

# WCES 2020

# 12 th



World Conference  
on Educational Sciences

**Ayvansaray University**  
**Istanbul, Turkey**  
**06-08 February**  
**2020**

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**12<sup>th</sup> World Conference on Educational  
Sciences  
(WCES-2020)**

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# **Abstracts Book**

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# Keynote Speakers



**Prof. Dr. Ali Baykal**  
Bahcesehir University  
Istanbul, Turkey

**Keynote Title:** “MULTICULTURAL EDUCATION FROM THE SYSTEMS PERSPECTIVE”

This talk aims to describe, explain and prescribe multicultural education within the framework of systems thinking. The outline can be given in terms of structural components and dynamic attributes of open systems. To begin with the compelling forces for multicultural education are taken as the inputs to the present educational systems. Recognition and appreciation of “other” cultures, enjoyment to be with others are just a few expected outputs of multicultural education. In so far as structural components are concerned social setting is the most salient sub-system of the whole, because it is explicitly involved with the problems and the solutions. Physical settings for multicultural education must be appropriate for collaborative participation of parties involved. Clubs, gymnasiums, and outdoor facilities are apt to be more convenient for social dynamism essential for social inclusion. Almost all cultures are using the same hardware as educational media: TV, PC, GSM and printed materials. The obstacles for multicultural education reside in the subject matter covered in religion, history and social science courses. As to the methods appropriate for multicultural education lecture must be last choice. Interactive, cooperative, game-like experiential group activities seem to be straightforward procedures. Dynamic attributes of multicultural curricula are absolute aligned with the conjugate characteristics of open systems: Integration-differentiation, unity-diversity, stability-flexibility, equifinality-multifinality, etc. As to the methods appropriate for multicultural education lecture must be last choice. Interactive, cooperative, game-like experiential group activities seem to be straightforward procedures. Dynamic attributes of multicultural curricula are absolute aligned with the conjugate characteristics of open systems: Integration-differentiation, unity-diversity, stability-flexibility, equifinality-multifinality, etc. All of these conjugate qualities define the optimal boundaries. Their extremities on either side must be avoided. For instance, extreme integration of social settings implies assimilation. Extreme differentiation of societal groups is the major problem of which multicultural education is supposed to solve.

**Bio:** Ali Baykal received his BS degree in Physics from Middle East Technical University in Ankara, Turkey in 1970. He obtained his MS and Ph. D. degrees in the field of Curriculum Development and Evaluation from Hacettepe University Ankara in 1973 and 1980 respectively. In 1974 he joined Boğaziçi University, Istanbul. He taught courses and conducted research in different fields of education. He served as the chairman of The Department of Science Education between 1982 and 1997. In 1998 he led the establishment of the Department Computer Education and Educational Technology. Within the years 1998-2002 he became the General Director of the Schools of Terakki Foundation in Istanbul. At the end of 2002 he rejoined Faculty of Education, Boğaziçi University where he served as the Dean of the Faculty between 2005-2010. During the same period, he had been a member of the executive council of Turkish UNESCO commission. Since 2013 he is serving as an instructor at Bahçeşehir University. Ali Baykal published in national journals and submitted papers to international conferences. He developed “general aptitude tests” to be used in personnel selection programs of some financial institutions in Istanbul. He had been the editor-in-chief of the Boğaziçi University Journal of Education several times. His major research areas are systems thinking in curriculum design, measurement and evaluation, computer applications in teaching and assessment, with a particular emphasis on creativity. He periodically explores data relevant to human development indicators, world university rankings and high-stake entrance exams to draw correlational and comparative inferences.



**Prof. Dr. Germ Janmaat**

University College London

Editor-in-Chief, Compare: A Journal of Comparative and International Education

**Keynote Title:** “Engaging with Diversity: Trends in educational policies regarding migrant incorporation across Europe “

**Abstract:** Both established and new immigration states in Europe continue to experience a net influx of people leaving their countries of origin for political or economic reasons. At the same time, anti-immigrant populist political parties have become ever more popular across the continent. Thus, at a time when the successful incorporation of immigrants has become an ever more important issue, there seems to be declining public support for policies conducive for immigrant integration. In this presentation I examine the trends in educational policies addressing growing diversity across a range of old and new immigration states in Europe. I review the scholarly work on immigrant integration and discuss the Koopmans framework, which identifies four ideal-typical policy responses positioned on the dimensions of recognition and participation. I then use data from the Migrant Integration Policy Index (MIPEX) and from Banting and Kymlicka’s Multiculturalism Policy Index to explore trends in educational policies in the two-dimensional space of the Koopmans framework. I find that there has been a trend towards ‘civic integration’ (Joppke) and towards the ‘culturalisation of citizenship’ (Tonkens and Duyvendak) across the board. This trend can best be described as a move towards participation and away from recognition. It could thus be characterised as a development towards assimilation. Nonetheless I also find a continuation of national particularisms, such as the tradition of laïcité in France and of separation in Germany. I further highlight the remarkable change in Great Britain, where traditional ‘laissez faire’-ism has been replaced by an unprecedented interventionism of the central government in the area of civic and political socialization. I briefly discuss the main characteristics of this interventionism, as exemplified by the Fundamental British Values initiative, and discuss whether such interventions are at all effective in promoting support for democratic values and principles.

**Bio:** During the final years of my Human Geography studies at the University of Amsterdam I developed an interest in nationalism and ethnic conflicts in the post-communist states of Eastern Europe. This interest led me to focus on the relations between the ethnic Ukrainian majority and the Russian minority in Ukraine for my doctoral research. More particularly, I examined the response of the Russian minority to state-led nation-building policies in education. I found that these policies promoted a cultural understanding of the Ukrainian nation, concentrating as they did on language and history as markers distinguishing Ukrainian national identity from that of Russia. The response of the Russian minority appeared to depend heavily on the relative strength of their numbers in the different regions of the country: opposition in places where they made up a near majority; integration in regions where their numbers were small. After my graduation I wanted to do something completely different and started to work at the Province of North Holland as a civic servant in charge of projects aimed at the reduction of CO2 emission. This experience of working for a regional state made me realize fairly quickly however that I was made for academia. I therefore resumed my academic career at the Institute of Education, where in December 2003 I started as a post-doc with an independent research agenda. Publishing from my doctoral research on language policies, history textbooks and understandings of national identity in Ukraine and beyond, I gradually shifted my research interests to themes such as civic values, political socialization and the relation with inequality and social cohesion, inspired by the research of Andy Green and other colleagues at the Institute. I began to examine these issues in a cross-national comparative manner, using the databases of well-known international surveys such as the WVS, EVS, Eurobarometer, ISSP and the IEA Civic Education Study. In 2008 I began exploring the links between school socio-ethnic composition and the civic values of adolescents as part of the research agenda of the LLAKES Research Centre. I found that classroom ethnic diversity is not related in the same way to values such as tolerance and participation in every country. Strikingly, in England White British students expressed more negative views on immigrants the better their ethnic minority classmates performed. I later extended this research to other aspects of the education system such as educational tracking and citizenship education. In 2013 a British Academy Mid-Career Fellowship allowed me to research the link between education and civic values more accurately through the analysis of longitudinal data such as the

