benefits

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Abstract

The 1starticle of the Human Rights Universal Declaration declares that "all human beings are born free and equal in dignity and rights", adding in the 22ndart. that "everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State (…)." It´s perfectly known that the occidental suffers a serious demographic problem where the age pyramid is reversed, i.e., the natality is decreasing, and the longevity is growing. As a result of this reality, the social security systems have a serious negative perspective by their financial systems, being in debate its possible bankruptcy to the relatively mid-term, as there are enough working-age people to feed financially and, this way, enter in rupture in the need supports to those who need this structure, specially the oldest ones. There are movements defending the entry ban of migrants in the occidental countries, arguing that they are a higher cost to the social systems. Others, consider the migrants as the only way to save the financial system, supporting their public safes by the result of their work and, this way, being a financial source of the social withstand of the old age citizens of their countries. This conference and the paper aim to debate this question by multiple international conventions dealing with this issue, as well as, based on updated international statistics, aiming demonstrate that occidental states need these financial incomes generated by the migrants as a salvation and not a nightmare to the inbound states. In fact, there is a dangerous dialethic tension between the costs and the benefits that needs to be discussed to promote an essential education for Human Rights.

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Electrical engineering program for a sustainable World

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Abstract

Electrical engineering has been one of the most evolving fields of the engineering since its origin as a profession in the late nineteenth century. As a result, the curriculum offered by universities abroad has had to face challenges to adapt to an ever-changing environment. This article assesses the modifications in the curriculum of Electrical Engineering programs, offered by different universities of Ecuador, to fit in a sustainable world that focuses on renewable energy and energy efficiency. It proposes a historical review of changes in the curricula so far in the twenty first century, an analysis of the content of new courses and an evaluation of lecturers' preparation to teach new specialized lectures. The outcomes indicate that some universities have improved the curriculum to the current needs of a globalized context, however, it still requires an update in lecturers' knowledge of energy sustainability

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What contribution by the new technologies in the right to education? - an institutional European aproach

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Abstract

The importance of the right to education as a fundamental right and an instrument of democracy is underlined by the latest documents of the European Union (EU). Legally consecrated the right to education both at the level of national law of member States, in constitutional texts and at the level of international law, is with the documentation of the European Union that results in emphasizing the importance of education for the whole Democratic and economic system. The right to education, as well as the right to vocational and continuing training – long life education –, as mentioned, deserve the attention of the most recent documents of the European Union which, many of them although they do not possess the dignity of legislative acts, shape Member States ' guidance in their performance. Thus valued, the right to education arises as a conditioning factor in the most varied subjects. Educational systems, possibly using the use of information and communication technologies (ICTs), will be facilitators and promoters of the acquisition of competences, namely knowledge, skills and attitudes, essential to the exercise of Democratic ideals. However, it raises the problem of access to these same technologies and its possible use in training to articulate, participate and shape, in the future of a Europe characterised by democracy, solidarity and inclusion. And what contribution can the aforementioned ICT ensure for a more effective realising of the constitutionally recognised right? The discussion is still recent. Digital technology enriches learning in a variety of ways and offers learning opportunities but how to guide it? The value of the rule of law is maintained today as a priority. But it turns out that, in it, the realization of the right to education is not yet achieved in its fullness. It will also be through the policy of education and training that the common values and the general principles of law remain. The focus of intervention by the State and the international community has also been a necessity and priority. The research intends to focus on the legislative documents which devote the question of valorising the use of ICT in achieving this right. The theoretical-academic penchant is consolidated through systematic normative interpretation and has as pure intent the expansion of knowledge in research in a qualitative and exploratory approach without presenting quantitative data, the aim is to bring to discussion and debate the role, value and capacity of the use of ICT in enforcing a positive right that depends on the state's actions for its implementation. Being certain of the importance of education as a vehicle of promoter of democratic values and for the realization of other public policies, the adequacy of the teaching system to new technological demands arises as a challenge and a Need for which there is still a long way to go, which is the way of the mere documentary consecration by the institutions of the European Union.

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How do reflective thinking skills enhance teaching?

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Abstract

The contribution of reflective thinking skills on performance has been studied by many educational researchers, educators anddecision-makers in recent years. Reflective thinking is obviously essential to enhance higher-order thinking skills in the classroomand encourage self-observation and self-improvement. Additionally, it is a major concept not only for students but also teachers inteaching and learning processes. Teachers' skills and capacity to reflect upon their teaching strategies enhance the efficiency oftheir instruction. In this study, it is aimed to review and analyse the literature which was conducted on the relation of reflectivethinking skills and teaching. The study revealed that reflective teachers are more prone to be aware of the problems in theirclasses and see their students' learning processes and progress in a more clear way, and also can see their strengths andweaknesses in class and develop their teaching strategies to make an effort to motivate their students to interact through strategiessuch as asking questions, informing, and giving feedback.

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An educational perspective upon the philosophy of Petre Paul Negulescu (1872-1951) at the Romania centennial's (1918-2018)

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Abstract

As one of the disciples of Titu Maiorescu (1840-1917) together with Constantin Rădulescu –Motru (1868-1957) and Ion Petrovici (1882-1972) they are all regarded as the most prolific thinkers in Romanian modern thought and founders of the Romanian modern culture. History changes which they did not envisaged have left their mark upon the perception, reception and interpretation of their work. The paper reflects on the work of Petre Paul Negulescu (1872-1951)(usually referred as P.P. Negulescu) and is the third in a series based on the work of these thinkers (already published the studies on Titu Maiorescu (1840-1917) and Constantin Rădulescu –Motru). The paper approaches the general characteristics of his work reflected in the studies on the origin of culture, philosophy of Renaissance and the two magnificent works The History of Contemporary Philosophy (5 volumes)and the Destiny of humanity(5 volumes). The aim is to assign these works to the general context of Philosophy from the point of view of sources, conceptual approach and hermeneutics. The works of P.P. Negulescu have not been published extensively during communism his work being in a shadow only after 1970 some of the writings have been edited and published. Despite this an edition of complete works is not available yet. Reference to the way he was reflected in the history of Romanian philosophy up to and after 1989, to the critical studies and to present authors that approach his work such as prof. Gh. Al. Cazan is a central part of the study. Besides furnishing the Romanian culture with such a treasure of thought the applicability of his analysis regarding social, economic, cultural and political currents of thought and his involvement in the improvement of the educational system through his position as Ministry of education have made him not only worthy of criticism but also an outstanding reference for times of revival. It will not be too much to affirm that the quality of his text make them worthy of be translated in other languages as ha can be very well in line with personalities like F.C. Copleston or Will and Ariel Durant in their concerns and approaches of culture and civilisation.