Citizenship Education Longitudinal Study and Next Steps. In several publications emanating from this project we found that tracking only exacerbates inequalities in political participation. Currently, I'm writing a book on this topic together with Bryony Hoskins, a renowned expert on active citizenship. The focus of the book is on identifying features of education systems that help to mitigate social gaps in political engagement among young people. Together with colleagues from the University of Amsterdam I started organizing an annual mini conference on the social and political role of education. Since 2013 this conference has developed into a genuine travelling circus, having been organised in Amsterdam, London, Örebro (Sweden), and Groningen (Netherlands). Next year (2018) it returns to its home base Amsterdam. Over the years it accumulated a steady following which will ensure its continuity.



**Dr. Jesus Garcia Laborda**

*PhD, EdD, MA, MEd*

Dean of the College of Education

Universidad de Alcala

**Keynote Title: "Current gaps in teacher education in Europe"**

The instruction of future teachers is of major importance in Europe. However, it is rather common finding that there are still critical matters that need to be covered. Based on the analysis of TED-S, other international evaluations and the personal experience as the Dean of the College of Education of Universidad de Alcalá, this presentation addresses aspects such as mathematics, literacy, foreign language and technology. The model of improvement needs to address STEAM (and thus, the 21st century skills) as the basis for future teacher education but is also needs neglected aspects such as non-verbal communication, architecture, classroom design, international evaluations and many other aspects.

# ABSTRACTS

## **Some complementary perspectives in understanding the axiological universe of teachers**

**Abid Hussain Shahzad**, The Islamia University of Bahawalpur

**Khadija Tul Kubra**, Allama Iqbal Open University

### **Abstract**

A number of teaching strategies, pedagogical beliefs are in practice at higher education intuitions around the globe. The current conceptual study aims at exploring the varying types of teaching strategies while diving into the literature. Among many others, five authors' teaching strategies were focused to explore the similarities and contrasts in the literature. Student-centred teaching approaches were dominant among all the five authors' teaching philosophies. Such strategies are considered vital in the shaping up of effective teaching-learning environment for successful instructions.

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# The Effect of Computer Based Instruction on Middle School Students' Ideas about Weather Events and Climate Concept

Ayberk Bostan Sariođlan, Balıkesir University, Turkey

## Abstract

The concepts of weather events and climate appear to be less studied than other concepts of physics in the literature. The aim of this research is to investigate the effects of computer-based instruction on the concepts of climate and weather events of middle school students. The sample of the research consisted of 19 8th grade students in the experimental group and 23 students in the control group. Computer-based instruction was carried out in the experimental group, and lessons were given in accordance with the middle school science program with the students in the control group. As a data collection tool, a concept test consisting of three open-ended questions was used to determine students' opinions about climate, weather events and the difference between climate and weather events. In the analysis of the data obtained from the answers of the students in the experimental and control groups to open-ended questions before and after the instruction, a rubric consisting of five categories was used. The categories in the rubric are complete correct, partially correct, scientifically unacceptable answers, non-codable and no answer categories. According to the findings, it was seen that the scientific responses of the students in both groups increased. Computer-based instruction was found to be more effective in eliminating the misconceptions faced by students about climate, weather events and differences between climate and weather events compared to the courses taught in the program. In the results of the study, it was determined that the students in the experimental and control groups confused the concepts of climate and weather events before instruction and there was a decrease in the misconceptions after instruction. The misconception that climate and weather events were the same was resolved in both groups after instruction. It is suggested that more studies using different instruction methods for teaching these concepts will be conducted.

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# The Effect of Open Inquiry Based Learning Method on Conceptual Understanding of Gifted Students: Example of Separation of Mixtures

**Nilgün Avcı Engüdar**, Balıkesir University, Turkey

**Ayberk Bostan Sarıođlan**, Balıkesir University, Turkey

**Gamze Dolu**, Balıkesir University, Turkey

## **Abstract**

Nowadays, new knowledge is produced and developed by using science education in order to adapt to this rapid change, students are able to research, questioning individuals (Finlayson et al., 2015; NRC, 1997, 2000). In science education, one of the most important methods in raising questioning individuals is inquiry based learning. Science education programs (ex: MEB, 2013; MEB, 2018; NCCBE, 2004; NGSS, 2013) use inquiry based learning methods. Inquiry based learning provides students with a learning environment that provides opportunities for research of scientific tasks and structuring meaningful information (Tuan, Chin, Tsai & Cheng, 2005). In this context, the purpose of the study, gifted diagnosed students in the Science and Art centers in the science course "Separation of mixtures" subject, using open inquiry learning method; to investigate the academic achievement of gifted students. In this research; it is thought that it will count to the educators who use open inquiry based learning method to science teaching with the students who are educated at Science and Art Centers, to contribute to the new studies and literature on this subject. Research was held in the academic year 2019-2020 in Turkey's western region where a metropolitan city of Science and Art Center (SAC) with 8 students in the group BYF2. In order to determine the effectiveness of open inquiry learning method in science course, "understanding the concept of separation of mixtures" consisting of 5 context-based open-ended questions before and after the open inquiry instruction and questions were used to determine their ideas about inquiry after the instruction. The data obtained from questions were analyzed according to the categories formed in line with the answers of the students in the analysis process. Analysis categories are consists of two parts as scientifically correct and scientifically incorrect. In the results of the research, it was determined that the rate of scientific correct response of the students on methods of separating mixtures increased with open inquiry based instruction. In addition, students' activity evaluations are "enhancing their creativity, learning by discovering is remarkable and fun". Based on the results of the research, it is recommended to use open inquiry based learning method in science classes in order to increase gifted students' academic achievement and increase their interest in the course.