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TEACHING AUXILIARY VERBS in TURKISH as a FOREIGN LANGUAGE

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Abstract

This study is based on how to teach the auxiliary verbs in Turkish as a foreign language more effectively, which is an important component of Turkish grammar. Firstly, the first way to teach a language to a learner who does not know the language at all is to separate its components. Secondly, these components should be taught to the learner in a comparative way with his/her mother tongue. The foreign language should also address the logical structure of mother language of the learner as a language has a logical structure. From this point of view, teaching auxiliary verbs in Turkish as a foreign language also requires rigorous attention. In the first step, what the auxiliary verb means and what it is used for should be taught and then a summative sorting of auxiliary verbs in Turkish should be done since seeing the whole rather than its parts will make it a lot easier to learn a topic. Then, the individual features of the auxiliary verbs in Turkish should be emphasized one by one and a comparison between mother tongue and the target tongue in the aspect of auxiliary verbs should be made. Similarities and differences between two languages should be identified here. In this study, we have tried to give an example of teaching auxiliary verbs in Turkish as a foreign language. Comparison the target language with the mother tongue was the main motive. In case of incompatibility, the differences were emphasized.

Key words: Teaching Turkish as a Foreign Language, Turkish, auxiliary verb.

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Problem Solving in Education

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Abstract

A problem is any situation where you have an opportunity to make a difference, to make things better, and problem solving is converting an actual current situation (the NOW-state) into a desired future situation (the GOAL-state). Problem solving is the ability to identify and solve problems by applying appropriate skills systematically. It approaches to personal education by imagining the benefits of improved personal knowledge-and-skill in the future. Teaching method usually consists of some forms of problem solving skills procedure as the basis for most if not all, teaching and learning activities. In addition, the function of problem solving in school system might not best be implemented in terms of a general school program. Many existing curriculum theories designed to teach thinking and problem solving could be strengthened by focusing more explicitly on domain knowledge, especially when students are helped to understand how different ways of learning new knowledge can affect their abilities to solve relevant problems. The purpose of this article is twofold: to describe the source of problem solving as a teaching method, and to explore some of the significant relevant effect of problem solving on teaching and learning skills.

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Toward a cognitive model of act-language through ACT-R

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Abstract

This paper presents the results of a multidisciplinary research between computer science and linguistics whose goal is to obtain a psychologically plausible computer modeling of the speech act interpretation process. We present the model which can contain certain types of statements (metaphorical), and constituting a normative theoretical model to control the scope of the psychological model that we propose to implement under the cognitive architecture ACT-R (Adaptive Control of Thought-Rational). In particular, such a work requires to rely on experiments because the psychological model obtained by implementing the formal model in ACT-R will not produce a priori the same results as the latter. To be convinced of this, it suffices to remark that the human cognitive system constitutionally incorporates a stochastic component that completely escapes the normative model: the human makes mistakes that must also be modeled. The ACT-R model is not yet finished. Indeed, recent works in cognitive psychology show the emergence of new models based on an incremental construction of the meaning of a statement. These models operate on the basis of predefined patterns of interpretation, the use of which is dynamically realized as the terms of the utterance are perceived. We also will present our restructuring of the model so as to make it incremental should allow us to optimize the adjustment between the empirically observed treatment times and the modeled treatment times.

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Greek Teachers' metacognitive awareness on reading strategies

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Abstract

Problem statement. The aim of the present study was to enlighten the use of teaching practices and metacognitive awareness of reading strategies. Up today, several inventories concerning the metacognitive strategies of reading have been developed but none of them refers to teachers' metacognitive awareness. It remains theoretically ambiguous why metacognition and learning are considered to be linked only to students' practices and cognitive profile, and not to teachers', as well. Purpose of study. Relevant research study students' metacognitive strategies of reading and learning and this is a dominant trend. It is important to investigate teachers' metacognitive awareness of their own reading strategies in comparison to analogous students' strategies usage. Methods. 290 high school teachers from different regions of Greece had to answer to the MARSI (Mokhtari and Reichard, 2002) inventory, in its adapted form to Greek student population. This self-report tool consists of three categories of strategies: (a) global, (b) support and (c) problem-solving strategies. Findings and Results. Results' analysis showed that teachers use more often global and problem-solving than support type strategies. This pattern of use is in accordance to the one found in student's population and reflects the teacher's preferences to those of their students. Discussion and Conclusion. This research aims to fill a gap in the study of metacognition in the field of education. The MARSI is a tool designed and customized for students. It has to be adapted to teachers in order to investigate their metacognitive awareness as well. Recommendations. Teachers' metacognition is the least explored area in education. Further investigation is necessary. Keywords: Metacognitive awareness, metacognitive reading strategies, MARSI, teachers

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The implementation of Project as cultivation of metacognitive skills

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Abstract

The purpose of this paper is to highlight the effectiveness of the project as a technique of modern teaching and learning methods. Through a research carried out by students of ASPETEwho participated in a project implementation, a variety of benefits have emerged, focusing on the promotion of authentic learning, the cultivation of cognitive, social / communicative and especially metacognitive skills, necessary for the needs of the 21st century.It is worth mentioning that ASPETE provides concurrent technological and pedagogical education and training at tertiary level.The emphasis was placed on the development of metacognition through reflection and self-assessment and the approach of knowledge as a learning experience. The students dealt with a thematic area of their expertise, such as the "Intelligent Faculty", the "SustainableSchool "Utopia and Reality", as a part of a constructive approach of learning where interdisciplinary teaching is appliedand emphasis is given on collaborative learning and project based learning. The data were collected through a questionnaire of self-assessment. Our objective was to explore the skills developed by the students, the obstacles / difficulties they encountered and the strategies that were adopted in order to solve problems during the implementation of the project. The data were analyzed statistically, resulting in interesting conclusions and deliverable proposals, such as the creation of an e-shop, the construction of an electronic security system etc. One of the proposals implemented regarding the project "Utopia and Reality" is an aesthetic intervention in the yard of a primary school, by making gardens and constructing benches by the students of ASPAITE. Summing up, as a result of the students' responses in the questionnaire,the implementation of a project can lead to the acquisition of metacognitive skills, self-assessment, problem solving skills, self-regulation, cooperation and communicative skills, digital literacy, the skills of the 21st Century.

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Abstract

A diverse vocational offer, with a stronger emphasis on key competences, including transversal ones, can provide much needed routes for individuals to improve their qualifications and thus access the labour market. One of the main purposes of the current education and learning efforts is to equip students with competences that are transferable across contexts and that lie beyond approaches to content or areas of knowledge. This study goes through two phases, the first one already published, aimed to devise a profile of transversal skills of the education professional, able to guide the training work in the higher education institutions, support the tasks of evaluation and certification of the said competences and promote the personal and professional development of 1st cycle students A focus group was guide structured based on the objective of this exploratory study (Teaching, learning and evaluation strategies that differentiate the teacher of transversal competences), had five questions and was applied to the traversal skills teachers. The Profile was developed around the following key values and areas of competence: Valuing diversity - difference is considered a resource and a value for education; Working with others - collaboration and teamwork are essential methodologies for all teachers; Professional and personal development - teaching is a learning activity and teachers are responsible for a lifelong learning and Participation - means that all students are involved in learning activities that are meaningful to them. Access to higher education alone is not enough. In this second phase, based on the results previously found, we try to know the perception that the students of transversal competences courses have about this question. To do this, and based on the variables previously identified, we inquired a sample of students, to compare the results obtained with those of the 1st phase and also add to the results of the 1st phase perception about this issue. This study improves the identification and characterization of the requirements to teach transversal competences, and contributes to improve the processes of teacher selection and training.

Keywords: Transversal Skills, Higher education, Training profile

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The Study on Determining Environment and Nature Awareness of Pre-School Students and Mentally Disabled in Nigde Province: Art Therapy

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Abstract

It's asked for the children to draw who are students of some pre-school and special education institutions. It's aimed to determine environment and nature awareness of the children with guiding of school counselling services. Before the children draw, it isn't said any limited word or sentence for their pictures. It's only said that they can just draw what they consider when they hear "environment and nature". The children aren't informed about what they must draw. The study is performed at Nasrettin Hoca Pre-School, Gonul Cicegi Pre-School, Minik Kalpler Kindergarten, Miniko Kindergarten, Odtu Schools, Private Nigde Akkol Schools, Emine Teoman Special Education and Practice Center in Nigde and Mahmut Ozenc special Education Center in Bor-Nigde. The study is applied on 450 students and 50 of them are disabled ones. The students who are mental-disabled in special education centers are investigated according to their own features. When the pictures of mental disabled students are analyzed, it's seen that they don't have perspective perception, they can't comment the objects as a whole and they can't use the objects in the exact place of the paper. Although it's analyzed these results, they know the difference of colors in nature and they are happy when they perform the drawings. When the drawings of pre-school students are analyzed, it's seen that their dimension concept is developed, they use the colors appropriately, they're aware of the difference on climate changes about environment and nature. Also some of them are awared of environmental pollution. As a result, they are all awared of environment and nature for their age development. It's thought that, this study helps pre-school students to grow self-awareness on environment and nature conciousness. They also can protect environment and nature in future years.

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Science Education PhD in Nova Lisbon University an overview

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Abstract

The time to complete the doctoral degree in Educational Science at Nova Lisbon University (UNL) is not the ideal. This research work intends to bring some light to this issue and produce knowledge about it. The study focus the students' point of view regarding the doctoral supervision process. To accomplish the referred goal a survey was applied, to doctoral students that are enrolled in this doctoral program at UNL. The preliminary results suggest that 70% of the supervisors meet the students regularly, but only 45% does it individually. Only 70% of the supervisors give regular feedback. Socialization process and the sense of belonging to the academy, which indicates that they felt integrated within the research community is not felt by all students: only 65% of the students participate in meetings with other PhD students and only 35% do it with the research community. Students do not monitor the supervision process: only 5 % use a diary, 10% do written reports, and 5 % use portfolio. The supervision practices comprise participation in workshops (60%), seminaries (35%) and meetings with other PhD students (50%). Not all supervisors promote students´ autonomy and trust student to manage the doctoral research. Only 70% of the students´ felt that their supervisor are engaged with their research project and 25% of the students refer that need more support. These results suggest that some change must be done not only to allow the socialization and integration in the research community but also to support students in the research.

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Hemşirelerin Mutluluk ve Yaşam Doyumu Düzeyleri İle Etkileyen Faktörler

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Abstract

Giriş: Bireyin, genel olarak, güven, neşe, sevinç, umut gibi olumlu duyguları sık yaşaması; öfke, nefret, kaygı, korku, umutsuzluk, üzüntü gibi olumsuz duyguları görece daha az yaşaması ve evlilik, iş ya da sağlık gibi yaşam alanlarından doyum alması (memnuniyet duyması) mutluluğunun göstergesi olarak kabul edilmektedir (Doğan ve Sapmaz 2012). Yaşam doyumu kişinin iş, boş zaman ve diğer iş dışı zaman olarak tanımlanan yaşama gösterdiği duygusal tepki olarak tanımlanabilir. Bireylerin yaşam doyumu birçok şeyden etkilenebilir. Bunlardan bazıları, günlük yaşamdan alınan mutluluk, yaşama yüklenen anlam, amaçlara ulaşma konusunda uyum, pozitif bireysel kimlik, fiziksel olarak bireyin kendisini iyi hissetmesi, ekonomik güvenlik ve sosyal ilişkilerdir. Yaşam doyumu, kapsamlı bir mutluluğun önemli bir öğesidir (Tümlü ve Recepoğlu,2013). Amaç: Bu araştırma 01 Haziran 2017 – 30 Ekim 2017 tarihleri arasında Hemşirelerin Mutluluk Ve Yaşam Doyumu Düzeyleri Ve Etkileyen Faktörlerin belirlenmesi amacıyla tanımlayıcı olarak planlanmıştır. Materyal-Metod: Araştırma Gaziantep ili içerisinde yer alan Kamu Hastaneler Birliğine bağlı olan 4 devlet hastanesinde ve bir üniversite hastanesi olmak üzere 5 hastanede çalışmakta olan hemşireler ile gerçekleştirildi. Orantılı örneklem yöntemi kullanıldı. Araştırmacı tarafından "Bilgilendirilmiş Onam Formu", "Bireysel Bilgi Formu" yanında Oxford Mutluluk Ölçeği (OMÖ) (EK II), Yaşam Doyumu Ölçeği (YDÖ) , Rosenberg Benlik Saygısı Ölçeği (RBSÖ) ve Beck Umutsuzluk (BUÖ) Ölçeği kullanıldı. Verilerin analizi bilgisayar ortamında İstatistik Programı SPSS ile yapılacaktır. Bulgular: Verilerin değerlendirilmesi devam etmektedir.

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Comparison of age effect in process of formal L2 acquisition in Spain and Slovakia

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Abstract

Second language acquisition refers to the process of learning second language (L2) in either informal or formal way after the first language has already been acquired; in other words, second language acquisition is accomplished through natural exposure to L2 or through learning process in L2 classroom. In most of the EU, standardized teaching of L2 occurs in the primary level of education system. However, the age of second language acquisition in formal schooling differs between individual member states. EU reports show that in recent years several member states have modified their L2 teaching policy to lower the age of acquisition. The question that arises from this change is if earlier start always equals better results. In order to provide a contrasting view, this work focuses on comparison of second language acquisition occurring in formal environment of L2 classrooms in Spain and Slovakia where the starting age for learning L2 as a compulsory subject is set at six and eight years respectively. Learners in both countries share the same starting conditions – they acquire L2 in monolingual setting without possibility of using it for communication purposes outside of classroom environment; nevertheless, implemented methods and obtained results depend on specific characteristics of each country.