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# Current Trends in Educational Technologies Metaanalysis of Studies Between 2015-2020

**Ezgi Pelin YILDIZ**, Kafkas University

**Metin engel**, Sakarya University

**Ayşe Alkan**, Samsun Province National Education

## **Abstract**

Our aim in this research was to analyze studies in the area of Educational Technology and research throughout the world using meta-analysis methods in order to determine trends in the area. For the purpose of the study, a total of 101 pieces of research, published between 2015 and 2020 and selected by purposeful sampling method were analyzed. Trends of Augmented Reality applications and research throughout the world were examined under 15 criteria. These criteria were; index, year of publication, country, university, instute, number of authors, purpose of research, method, education grade, sample group, sample number, data collection method, bibliography number, analysis techniques, and research trends. These data were interpreted based on percentage and frequency. As a result in educational technologies are integrated in many fields.

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# THE DEVELOPMENT OF BEING A PROFESSIONAL TEACHER IN THE 21st CENTURY MODEL BASED ON THE ETHICS OF PROFESSION WITH BUDDHISM INTEGRATION

CHANANPORN AREEKUL, Srinakharinwirot University

## Abstract

The purpose of this research was to develop the being a professional teacher in the 21st century model based on the ethics of profession with Buddhism integration. The data were collected from 265 teachers and confirmed by 20 experts. The instruments were the questionnaires. The data were analyzed by confirmatory factor analysis. The results were; 1) the model consisted of (1) the instruction; the 21st century educational philosophy, the curriculum design skill, the educational innovation skill in classroom, the learning activity skill, the learning evaluation skill, and classroom action research skill, (2) the ethics of profession; the professional ethics for person, the professional ethics for profession, the professional ethics for clients, the professional ethics for co-professionals, and the professional ethics for social, (3) the thinking skills; the analysis thinking skill, the synthesis thinking skill, the critical thinking skill, the comparative thinking skill, the problem-solving thinking skill, and the creative thinking skill, and (4) the Buddhism principles; Desana 2, Patisambhida 4, Pamana 4, Desanavidhi 4, Dhammadesaka-dhamma 5, Bahussutanga 5, Anupubbikatha 5, and Kalyanamitta-dhamma 7, 2) the model's goodness-of-fit indexes were satisfactory ( $\chi^2 = 192.67$ ;  $\chi^2/df = 1.85$ ,  $p < 0.001$ ; GFI = 0.90; AGFI = 0.85; CFI = 0.99; RMSEA = 0.065; Factor Loading () = 0.68 – 0.95), and 3) the model was right and coherent in highest level (= 4.65, S.D.= 0.57).

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# Childhood Homes of Interior Architects in Turkey

**Merve CELEBI**, IZMIR UNIVERSITY OF ECONOMICS

**Deniz HASIRCI**, IZMIR UNIVERSITY OF ECONOMICS

## **Abstract**

Homes provide us with a physical shelter, but also act as a spiritual environment. Hence, the design of home interiors is important for an individual, and especially in childhood, when one's character and psychological development is in progress. In this study, the aim is to explore the social and physical aspects of childhood homes of interior architects and their effects on their professional lives, and to understand the possible reflections of these special places on their current designs. Within this framework, the study was conducted with eight internationally recognized Turkish interior architects, with online interviews and sketchbooks, depending on the memories of the participants' childhood homes, and findings were obtained regarding the interpretation of these special places, as well as their influence on their current design approaches and productions. The interviews were personal and provided information on the design approaches of each designer. The sketchbooks were expressive and elaborate and included not only sketches, but also photographs and notes. Findings included understanding which aspects of the participants' homes were carried to their current productions in terms of preferences, approach, and style. The results shed light on the development of interior architecture in Turkey, and have implications on the interior architecture profession as well interior architecture education.

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# **Effect of Peer Assessment Techniques on Undergraduate students' Achievement in Measurement and Evaluation Course in University of Abuja, Abuja, Nigeria**

**EUNICE UZOAKU ORJI**, FCT COLLEGE OF EDUCATION ZUBA

## **Abstract**

Peer assessment technique is regarded as collaborative evaluation-based technique that involves the students' evaluation of themselves based on a teacher's standard or reference. This study, therefore investigated the effects of peer-assessment technique on undergraduate students' achievement in a measurement and evaluation course taught in University of Abuja, Abuja, Nigeria. Pre-test, post-test, control group quasi-experimental design was adopted for the study. The sample of the study comprised 136 undergraduate students offering Measurement and Evaluation course in Faculty of Education of the University. Intact classes were randomly assigned to experimental and control groups. Experimental group was made up of 76 students while control group was 60 students. Two research questions were raised while two hypotheses were generated to guide the study. Data were collected using a Measurement and Evaluation Short-answered Test (MEST), for both the pre-test and posttest. Frequency counts, Mean and standard deviation were used to answer the research questions. However, analysis of covariance (ANCOVA) was the major statistical technique used to test the hypotheses. The findings showed that peer assessment had a significant effect on the achievement of students in Measurement and Evaluation. On the other hand, no significant effect was observed for gender with respect to cognitive achievement. Based on the findings, recommendations were advanced. Prominent among them are that lecturers teaching Measurement and Evaluation courses should be encouraged to adopt peer assessment technique as it permits the students to get immediate feedback of their work.

Keywords: Measurement and evaluation, peer assessment, feedback, metacognitive skills

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# The Effect of Online Gamification on EFL Learners' Writing Anxiety Levels: A Process-Based Approach

**Fatih Yavuz**, Balikesir University

**Emrah ÖZDEMİR**, Balikesir University

**Özgür ÇELİK**, Balikesir University

## Abstract

Gamification is described as using game elements and game design techniques in non-game contexts (Deterding, Sicart, Nacke, O'Hara, & Dixon, 2011). Within the context of education, the gamification is not only to add games to teaching, but to take advantage of the potential to facilitate the learning by integrating the characteristics of the game-like elements to the learning environments (Karataş, 2014). Gamification can be used to promote writing skills which is thought to be one of the most difficult skills in language learning (Allen & Corder, 1974). Many studies have been conducted to examine gamification in education. However, few studies have been conducted to investigate the effect of gamification on EFL learners' writing skills. Moreover there is no study regarding the effect of gamification on EFL learners' writing anxiety levels, particularly in Turkish EFL context. Within this scope, the aim of this study is to examine the effect of gamified instruction designed by using "Edmodo", an online gamification tool, on EFL learners' writing anxiety levels. A mixed-methods approach was used, the data were collected by using various sources involving pre- and post-administration of the Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004), semi structured interviews, and observations. The results showed positive improvements regarding anxiety levels. Some practical recommendations regarding the use of online gamification tools in language classes were made.