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Investigation of Gifted Students' Metacognitive Skills, Epistemological Beliefs, and Self-efficacy Beliefs

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Abstract

The purpose of this study is to investigate the relationships between gifted students' metacognitive skills, epistemological beliefs, and self-efficacy beliefs. The data were gathered from 76 middle school gifted students enrolled at a Science and Art Center in Turkey. Of 76 participants, 28 (36.8 %) were male while the remaining 48 of participants were female (63.2 %). Students' self-efficacy level in science was assessed through the self-efficacy for learning and performance subscale of the Motivated Strategies for Learning Questionnaire (Pintrich et al., 1991). Additionally, Metacognitive Activities Inventory (MCA-I) developed by Cooper, Sandi-Urena and Stevens (2008) was used to determine the metacognitive skill levels, and Epistemological Belief Questionnaire (Conley et al., 2004) was used to measure students' epistemological beliefs. Descriptive statistics and path analysis will be conducted using the variables of the study. As part of conducting the descriptive statistics process, mean and standard deviation will be computed using IBM SPSS Statistics 20.0. Path analysis will be performed using the LISREL 8.80 program to test the proposed model. As a result of this study, it is expected that self-efficacy level will be positively linked to metacognitive skills and epistemological beliefs. Additionally, it is also expected that students' epistemological beliefs and self-efficacy beliefs will explain the variance in metacognitive skills. Based on the findings, some implications related to gifted students' education will be presented in this study.

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University teachers' motivational factors and their constructivist-based engagement activities in blended learning environment in Tanzanian Universities

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Abstract

University teacher motivation and constructivist-based engagement activities embody notable strategic aspects of knowledge construction in the innovative learning environment. This study examines university teachers' motivational factors and their constructivist-based teaching activities in the blended learning environment (BLE). The study used mixed methods research design with questionnaire survey, observations and one-to-one interviews.121 university teachers informed the study. Four higher education institutions offering blended learning courses were studied. The findings indicate that teacher used diverse constructivist-based teaching activities to engage in BLE. Further, the study found that there were significant positive relationships among teacher motivational factors constructs in BLE. On the one hand, the results further indicate that teachers' constructivist-based teaching entails influential activities as they facilitate knowledge construction in BLE. On the other end, results show that diverse teachers motivational factors predict their constructivist-based engagement in BLE. The study, however, disclosed that teacher motivational factors are the notable predictor of their constructivist-based engagement in BLE. An intrinsic teacher motivation factor is thus reinforced and suggested as they engage in constructivist-based engagement in BLE.

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Investigation of the Effects of Reflective Thinking Activities on Students' Mathematics Anxiety

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Abstract

The purpose of this research was to investigate the effects of reflective thinking activities on sixth grade students' mathematics anxiety. The research has been designed as the pre-test post-test control group quasi-experimental design.The research participants were composed of 72 sixth grade students attending a middle school in Elazığ in the spring term of 2016-2017 academic year. Reflective thinking activities were used experimental group (n=37) and there was no intervention for the control group (n=35). The data of the research was collected by ‚Mathematical Anxiety Scale' developed by Bindak (2005). Data was analyzed by performing a t-test for dependent and independent samples. Also, if a statistically significant difference is obtained between the groups, magnitudes of influence was calculated. According to the results of the data analysis, at the end of the interventions, it was seen that mathematics anxiety of the experimental group students were significantly lower than the mathematics anxiety of the control group students.

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Teaching vocabulary through mobile applications: a functional classification of vocabulary applications on Google Play

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 Abstract

With the emergence of smartphones, education has undergone a radical change in terms of its nature, techniques, principles and education policies. Smartphones are regarded as a distinctive milestone in the history of education. Mobile applications act as the main tool in the integration of smartphones into education. In recent years, a large number of mobile applications have been published for educational purposes. Among all mobile applications, the ones created for language instruction hold the lion's share in number. Similarly, among all language instruction applications, vocabulary applications significantly outnumber the others both in number and functionality. However, one of the main problems with vocabulary applications in application markets is that there's no exact classification of published applications and there's not a set of methodological criteria in the publication process of applications. This situation has led the emergence of a learning environment that lacks methodological background. The main objective of this study is, in general sense, to offer a functional classification for the vocabulary applications in Google Play and in other sense, to show the user tendency in this learning environment by obtaining the quantitative data of applications. Finally, some conclusions were drawn, and recommendations were made for further studies.

Keywords: vocabulary; applications; classification; MALL; EFL

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Integrating a process-based challenging syllabus into curriculum for gifted EFL learners

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Abstract

Learners vary in the acquisition of foreign language learning. Among these are the gifted learners. What makes gifted learners unlike is that they acquire rapidly and they are good at thinking in a different and creative way. Moreover, they have curiosity, attention, a superior memory and an excellent ability to learn a language. Remarkably, they are independent enough to reject something purposely when it seems pointless. Besides, they can perceive the world as competently as an adult and they are even different from each other that make it difficult to define their character properly and to prepare a syllabus that meets their needs exactly. So, when we consider this challenging character, teachers need a special syllabus that helps them cope with gifted children's challenging character. This study aims to determine the needs of gifted children in their language learning process and design an EFL syllabus according to their needs and nature. This paper reviews the literature and suggests a challenging process-based syllabus prototype which includes the common functions and skills required by the implemented curriculum in Turkey.

Keywords: gifted; EFL; process based; syllabus; curriculum

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Investigation of Pre-service Primary Mathematics Teachers' Mathematics Anxiety Levels: Fırat University Case

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Abstract

The purpose of this study was to investigate mathematics anxiety levels of pre-service primary mathematics teachers and whether their mathematics anxiety differs according to some variables by assessing the mathematics anxiety from different aspects. This research was based on a relational survey method which is one of the general survey models. The research sample were composed of 195 pre-service teachers, being in the grades from between 1 - 4th, all studying at the Fırat University, Education Faculty, Primary Mathematics Teaching Program. The study was conducted in 2017-2018 academic year. In order to gather data, 'Mathematics Anxiety Rating Scale: Short Form (MARS-SV)' (Baloğlu, 2010) was applied to the pre-service primary mathematics teachers. ANOVA and t-test were employed to analyze data. The results of the study indicated that, there were significant differences in mathematics anxiety levels of pre-service primary mathematics teachers points of view grade and gender. To sum up, as pre-service primary mathematics teachers' grade levels increase, their mathematics anxiety decrease. According to the results of the data analysis, it was seen that the female pre-service primary mathematics teachers' mathematics anxiety levels were significantly higher than male pre-service elementary mathematics teachers.