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# CHILDREN GAMES PROJECTS CARRIED OUT IN TURKEY

**Figen GÜLEŞ**, Selçuk University, Turkey

**Ayşenur ÜNÜVAR**, Selçuk University, Turkey

**Edanur DEMİR**, Selçuk University, Turkey

**Melike ETLİOĞLU**, Selçuk University, Turkey

## Abstract

Education through games is a way of teaching the children the traditions of the community in which they live. In recent years, a number of projects in this regard are made in Turkey. The aim of this study is to examine the contents and identify the traditional children games from the projects made about children games in Turkey for the last 15 years. In addition, it will be revealed which units (institutions, organizations) organized these projects. The data used in this study is collected between 01.11.2018 - 11.04.2019. In this regard, data collected via books, articles, magazines, newspapers, thesis studies, telephone interviews with institutions and organizations and e-mails are evaluated and the findings are presented in tables and graphs. In line with the results, some policy suggestions were made for trainers, institutions and organizations.

Keywords: Game, Traditional Children Games, Game Projects in Turkey

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# Improving Teachers' Self-Efficacy as Writers and Writing Instructors through the Tidewater Writing Project's Professional Development Program

**Guang Lea Lee**, Old Dominion University

**Abha Gupta**, Old Dominion University

## Abstract

This study examined the extent to which teachers' self-efficacy as writers and writing instructors would increase or decrease after participating in a year-long professional development (PD) program provided by the Tidewater Writing Project (TWP). The PD focusing on the integration of writing across all content areas was conducted using "teachers teach teachers" approach at a high-need primary school where the highest number of students are at risk of not meeting the State standards of learning. The PD followed a core principle of the NWP, which is to provide opportunities for teachers to envision themselves as successful writers before providing the development tools and pedagogical practices to foster writing development (Pritchard & Honeycutt, 2006).

The study was guided by the following research questions:

1. How will self-efficacy of **writing** change after the participation in the TWP's professional development program?
2. How will self-efficacy of **writing instruction** change after the participation in the TWP's professional development program?

The participating teachers were measured twice on the research variables, before and after the implementation of the professional development program. The comparison between pre and post-test results from the same group of the participants renders the participants to serve as their own controls so that power in statistical testing can be increased (Gamst, Meyers, & Guarino, 2008). The results of this study show that a long-term professional development can influence teacher learning and increase self-efficacy of writing instruction especially when the content of workshops are high-quality and focused topics participants want to learn.

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# Chinese Education in Indonesia-Prebumi's Perspective in The Context of The Rise of China

**Yi-Yao Liao**, Semarang State University

**Pasca Kalisa**, Semarang State University

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## Abstract

The purpose of this study is to investigate Indonesian Chinese's Mandarin Chinese Language Education in the eyes of Indonesian-pribumi college students while Red China's economic development and the expansion of its political influence are growing stronger after the democratizing environment of Indonesia. Chinese ethnic has a long history of been discriminated in Indonesia. Will the rise of China bring an obvious blessing or waive a disturbing influence to the Chinese Indonesian and their language education? Firstly, five "pribumi"(native Indonesian) college students in central Java are interviewed based on the research topic and the findings of the survey of ISEAS-Yusof Ishak (Indonesia National Survey). Based on what have been found from the interviews, a new survey is conducted and conveyed to 120 pribumi college students in central Java. The results found that: 1. Some of the stereotypes about Chinese Indonesians are not obvious among pribumi college students. It indicates that some inadequate stereotypes of Chinese Indonesian could be eliminated through multicultural education. 2. The rise of China might cause both pros and cons to the Chinese Indonesians. For economical reason, Indonesia will pay more and more attention to China, and the social status of the Chinese Indonesian will be getting more and more attention. However, the stronger China is, the more Chinese Indonesians are suspected in terms of their national identity if Indonesia is more and more conservative or the Chinese government want to waive more influence on other countries' politics. 3. No matter what educational backgrounds are, Indonesian "pribumi" still scene the strong sense of ethnic identity or the confusion of ethnic identity and national identity among Chinese-Indonesian groups and take it as a thread to the Indonesian society so far. 4. Mandarin Education plays a crucial role in passing on Chinese Indonesian's heritage and culture. To be proud of their ancestral country and defend their ancestral country's policies that violate multicultural values which allow them to pass on their culture in gradually opening Indonesia will not do any good to their stay in Indonesia. How to pass on an adequate content that can both increase their ethnic and cultural identity but eliminate their loyalty to China is worth developing.

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# Associations of Family Support, School Support and Peer Support with Career Self-Efficacy among Youth

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## Abstract

Career education is considered as one of the most important aspects in life, in terms of lifelong career development. Research suggests that social support affects career self-efficacy and school plays a crucial role in the career development of adolescents. The purpose of this study was to analyze the relationship of social support, including parental support, school support and peer support with career self-efficacy. The study also aimed to analyze which of the social support is the most predictive factor for adolescents' career self-efficacy. A series of validated measures assessing social support and career self-efficacy, were administrated to 700 Kosovar youth (mean age = 18.1 years). The findings indicate that social support is significantly positively correlated with career self-efficacy. The results of this study also show that family support is the most predictive factor for career self-efficacy, whereas school and peer support were not shown significant as predictors. The findings provide useful insights for the relation between social support and career self-efficacy. Thus, these results provide a valuable basis for developing intervention programs for a better youth support by the school. In addition, limitations of the current study and future research directions are as well discussed.

**Key words:** Adolescents, Parental Support, School Support, Peer Support, Career Self-Efficacy

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# Single parenting influence on academic performance of secondary School students in Taraba State, Nigeria

**Magdaline Agbu Abe HIKO**, Near East University, North Cyprus

**Ayhan Cakici ES**, Near East University, North Cyprus

**Engin BAYSEN**, Near East University, North Cyprus

## Abstract

**Statement of problem**The poor performance of secondary schools students in Taraba State, Nigeria and poor performance in Examinations have been continuously. **Purpose of the study**The purpose of this research was to investigate single parenting influence on academic performance of secondary school students in Taraba State, Nigeria. The research aimed at finding ways of assisting children by counseling single parents and their children for better academic performance. **Methods**The mixed methods research was adopted for the study (qualitative and quantitative). Research questions were the instrument used and were administered after they were face-validated by experts in Test and Measurement. The validity and reliability were adopted by the test-retest method. Two null hypotheses were drawn to achieve the purpose of the study tested at 0.05 level of significance. Data was collected from questionnaire administered to one hundred (100) randomly selected teachers of secondary schools in Taraba State, Nigeria. Ten (10) of the Teachers were further interviewed for in-depth data collection using already structured questions. Mean score was used to answer the research questions while chi-square was used to analyze the data. **Findings and Results**The result revealed that there was falling standard of education as students' performance had dropped drastically. There was also significant difference between single parent and two parent families in their involvement in student education and their occupation influenced their children academic performance in Taraba State, Nigeria. **Conclusion**Based on the findings it was concluded that single parents do not adequately get involved in their children education and that their occupation brought about tight schedule so much that they had little or no time to help their children academically. That attitude had in no small measure affected their children academic performance. **Recommendations**It was therefore recommended that: 1. Single parents should be psychologically counseled to get fully involved in their children education. 2. Psychologists and counselors should make frantic efforts to identify and encourage single parent children perform better academically. 3. Socially, children see parents as role models and learn through asking questions. Single parents should be encouraged to be available for their children despite their tight schedule. 4. All hands should be on deck to rescue education in Taraba State, Nigeria so that the standard will rise again. **Keywords:** Single-parenting, two-parenting, influence, academic performance, psychology

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# Periodical oscillation between centralization, decentralization and recentralization: Survey of their implications for educational systems, particularly curricula

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## Abstract

Centralization as a culture and tradition for many societies appeared after a relatively long period of centralization and at the beginning of decentralization experiences in the 1970s, orientations and trends of governments toward centralization and decentralization systems have been emerged. Decentralization is a concept that is used versus centralization. Investigation into educational systems in various countries shows two trends. The first is to move from decentralization towards centralization system and the other is orientation from centralization towards decentralization systems. In the 1980s, a wave of decentralization arrived to education systems and governments frequently express great optimism about the potential advantages of decentralizing educational systems. Problems such as deficiencies in professional human resource, the lack of sufficient funds and support, teacher's resistance to educational systems and equality of the quality of education as an important value within the educational equity, globalization, and so on resulted in governments' interest in recentralization in order to improve the quality of education and solve relevant problems. During recent decades, educational leaders in many countries have involved in the issues of centralization or decentralization. A new trend has been shaped toward centralized educational systems after the experiences of decentralized educational systems by some countries, including among others Australia, America, and England. This new system has been called recentralization. In the light of centralization and decentralization, especially in education and curricula, we have investigated into the main causes of derivation from original objective of these two, in both hard and soft perspectives. These two types of approaches toward decentralization have been practically entered in curriculum and education systems and resulted in inaccurate and false perspectives and conceptions about centralization and decentralization. The hard perspective focuses on peripheral aspects, such as financial, administrative and managerial issues and the soft perspective attenuated much attention to the main objective of quality improvement and curriculum development. The opponents and proponents of centralized and decentralized curricula advocate a centralized and decentralized system by appealing to the weaknesses of the existing curriculum and propose alternative suggestion. They should note that the possibility of their suggestive alternative should be applicable to the current situation. Actually, decentralization process is not the same in all countries and we cannot offer a fixed formula and shouldn't precede decentralization without planning and complete preparation. Decentralization should be done based on reasonable and legitimate frameworks such as rational logic, examining various short-term, medium-term and long-term factors and as well events and issues specific to each country. In other words, supporting decentralization, without introducing a smart plan -which is indicative of the complexity and diversity- is affected by the previous situation or polar positions. That leads to some disturbance and degradation in the quality. It should not be assumed that centralized or decentralized curricula can be proposed as an alternative by focusing on the weaknesses of current curriculum; but the possibility of implementation of the proposed system should be assessed and compatible to current situations. True understanding of these two systems, their characteristics and correct approaches and underlying rationale can help curriculum enhancement.

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# Use of curriculum mapping as a tool to match student learning outcomes and course curricula

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**Engin BAYSEN**, Near East University, North Cyprus

## Abstract

Problem Statement Academic accreditation conducted at Colleges of Education in Nigeria in 2015 stated the importance of incorporating curriculum mapping within the culture of Colleges of Education that would better straighten/align the planned curriculum to the actual curriculum and encourage the development of specific tests to ensure that all students are educationally equal. Misalignment of the curriculum could result in discrepancies and redundancies in both skills and content between and within grades. The lack of an approach to resolving curriculum misalignment to the wider educational setting revolves around the issue of transparency as highlighted by Education for ALL (EFA) and Sustainable Development Goals (SDGs), which are Federal Government Academic Reforms aimed at closing achievement and quality gaps. Purpose of Study Identify differences and redundancies and their sociological consequences to match learning outcomes and curricula. Methods Mixed methods study was used because a single quantitative or qualitative approach could not decipher or fully understand the complexity of the problem. Federal Capital Territory (FCT) College of Education Zuba, Abuja was used as sample school. Although qualitative data was analyzed for specific and isolated interactions and major trends, descriptive statistics were used to evaluate quantitative data. On the course curricula, a gap/redundancy analysis was performed to determine whether any skills were covered or lacking coverage. Potential gaps have been identified as coverage for each competency in about 20 percent of the courses and potential redundancies have been considered to cover 80 percent of the courses. Potential gaps and redundancies have been further explored to assess whether there was a void or redundancy. Findings and Results The product of curricular training was revised because it was vague to be transparent and observable. The depth-of-coverage maps show expected progression of skills from introductory to masters as students progressed through the curriculum. No discrepancies were discovered in the succession of the course, which implies that the coverage of the course was adequate for the level of student skills. Due to the lack of professional development on curriculum mapping, it was the task for the staff to select the curriculum skills. There were no apparent differences in the curriculum's skills scope because all skills were addressed in at least one lesson. Conclusion Curriculum mapping and assessment typically play the role of tracking the progress of student learning to ensure that students benefit from the knowledge and skills required for their future career path for success. Recommendations Curriculum mapping should be carried out annually for sustainability. Diverse writing assessment should be included into the curriculum to increase student's mastery level. Staff professional development (PD) on curriculum mapping. Elective courses with core competencies should be heavily promoted. Keywords: Curriculum, curriculum mapping, competency, redundancy, sociology