Keywords: Mathematics anxiety, mathematics education, pre-service primary mathematics teachers

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The role of consciousness and subconsciousness in teaching of grammar in ELT

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Abstract

Teaching grammar has been regarded as one of the most crucial issues in the field of language.It gains its importance since it helps learners attain high level of accuracy and proficiency in language learning processes.During these processes,the way of teaching grammar differs under some certain circumstances and is divided into some sub-categories such as conscious grammar teaching and subconscious grammar teaching. The role of consciousness and subconsciousness in teaching of grammar has been widely discussed since there are numerous views ,claims and approaches related to choose one of them as an ideal way to teach grammar.The aim of this study is to present a literature review of issues on the role of consciousness and subconsciousness in teaching of grammar.Both of them have a significant impact on the knowledge of grammar.The study revealed that neither conscious grammar teaching which lays emphasis on the structures and rules of a language,nor subconscious grammar teaching without attention to explicit knowledge of grammar should be neglected.

Key words:grammar teaching,consciousness,subconsciousness,deductive,inductive

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The Translation of German Economic Texts: Problems and Solutions

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Abstract

This paper attempts to identify the most frequent language and translation errors made by students during translation classes, when translating German economic texts. Using error-analysis on a corpus of translated texts, the author suggests a classification of translation errors and problems and recommends a series of language and translation strategies meant to facilitate the translation of problematic aspects. The research findings and the author's recommendations may be useful to translation students and professionals dealing with the translation of German economic texts.

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The Past, Present and Future of Philology Departments in Turkey

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Ahmet Selçuk Akdemir, Ağrı İbrahim Çeçen University

Abstract

Learning a foreign language has long been felt as an indispensable need in modern Turkey. In Turkey, to teach foreign languages, especially European languages like English, French and German, has been a process in which the focus and interest have changed depending on mainly economic purposes and international relations of Turkey. This paper is intended to shed light on the history of teaching and learning these languages in related departments, which are called philology departments, at universities in Turkey and to make future projections looking at the past and present of these departments.

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YARATICI OKUMA UYGULAMALARININ ORTAOKULDA OKUDUĞUNU ANLAMA BAŞARILARINA ETKİSİ

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Ayşe Yurdakal, Pamukkale University, Turkey

Abstract

Bu araştırmanın amacı yaratıcı okuma çalışmalarının ortaokul 5. sınıflarda okuduğunu anlama başarısına etkisini tespit etmektir. Araştırma nicel desenle yürütülmüş olup deneysel bir çalışmadır. Araştırma kapsamında bir ortaokulda 8 hafta boyunca yaratıcı okuma çalışmaları yapılmış ve öğrencilerin okuduğunu anlama başarıları ön ve son testler bağlamında incelenmiştir. Araştırmanın örneklemini Denizli ili Pamukkale ilçesinde bir ortaokulda okuyan 36 öğrenci oluşturmaktadır. Araştırmada veri toplamada Yurdakal ve Susar Kırmızı (2017) tarafından geliştirilen "okuduğunu anlama başarı ölçeği" kullanılmıştır. Ölçek 19 maddeden oluşmakla birlikte ölçeğin geneline ilişkin Chronbach Alpha katsayısı 0.87'dir. Öğrencilerin uygulama öncesi okuduğunu anlama başarıları ölçülmüş ve 8 hafta boyunca tüm Türkçe derslerinde yaratıcı okuma çalışmaları yapılmıştır. Bu uygulama sürecinde Ada (1987) tarafından hazırlanan süreç ve Padgett'in (1997) yaratıcı okuma sürecinde kullanılmasını önerdiği özel teknikler kullanılmıştır. Uygulama sonrası yapılan ilişkili örneklem t-testi sonuçlarına bakıldığında ön ve son testler arasında 0.05 manidarlık düzeyinde bir anlamlı farklılığın olduğu ve bu farklılığın etki değerinin (d) 1.17 olduğu tespit edilmiştir. Bu kapsamda yaratıcı okuma çalışmalarının ve tekniklerinin öğrencilerin okuduğunu anlama başarılarını yüksek derecede artırdığı söylenebilir.

Anahtar kavramlar: Yaratıcı okuma, Türkçe öğretimi, ilkokul, deneysel çalışma, okuduğunu anlama.

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Sanal Ortamda Gerçekleştirilen Müze Ziyaretinin Gerçek Müze Ziyaretlerine Etkileri

Ceren Tekin Karagöz,

 İbrahim Karagöz,

Abstract

Sanal müzeler ulaşım kolaylığı, birden fazla ziyarete ve ayrıntılı incelemelere olanak vermesi açısından günümüz eğitim ihtiyaçlarına yanıt verebilecek bir yapıya sahiptir. Bu araştırmada gerçek müze gezisi öncesi sanal müze gösteriminin gerçek müze ziyaretine etkisinin incelenmesi amaçlanmıştır. Araştırma ortaöğretimde yer alan Görsel Sanatlar dersinde, müfredatta yer alan müze bilinci konuları kapsamında, 24 öğrenci ile gerçekleştirilmiştir. Araştırmada öntest son test kontrol gruplu deneme modeli kullanılmıştır. Ayrıca öğrencilerden yapılandırılmış görüşme formları ile sanal müze ve gerçek müze ziyaretleri ile ilgili görüşleri alınmıştır. Öğrencilerin ön test cevapları arasında anlamlı bir fark olmadığı sonucuna ulaşılmış ve öğrenciler 12 kontrol, 12 deney grubu olmak üzere ikiye ayrılmıştır. Müze ziyareti öncesi görsel sanatlar dersinde, deney grubu ile sanal müze ziyareti gerçekleştirilmiş ardından deney grubu ve kontrol grubu ile birlikte gerçek müze gezisine gidilmiştir. Gerçek müze ziyareti sonrası deney grubunun sanal müzeye ilişkin görüşleri alınmış, kontrol grubuna ise gerçek müze ziyareti sonrasında sanal müze gösterilmiş ve sanal müze ile ilgili görüşleri alınmıştır. Elde edilen veriler SPPS paket programı ile çözümlenmiştir. Öğrencilerin sontest sonuçları arasında anlamlı fark olduğu görülmüştür. Görüşmeler içerik analizi yöntemi ile analiz edilmiştir. Araştırmadan elde edilen sonuçlara göre öğrencilerin gerçek müze ziyareti öncesi sanal müze ziyaretlerinde bulunarak ön bilgi edinmek istedikleri ve gittikleri müzelere dair bilgilerini sanal müze yardımı ile pekiştirmek istedikleri görülmektedir. Ayrıca çocuklar mesafe ve maddi nedenlerden kaynaklı gidemedikleri müzeleri de sanal müzeler sayesinde ziyaret etmek istediklerini belirtmişlerdir.

 Anahtar Kelimeler: Sanal müze, müze eğitimi, görsel sanatlar, kültürel bilinç, pekiştirme

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The Use of Geometrical Representation for math education.

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Abstract

In this study we will develop a method to solve certain problems by using a geometrical representations. We also investigate whether this method is superior to algebraic methods or not.

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Acceptance of Cosmetic Surgery and Self Esteem among University Students

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Abstract

The objective of this research is to compare the acceptance of cosmetic surgery and self-esteem between university students who have different genders and academic years. Moreover, the research aims to predict the acceptance of cosmetic surgery from 4 variables; self-esteem, age, grade point average and a monthly expense. The participants are 391undergraduate students. The research instrument is a five-point Likert scale. The statistics used for data analysis are one-way ANOVA followed with multiple comparison test by Scheffé's method and stepwise multiple regression analysis. The research's result found that 1) students with different genders and academic years have a statistically significant difference only in self-esteem (F=17.44/F=13.57) but not in the acceptance of cosmetic surgery and 2) self-esteem is the only predictor variable that has negative regression coefficient with statistical significance at the .01 level. The variance of dependent variable is 4.60

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MATHEMATICS EXAMINATION ANXIETY OF MIDDLE SCHOOL SENIORS

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Abstract

The purpose of this study is to determine the level of math examination anxiety of the 8th grade students. For this purpose, data was collected from eighth grade students through this scale. There are some reasons that motivate this study such as not only being neglected of mathematics examination anxiety, misjudging it as a subdimension of mathematics anxiety, not varying the scales to measure it, being independece of its constituent features but also having opposite directed indicators and needed to measure to predict its effect on students. The sample of this study was 375 eight grade students from 13 different middle schools in Malatya. In the research, Mathematics Examination Anxiety Scale was applied to the students to determine the level of the mathematics exam anxiety. Also the relations between that level and academic success both in general and mathematics in fall semester, the raw score of TEOG mathematics test and total, gender, parents education level, gender of students' mathematics teachers was examined. According to data analysis mathematics examination anxiety of students is at "often" level and that level is related to academic success both in general and mathematics in fall semester, the raw score of TEOG mathematics test and total and varies according to gender and father education level. Based on these results, it has been proposed to improve students' facilitating mathematics exam anxiety by providing small steps, success, individual speed, application of examinations based on instant feedback principles, allocating education set on child development and education for parents, inservice education about mathematics examination anxiety for teachers and individual therapy for anxius students. On the other hand, subject, method sample differentiation was proposed to researchers see and fix mathematics examination anxiety.

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EFFECT OF ENGLISH LANGUAGE TEACHING AIDED BY KHAN ACADEMY ON STUDENTS' ACADEMIC SUCCESS

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Abstract

The purpose of this study is to investigate the effect of English language teaching aided by Khan Academy on the academic success of the 9th grade students. The work group of the study consists of 67 students (34: experiment group, 33: control group) in an Anadolu Imam Hatip High School located in Yeşilyurt, Malatya, Turkey. As a quantitative one, semi-empirical model based on pre-test and post-test control group design was used. During the experimental procedure, the videos in Khan Academy about present, past and future tense in English were watched by the experiment group. The process was enriched by worksheets and explanations by the teacher. On the other side, teaching process of control group was organized according to English Curriculum. The achievement test, "Test on Tenses", of which the pilot studies were held by the researchers was used as the pre-test and the post test. According to the data analysis, it was found that there was a significant difference between the pre-test and post-test of control group exposed to teaching process according to English Curriculum. On the other side, there was a significant difference between the pre-test and post-test of experimental group exposed to Khan Academy on a higher level. Based on these results, it has been recommended to use Khan Academy videos supported by worksheets and explanations by teachers to improve the students' academic success. In addition, it can be proposed to investigate the effect of Khan Academy on other subjects and classes..

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Research-oriented teaching in relation to process and development of research findings

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Abstract

Academic teaching and research activity have the possibility to be connected in various ways. In higher education the goal is to increase and develop occasions in which teaching and research meets and improve each other. The teaching - research relationships and engagement can be explored in and defined with four dimensions (research-led; research-oriented; research-based; research-informed) (Griffiths, 2004) and visualized in a conceptual model established by Healey (2005), and Healy and Jenkins (2009). The purpose of this presentation is to present the progression between education and reserach, and to show the relationship between the processes of collecting research findings and design-oriented education. The used case-study approach is grounded on experience-based knowledge, which grows through a combination of practice and theory. The project is furthermore process-oriented with a progressive direction and include learning by doing as well as group work. Through visual illustrations and conceptual models, the close connection between theory and practice is explored and explained.

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Factors Affecting Self-Discipline as Good Citizens for the Undergraduates: A Multilevel Analysis

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Abstract

The research objective is to study factors affecting self-discipline as good citizens of 1,407 undergraduates from 18 different faculties by stratified random sampling. The research tool is a 5-point rating scale questionnaire of self-discipline (89 items) and 9 aspects of the factors affecting self-discipline (84 items). The second tool can be divided into 2 parts; 5 factors for individual level and 4 factors for faculty level. Data analysis is conducted by the use of descriptive statistics and the multilevel path analysis conducted by Mplus 7.4 program. The findings show that democratic child rearing, a good role model in self-discipline (of teachers and close friends), and environment discipline have a positive effect on self-discipline. However, media's influence and environment that strengthens discipline have a negative effect on self-discipline. The self-discipline variances can be explained by individual and faculty level by 39.20% and 98.40% respectively.

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TEACHERS AS MAKERS: THE KEY PROVISION OF TEACHERS PREPARATION FOR STEM EDUCATION

Suthida Chamrat, Chiang Mai University

Abstract

This study explores how learning activities based on maker concepts prepared pre-service teachers entering the STEM Education pipeline. 25 pre-service science teachers from the faculty of education at Chiang Mai University enrolled in an Independent Study in Science Teaching course. The course was called "Integrating maker concepts and STEM Education." The course sought to integrate existing science objectives with maker concepts and activities. Pre-service teachers were divided into 8 groups. Each group had to write and present a proposal, develop their instruments/Makings, try it out in schools, submit full reports, present and review peers' final reports, attend a regional STEM festival where they participated in poster presentations. Using the collected data from a shared Google Drive, Video recordings, interviews, and extended activities, the findings indicated that STEM concepts and practices could be conveyed to pre-service teachers by instilling the maker mindset. From the 8 groups, 3 themes emerged: research in science education, science project, and STEM Education which consisted of 1, 1 and 6 projects, respectively. The creation of artifacts or Makings required scientific and mathematical concepts, empirical testing, and technological design. These enabled pre-service teachers to understand and practice teaching and learning in the STEM field. Event case study was employed as research methodology. Details of 8 pre-service teacher projects and 5 assertions of research findings are described.