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# AN INTEGRATED APPROACH TO EDUCATION CONTENT

**Olena Mitryasova**, Petro Mohyla Black Sea National University

## Abstract

Introduction. One of the main problem of the modern education system is the formation of its content. The philosophy of educational process aims to system pluralism, to dialogue of different concepts and as a result of its is the modernization of education content. Determination of the theoretical foundations of an integrated approach has scientific value (due to definition of its specifics) and social value (modernize of specialists' training) and applied value (ensuring of continuity of the objectives and content of students' education according to their studies profile). It is suggested to use the integrated approach in the students' preparation process. Purpose research is creation of effective didactic system of interdisciplinary knowledge of natural-science courses of environmental education with special an emphasis on professional orientation. Object is education content of the students' preparation process, namely, students' training of the environmental specialty. Subject is the integrated approach to form education content in the students' preparation process. Method. Methods of the analysis, synthesis of knowledge, educational experiment and mathematical statistics were used for fulfillment of the purpose. Results. The main reason to carry out an educational experiment was that students' training does not provide the proper motivation and profiling. The majority of students could not identify the links between fundamental and professional knowledge. The educational experiment on the implementation of the integrated approach has shown effective results in improving the quality of students' knowledge. The research covered more than 400 students of environmental directions of universities. The effective didactic system of interdisciplinary knowledge of natural-science courses was created. Levels, goals, meaningful lines of the integrated approach to students-environmentalists teaching are defined. As a result of research the concept of integration approach of environmental education is developed and a specific of the teaching is defined, efficiency of methodical system of ecologists' preparation is introduced and experimentally checked. Conclusions, Recommendations and Future directions. The integrated approach to education is a special type of designing its content which opens the system of interdisciplinary communications, and it also coordinates, unites and systematizes knowledge about the main natural-science theories, basic categories, and principles of the modern natural-science picture of the world. The study is proved the didactic effectiveness of the integrated approach to form of content of natural science courses. The prospect of further research activities is to improve the theory and practice of integrated study of natural courses on the basis of the developed conceptual provisions of the education content integration, and also to improve the methodology of assessing the quality of students' knowledge during study of integrated courses. Key words: education content; an integrated approach; levels of integrated learning; students' preparation process.

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# Hak Arama Tutum Ölçeği: Bir Ölçek Geliştirme Çalışması (Üniversite Öğrencileri Örneği)

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## Abstract

Bu araştırmada, üniversite öğrencilerinin hak arama tutumlarının belirlenebilmesi için bir ölçme aracı geliştirmek amaçlanmıştır. Bu amaçla oluşturulan taslak ölçek, görüşlerini almak üzere alan uzmanlara sunulmuştur. Oluşturulan 46 maddelik taslak ölçek, bir vakıf üniversitesinin hukuk, eğitim, tıp ve mühendislik fakültelerinde öğrenim gören 462 öğrenci üzerinde uygulanmış ve uygulamadan elde edilen veriler analiz aşamasına gelmiştir. Analiz aşaması sonucunda modelin uyum iyiliği, açıklayıcı ve doğrulayıcı faktör analizlerinin sonuçları tam metinde ayrıntılı olarak verilecektir.

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# PREVALENCE OF BULLYING IN THE CASE OF DIFFERENT SPORTS BRANCHES: VICTIM, BULLY OR BYSTANDER?

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## Abstract

**The aim of the research** is to diagnose prevalence of bullying in the case of groups of organized sport branches, highlighting the roles of the victim, bully or bystander in one's own or opponents' team/group.

**Methods.** The survey was conducted using the supplemented version (Vveinhardt et al., in press) of the *Bullying and harassment in sport questionnaire* (BHISQ) (Vveinhardt et al., 2019). The questionnaire consists of 6 parts, encompassing 13 scales and 30 subscales (187 statements in total).

**Research organization.** The survey included 1440 participants of Lithuanian organized sport. The survey was conducted by distributing paper questionnaires and the electronic link to the electronic questionnaire with prior agreement of coaches of Lithuanian sports schools and sports clubs.

**Findings and Results.** Comparison of research results by groups of sport branches highlighted several trends. Almost one-third of research participants from the group of team sport branches identified themselves as victims, which is significantly more than the sum of the results of the remaining two groups (of individual and dual sport branches). Similar trends in team sports are also revealed by percentages of persons who identified themselves as bullying bystanders. On the other hand, the comparison of percentages of victims' and bystanders' confessions shows that bullying in individual sports can be significantly more active (the number of persons who saw bullying is significantly higher than of persons who named themselves as victims). Thus, it is likely that not all existing victims attributed this role to themselves. It is also noteworthy that the second highest indicator of persons who saw opponents' bullying was identified in the group of the individual sport branch, which may indicate strong tendencies of negative behaviour. However, the highest manifestation of bullying unfolds in team sports, where the highest number – almost one fifth – of respondents attributed the role of the bully against their team member(s) to themselves. Meanwhile, percentages of persons who have bullied opponents in duel and team sports are similar. All of this suggests that in the groups of duel and team sport branches, unlike in the group of individual sport branches, bullies' roles against opponents, disclosing themselves by bullying actions, manifest themselves more often.

**Conclusions.** Team sport distinguishes itself from other groups of sport branches by particularly strong internal competition and direct social interaction, which have a stronger tendency to grow into aggressive actions, unlike in other sport branches. This can be related to the practice of opponents' intimidation as a tactical tool, which particularly shows up in team and duel sport. Therefore, the use of psychological violence against "one's own" and "strangers" suggests the existence of systemic causes of bullying.

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# Examination of The Social Status of Adolescents Whose Problem Behaviors' were Defined at Age 6 years (13 Years of Longitudinal Research).

**Serdal Seven**, Fatih Sultan Mehmet Vakıf University

## Abstract

The study was carried out to investigate the social status of children at the age of 6 years. In this context, A grounded theory multi-case study, which is one of the types of case study used in qualitative research, was used to determine the social relationship patterns that developed during the period from six to nineteen years. The study group of the study was determined on the basis of criterion sampling among purposeful sampling methods used in qualitative research among the children whose social problems were determined before. Working group; Among the 110 children whose social problem behaviors were identified in 2006, 26 children were reached with 2 girls, 2 boys with the highest problem behavior score and 2 girls and 2 boys with the lowest social problem behavior score. In the research, Social Skills Rating System Teacher Form was used as a semi-structured interview form with the Problem Behavior part and student information form as data collection tools. As a result of the findings, it was noted that the social problem behaviors of 6-year-old girls were found to be high. It was determined that boys and girls with low problem behavior scores had very low problem behavior scores. On the other hand, it was observed that children with high problem behavior scores experienced social breaks, insecurities and problems, whereas those with low problem behavior scores developed better social relationships, were successful in coping with problems, and had feelings of trust and competence. The fact that problem behaviors continue in a similar manner in the following years and that the problems in the social relations of the problem behaviors continue and the low academic success point to the need to improve the social qualities of children especially in educational environments. In addition, it is thought that with correct interventions, problem behaviors of young children and related problems can be prevented.