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Towards a model of the axiological universe of teachers in Romanian pre-university education

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Gabriel Albu, PhD, Faculty of Letters and Sciences, Petroleum – Gas University of Ploiești

Abstract

The axiological dimension of the teacher's professional profile in pre-university education has not been investigated in relation to its formative impact. The problem that we have addressed was precisely the knowledge of the set of values on which this class of teachers builds their teaching activity. The aim of our study was to develop a possible axiological model of the universe of values in which the Romanian pre-university education teachers believe. During the last 5 years, we conducted questionnaire-based surveys to investigate the specific set of values of teachers on different stages of the pre-university education system in Romania: preschool, primary, middle and high-school. The obtained data materialized in axiological sets / models for teachers at each level. Based on the comparative analysis of the axiological sets / models specific to the pre-school, primary, middle and high-school teachers and by structuring their common aspects, we will be able to develop a possible model of the axiological universe of all categories of teachers in the pre-university Romanian education. The findings of the study will have implications for the design of initial / continuous training courses.

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Teacher scaffolding in Science reading activity as a predictor of 4th graders Science learning

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Abstract

This mixed study determined if the cognitive scaffolding offered by teachers from two different Chilean schools during a reading comprehension activity in science class predicts in student learning. These educational establishments had similar vulnerable socioeconomic conditions and obtained different results in the standardized test in sciences for 4th grade (SIMCE, 2011) (a high performance-HP and a low performance-LP school). A total of 130 students and three teachers participated in the study. The multilevel model allowed to find out that the set of cognitive scaffolding used by the teachers could not explain the performance of students in an inter-class level, but it did explained the variability within them for in the cognitive scaffolding: non-invasive, internal, consolidation and feedback. These type of scaffolding was regularly used by the HP teacher, whereas the LP teachers tended toward an invasive scaffolding like completing sentences. It is worth mentioning that non-invasive scaffolding contributes to the learning process in a positive and significant way. For this reason, if the teachers offer these aids or scaffolds to a greater extent when they reading comprehension texts in science class, with an increased participation of the students in dialogic interactions and higher cognitive challenges, they would contribute more effectively to learning. By contrast, if the aids are restricted to eliciting information about what was read, it presents less of a challenge for students and their learning.

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Unaccompanied Foreign Minors in Italy between Normative and Educational Needs

Gianna Pasquale, University of Molise

Abstract

Nowadays unaccompanied foreign minors (UAMs) are a significant part of the migrants who arrive in Italy. Starting from the statistical analysis concerning the presence of UAMs in Italy, this paper aims to examine this complex phenomenon and to investigate the socio-educational issues regarding this vulnerable group of migrants. Recently, Italian Government has shown a particular interest in the protection of these children who arrive in Italy, approving the Law No. 47 of April 7, 2017 on "Provisions on Protective Measures for Unaccompanied Foreign Minors". This law has amended the existing legislation on UAMs in order to strengthen the protection of these minors and to ensure a homogeneous application of the rules throughout the national territory. Therefore, I will outline the main measures introduced by Law No. 47/2017 and, in particular, I will focus on the important educational role played by the so-called "legal guardian" ("tutore") of unaccompanied foreign children as a figure for safeguarding and ensuring the well-being and the full integration of the minor.

Keywords: unaccompanied foreign minors, migration, Italy, educational issues, "legal guardian"

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The Students' Perception of Practicing Bodybuilding Considering the Definition of Fitness for the Future Sports Trainers

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Abstract

The aim of this paper was to identify the physical education and sports students' perception regarding the practice of bodybuilding to improve one's fitness. Formulated on the basis of the elaborated premises, the research hypothesis verified the assumption that the identification of the students' convictions and motives in their perception regarding the practice of bodybuilding as specialization could constitute sine qua non conditions for the formation of the socio-professional profile. The research was conducted between 2014-2016 within the Faculty of Movement, Sports and Health Sciences of Bacau, on a target group of 230 first and second year undergraduate students, full-time education. The research methods we used were: study of the bibliographical material, the inquiry, the statistical-mathematical method and the graphical representation method. The research consisted in a sociological study, consisting in an inquiry, based on a questionnaire comprising 20 items, using closed (with YES/NO answers choices), precoded, or open questions. The study also started from the conviction that young students need to act in order to mobilize their development capabilities, which at this age are amplified. The poll helped identify the student's opinion about the most effective disciplines in improving one's fitness, most of them choosing weightlifting (73%). Identified by its ability to capitalize on the specific motor skills, 83% of the respondents recognized weightlifting as a somatic-functional defining sport, and 63% think they are compatible with its practice, which does not mean they would necessarily choose it as a specialization.

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EXPERIMENTAL DESIGN SKILL LEVELS OF BIOLOGY AND SCIENCE TEACHERS AND TEACHER CANDIDATES

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Abstract

The experimental design skill levels of biology and science teachers and teacher candidates were examined in this study. For this purpose, 86 biology and 80 science teachers and teacher candidates were informed about laboratory approaches, experiment types, and scientific process skills. Then they were asked to design experiments related to germination. The teachers and teacher candidates were expected to provide information about the factors having an effect on germination, to define the problem, hypotheses, and the variables, to plan and conclude their experiments in the report of the experiments they designed. At the analysis of the reports, the data which were quantified by using a rubric scale were analyzed by using SPSS 20 statistical package program. The participants' levels of experimental design skills were analyzed according to their branch, their status of being teacher or a candidate, and gender. According to the results, although significant differences at many criteria in experimental design skills were determined between the branches of science and biology and between being a teacher and being a candidate, the significant difference only at one criterion was determined between the genders.

Keywords: Experimental design skill levels, germination experiment, biology education, science education, teacher candidate

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Opera Storytelling for children A look at the Audience Development activities for the Macerata Opera Festival

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Abstract

In this research paper we discuss the possibility to introduce primary school pupils to the Opera, through storytelling and a ludic approach. Opera is one of the most articulated performative arts: it contains simultaneously different codes such as music, bodily expressions, voice and linguistic text: Moreover, opera deals with psychological processes and emotional relationships, involving hate, jealousy, betrayal, but also courage, freedom and love. Opera represents human problems and different strategies to cope with them in a poetic and delighting way, having a positive impact on human minds, better if young (Bettelheim 1977). Our goal is to introduce children to the Opera as a cultural artefact (Vygotskji 1934), having all the characteristics of popular fairy tales with their wide meanings. The stories at the centre of this paper, Turandot, Madama Butterfly and Aida, but also Otello, Norma and Il trovatore have the standard structure of a fairy tale, a typical "once upon a time " story. They can be seen as plays resembling the stories collected by the Grimm brothers (1812-1822). For these reasons, we reduced the plot in a text comprehensible to children, then reading them and let them play with the characters, the typical objects, the different environments. They can talk about the music and the plot, draw pictures and dramatize the story through specific workshop activities. The research is based on the Gardner's theory of multiple intelligences (1983) and the interest of Bruner's theory on "narrative thinking" (1990). As a matter on fact, narrative is defined as one of the oldest human activities, capable of facilitating the construction of meanings, and as a universal behaviour that is the base for human interactions, even before having a linguistic expression. We will show the results of the project in terms of published books and children products, such as drawings and comments. We will also underline the effect of the project in the audience development of the Macerata Opera festival.