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# THE INVESTIGATION OF INTERACTIONAL SYNCHRONY BETWEEN 3 YEARS OLD CHILDREN AND THEIR MOTHERS ACCORDING TO FAMILY TYPES

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## Abstract

In this study, the synchronization characteristics of mothers and their 3-year-old children living in large and nuclear family types were examined in a semi-structured play process. Interactive synchrony refers to the structure of the rhythm and timing of mother-child interaction. The focus of the structure is to reflect the children's behavior and to adjust the rhythm and tempo of his own behavior to his children's behavior. In this study, grounded multi-case research which is a type of case study was used. The participants of the study consisted of 12 mothers and their 3-year-old children, 6 of whom are large and 6 of them are nuclear family type, in the central district of Muş. There are three boys and three girls in each family type. Observation and interview techniques were used to describe the interactions of the studied group in depth. In the study, mother-child information form and mother-child observation form were used. The observation is natural and structured. In this research, descriptive-interpretive data analysis was used. Interactional synchrony behaviors are very limited in all maternal-child couples in the extended family. Some mother-child couples behaviors in the nuclear family are also limited. It has been reported that mother-child couples in the nuclear family experience some breaks during the game. However, some restorative behaviors were encountered in case of ruptures. It was determined that the mothers in the extended and nuclear families had limitations in the simultaneous behaviors of children. However, it was observed that mothers were inadequate to make eye contact. The results were discussed within the context of attachment theory, internal working model and social interaction theory.

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# İÇ MİMARLIK EĞİTİMİNDE İKİ VE ÜÇ BOYUT KAVRAMLARININ ALGILANMASI ÜZERİNE DENEYİMLER

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**Neşe Başak Yurttaş**, Biruni University, Turkey

## Abstract

Çalışmada Biruni Üniversitesi İç Mimarlık ve Çevre Tasarımı Bölümü 2019-2020 eğitim-öğretim güz dönemi 1. sınıf öğrencileriyle birlikte "Projeye Giriş 1" dersi kapsamında yapılan ve vize uygulaması olarak teslim ettikleri uygulamalar ele alınacaktır. Bildiri içeriğinde, öğrenci çalışmaları görselleriyle desteklenecektir. Uygulama sürecinde her bir öğrenci Piet Mondrian'a ait eserlerin orijinalinden yola çıkarak özgün iki boyutlu çalışmalar ortaya çıkarmıştır. Sonraki aşamada ise bu iki boyutlu çizimleri, maket malzemeleri kullanarak küpler, dikdörtgen prizmalar ve çubuklar gibi yardımcı elemanlarla birlikte üç boyutlu çalışmalara dönüştürmüşlerdir. Sonuç olarak öğrenciler ilk stüdyo deneyimlerinde; özgün tasarım yaklaşımları ile belirli sınırlar içerisinde kalmadan özgüven kazandıkları, denemekten korkmadıkları ve başarılı sonuç ürünler elde ettikleri bir süreç yaşamışlardır. Dolayısıyla görerek öğrenmeyi, üzerinde deneme-yanılma yöntemiyle alternatif çözüm üretmeyi, görsel olarak da ifade etmeyi stüdyo çalışmalarında deneyimlemenin önemini kavradıkları görülmüştür. Yapılan bu çalışmalarla; oran, orantı, ölçek, algılama kavramlarıyla birlikte gördüklerini çizibildikleri, aktarabildikleri ve el becerilerinin geliştiği faydalı bir stüdyo deneyimi elde etmişlerdir.

Anahtar Kelimeler: Proje, tasarım, stüdyo mekânı, deneyim, üç boyut algısı.

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# A PRACTICE FOR THE USING GEOGEBRA OF PRE-SERVICE MATHEMATICS TEACHERS' MATHEMATICAL THINKING PROCESS

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## Abstract

The rapid development of technology makes its use in the field of education possible. Mathematics education is one of the areas where technology is widely used. In this respect, there are two main objectives of this study: First of all we aimed to examine the pre-service mathematics teachers' mathematical problem solving processes by using dynamic geometry software and second we wanted to determine their evaluations based on their experiences in this process. The design of the study is document analysis, one of the qualitative research approaches. In this context, in the fall semester of 2019-2020 academic year, an activity containing 4 staged problem were done in a classroom environment where everyone could use geogebra individually. 67 pre-service teachers enrolled in a state university's elementary mathematics teaching program. This activity includes questions that pre-service teachers will draw using their knowledge of basic geometric concepts and their evaluations related to this process. When analyzing the data, content analysis approach was adopted. Besides the activity papers of the pre-service teachers, geogebra files were also examined. The most striking result obtained from the study is that pre-service teachers who are thought to have a certain level of mathematical background are found to have incorrect / incomplete information even in the most basic geometric concepts such as triangles and quadrilaterals, they do not have comprehensive knowledge of mathematical terminology and they have difficulties in this process. This appears to be a serious consideration. It is food for thought to see such deficiencies even in the most basic subjects in this group who will be mathematics teacher in 2 years. However, with such a method, since the student interacts directly with the content / problem, it can be said that the current state of the student (readiness, knowledge, misconceptions, etc.) can be detected and this is important for recognizing the student. In addition, it is seen that the pre-service teachers' drawings in the geogebra files can have an idea about mathematical reasoning and questioning processes. Although no data were collected on this subject, it can be said that, according to Van Hiele levels of geometric thinking, pre-service teachers are in the 2nd and 3rd levels: levels of analysis and non-formal conclusions. The problems in this study include the use of information about triangles and quadrilaterals. It is thought that the situation of the pre-service teachers can be examined with applications including different concepts and topics.

Keywords: dynamic geometry software, geogebra, pre-service mathematics teacher, instructional technologies

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# **Educational diversity, cultural diversity and the case of multiple intelligences theory within a Romanian secondary school**

**Virtop Sorin-Avram**, "Constantin Brancusi " University of Targu Jiu, Romania

## **Abstract**

The paper approaches the problematic of diversity in an educational context. The concept of diversity and the concept of unity is an old philosophical question. Education has not been spared of the struggle for the answer to this dichotomy. The application of multiple intelligences theory based on the administration of a MIDAS Questionnaire has revealed a detailed panorama of what the potential of an education group within the context of education system holds. The problem of the diversity is not bound to the direct teaching and immediate address of this potential. It is a question of the immediate but is also a question of what the future holds and how this potential unfolds and is folded by the context the global village and its speeded time spiral.