Key-words: Children Education, Opera, storytelling, narrative approach, stories, word and music, children's literature, audience development

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Examination of the relationship between teachers' self efficacy perception on ICT and their attitudes to ICT usage in their classrooms

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Abstract

The aim of this research is to examine the relationship between teachers' self efficacy perception on ICT and their attitudes to ICT usage in their classrooms. For this purpose, two scales were used: One is "Teachers' self efficacy perception on ICT scale" and the other is "teachers' attitudes to ICT usage scale". 42.307 teachers joined this study. To analyze the data, percentage, frequency, mean and standard deviation analysis were done. Besides this, Pearson correlation analysis were done to determine the relationship between teachers' self efficacy perception on ICT and their attitudes to ICT usage in their classrooms. Finally, linear regression analysis was done.

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The relationship between the manipulative behaviors of school principals, and the level of autonomy and commitment of teachers

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Abstract

This study examines the relationship between the manipulative behaviors of school principals and the level of autonomy and commitment of teachers. The study group consists of teachers working in 35 schools in Ankara and Zonguldak Provinces of Turkey. The research is a quantitative study aimed at revealing an existing situation. Many researchers across the globe have focused on the role of school principal's leadership in order to explain the influence of the principal on teachers. Especially some certain leadership roles such as educational leadership, transformational leadership, transactional leadership, moral leadership and etc. have been associated with teacher's commitment and autonomy. Whereas there are limited number of studies concerning the emotional behaviors of the school principals. The reported results indicate that there are still some questions waiting to be answered for the reasons of teachers behaviors related with the principals influence. On the other hand, there isn't a study directly examining the emotional; namely manipulative behaviors of school principals, teacher's autonomy and commitment. We would argue that a better understanding of the relationship between the school principals and teachers to shape this important shared perception more accurately. Research in this field is particularly important for the education system. From a practical perspective, it is believed that the results that were obtained could be very useful to school leaders. In the first part of the data collection tool applied in the scope of the research, there is a descriptive section with gender (0 - female, 1 - male), seniority and working time information with the current school manager. In the second part, there are three scales that examine the manipulative behaviors of principals, the level of autonomy and commitment of teachers determined on the basis of teachers' perceptions. The data collection tool was applied to the teachers in the provinces of Ankara and Zonguldak by the researchers in November-January 2017-2018 academic year. It was checked whether the data collection tool was properly filled out by the teachers and 25 forms that were coded incorrectly were excluded from the evaluation. On the other hand, it has been determined that the result of the expectation maximization (EM) algorithm for lost values is significant. In this context, the assignment method of the mean is used for the blank data. Data collected through the scales listed above were analyzed by transferring them to SPSS 20.0 and Mplus 7 software. In the analysis of the research data, direct and indirect relationships between school principals' manipulative behaviors, teacher autonomy and commitment were examined using a two-level structural equation model. The results of the research show that the school principals have significant influence on teachers' autonomy perceptions and commitment.

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Investigation of STEM Competencies of Teacher Candidates

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Abstract

This research is a descriptive study aimed determining STEM competencies of teacher candidates. For this purpose, the students were asked to design and conduct parachutes covering the topics of movement (free fall, air resistance and lift force) in the course of physics I. It was expected to consider variables such as the qualities to be used in parachute design and the geometry of the parachute surface. It is recommended to choose materials which are easily found in everyday life, such as rope, fabric, paper, nylon, etc., Parachutes were assessed according to their longest stay in the air and thus they were expected to have a result. A total of 106 first grade science teacher candidates studying at Uludağ University Faculty of Education Department of Mathematics and Science Education were included in the study. When the obtained data were evaluated, five categories were determined and the ratio of the most desirable category was found to be 6.6%. All the results obtained are evaluated and the reasons for the low success are discussed. The study was made by faculty members of the Department of Mathematics and Science Education of Uludağ University.

Key words: STEM competencies, experiment design,, science-physics education, teacher candidate

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RELATIONSHIP OF METHODS USED BY PRESCHOOL AND CLASSROOM TEACHERS AND PRESERVICE TEACHERS IN CONFLICT RESOLUTION WITH SELF ESTEEM AND EMOTIONAL INTELLIGENCE

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Abstract

The present study aims to examine the relationships between the methods preferred by the preschool teachers and teacher candidates and the classroom teachers and teacher candidates in conflict resolution and self-esteem and emotional intelligence. In the direction of this purpose, 100 students enrolled in the preschool education and primary education departments and 100 preschool and classroom teachers composed the sample group of the study. In the study, in order to determine the demographic characteristics of the teachers and the teacher candidates, the "Personal Information Form" was used; to determine their emotional intelligence levels, the "Emotional Intelligence Scale" was used; to determine their self-esteem levels, the "Coopersmith Self Esteem Inventory Short Form" was used and the "Conflict Management Styles Scale" was used to determine the methods used by the teachers and teacher candidates in conflict situations with colleagues and the pieces of data were analyzed via the SPSS 18.0 statistical package program. According to the results obtained from the study, there was a moderate-level of positive relationship between emotional intelligence and integration and a low-level of positive relationship between emotional intelligence and compromise and concession. However, there was a very low level of negative relationship between emotional intelligence and avoidance and commanding. Moreover, a low level of positive relationship was found between self esteem and integration, compromise and concession and a low level of negative relationship was found between self esteem and avoidance. What's more, the relationship between self esteem and commanding was positive at very low level.

Key Words: Self Esteem, Conflict Resolution, Emotional Intelligence

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USING AUTHENTICATION AND AUTHORSHIP SYSTEMS IN OPEN AND DISTANCE LEARNING

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Abstract

Open and distance education is a learning process in which learners are distant from other learners and learning resources with no constrains of time and space. It is also a learning process with a distant communication system where interaction occurs between learners, teachers and learning resources. These characteristics form the basis of educational activities in open and distance learning that can be considered as different from traditional education understanding. Similarly, it can be said that this difference can also be applied to the aspects of assessment of learning. It is possible to recognize the behaviours of learners in face-to-face structured teaching and to provide spontaneous- feedback. However, this situation differs in open and distance learning practices as teachers, learners and learning resources are all far from each other. It is not that possible in today's e-assessment methods to determine whether the teacher can see the reaction of the learner or whether the learner is really the person concerned. In this connection, the possibilities provided by the technology should be utilized and the use of e-assessment to be used for authentication of students identity should be taken into great consideration. TeSLA is a software system that has emerged for this purpose. This system can also be used in both face-to-face and blended learning models. Developed with the support of many different institutions and technology companies, TESLA enables teachers to test the keystroke dynamics, writing style, voice and face recognition of the learners. At the same time, learners' assignments can also be checked via TESLA plagiarism tool. In this context, it is aimed to illustrate how TESLA can be used for authentication and authorship of learners in assessment practices detail.

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