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# COMPARATIVE AND PEDAGOGICAL ANALYSIS OF PREPARATION OF PEDAGOGICAL PERSONNEL OF PRE-SCHOOL PROFILE TO WORK IN A POLICULTURAL EDUCATIONAL ENVIRONMENT IN THE SYSTEM OF HIGHER EDUCATION IN BELARUS AND ITALY

**Diana Spulber**, People's Friendship University University of Genoa

**Tatyana Pavlieva**, Mozyr State Pedagogical University named after Shamyakin

## Abstract

Formulation of the problem. Globalization, due to the processes of integration of the world economy, the expansion of information and communication technologies, the activation of migration processes, affects many countries of the world and requires consolidation to solve many social problems. At present, the leading trend is multicultural education, which involves finding a balance between world sociocultural experience, the assimilation of which is necessary for the development of civilization processes, and the preservation of traditional national values in the process of personality formation. The high-quality implementation of the multicultural orientation of education necessitates educators with a high level of professional competence. The purpose of the research is to identify the specifics of the implementation of the training of pedagogical personnel of a preschool profile for work in a multicultural educational environment in the higher education system of Belarus and Italy; identification of opportunities for creative extrapolation of existing positive experience into national education systems. Methods. The methodological base of the study is the systemic, structural, functional, procedural, activity, polyparadigmatic, socio-stratification, axiological, cultural, civilizational, comparative, phenomenological, diversification approaches used in interconnection and complementarity. A variety of theoretical and empirical research methods were used. Result. The article analyzes the problem of the formation of the readiness of pedagogical staff of a preschool profile to work in a multicultural educational environment, which is considered from the perspective of linguistic, ethnic, religious and social heterogeneity. The current curricula and higher education programs in Belarus and Italy are analyzed from the standpoint of the tasks of forming linguistic, communicative, linguodidactic, ethnocultural and multicultural competencies. The results of diagnostics of the culture of interethnic interaction and the level of multicultural education of students of the specialty "Preschool education" are presented in the educational institution "Mozyr State Pedagogical University named by Ivan Shamyakin" (Republic of Belarus) and the University of Genoa (Italy). Conclusion. Sociocultural, sociolinguistic, socio-economic, political-legal and pedagogical factors have a significant impact on the practice of implementing multicultural education in each particular country. The training of preschool teachers in Belarus and Italy has both general and specific differences and requires a significant review of existing educational standards, curricula and programs to ensure positive dynamics in the growth of professional competence of teachers to work in a multicultural educational environment. Recommendations. The research materials can be used to improve the theory and practice of multicultural education, to improve the quality of preparation of pedagogical personnel of preschool profile for work in a heterogeneous educational environment.

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# **Narrativa metaficcional de viajes contemporánea germanoparlante sobre España y formación lecto-literaria: el caso de Cabo de Gata de Eugen Ruge.**

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## **Abstract**

Una modalidad narrativa antirrealista, sumamente fructuosa para el desarrollo de la competencia lecto-literaria, ha experimentado durante las dos últimas décadas una expansión tímida, pero constante, por el extenso campo de la narrativa de viajes. Se trata de la metaficción, una variedad ficcional que con asiduidad desvela y vulnera las convenciones vigentes en la retórica tradicional, que alardea de su naturaleza lingüístico-textual, que reflexiona sobre sus propios procesos de escritura y que demanda del leyente una mayor participación intelectual e imaginativa durante el transcurso de la comunicación poética. Con el presente trabajo se pretenden aportar luces sobre la mencionada cuestión. Para tal fin, se exploran, por un lado, las premisas teóricas fundamentales de la retórica metaficcional y, por otro lado, las estrategias creativas antirrealistas más recurrentes en Cabo de Gata de Eugen Ruge (2013), una famosa novela de viajes germanoparlante que opera sustanciosas vulneraciones sobre las normas básicas de la ficción tradicional y que, además, tematiza tanto su funcionamiento interno como sus propios componentes formales. Palabras clave: metaficción, didáctica, novela, hipertextualidad, viajes.

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# Foreign Language Learning Anxiety in Adults and Its Coping Strategies

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## Abstract

Problem Statement: Mastering a foreign language, especially English as an international language, represents one of the most significant challenges to the modern world and Georgia as well. The necessity of it is conditioned by various reasons and the most important ones are: employers' demands, immigration and migration, the need for moving to another country for job or studying purposes, mobility, academic activity and participation in exchange programs. In most cases, there are no age limits to the desire or necessity of mastering a foreign language. However, the fear and anxiety related to foreign language acquisition increases along with the age, which is caused by some stress-factors, such as: problems with memorizing, lack of time, feeling embarrassed and inhibited, difference in age, level of language, education, employment, socio-economic and other factors. In 2005, having signed Bologna Declaration, Georgia took responsibility for the implementation of the major principles of Bologna process, and Lifelong Learning and Continuing Education are one of the most vital conditions for integration in Common European Educational space. The number of programs launched for this purpose are not just few, among which the biggest attention was drawn to foreign language teaching courses. And 2011-2012, with the support of Adjara Autonomous Republic, "Adjara Education Fund" started free foreign language teaching courses for adults conducting English, German, French, Turkish and Russian language classes in Batumi and in all municipalities of Adjara (Khekvachauri, Kobuleti, Keda, Shuakhevi and Khulo). Moreover, Since 2016-2017, special courses aiming at enhancing language competency skills have been offered to professors and teachers by Batumi Shota Rustaveli State University. Besides that, almost all Foreign language teaching centers in the region provide classes for adults helping them acquire a foreign language, However, the approaches and methods are different which determine the course duration, quality, outcomes and future perspectives of the language use - especially the communicative skill. The purpose of the present work is, first, to study and compare the approaches and methodology that are applied by foreign language centers / courses for adults. Second, to determine whether acquiring a foreign language causes anxiety in adults and its impact on mastering the foreign language. Third, to find out teaching strategies to cope with these issues efficiently. Research methods: observation, analysis, questionnaire survey, interview, focus group, experiment. Research outcomes: The research revealed that foreign language teaching centers/ courses apply different teaching methodology. Furthermore, they do not take the age-related peculiarities into consideration when grouping students or selecting teaching methods. As a result, it has great impact not only on the quality of studying but also on their emotional state that has been proved by the surveys we carried out with the aim of exploring students' emotional state. As a result of the experiment which involved: the methodology of forming group of learners, selection of teaching and knowledge assessment/evaluation methods and differentiated approaches in teaching, the level of anxiety has significantly decreased. Also, the learning outcomes in relation with all the skills of mastering language (speaking, listening, reading and writing) have been improved and particularly speaking skill has been considerably enhanced in adults that seemed impossible previously. Conclusions: 1.The learning process in the centers of foreign languages / courses should be planned according to the teaching principles tailored for adults; 2. In the assessment and evaluation process learners' age, language level and interests should be considered; 3. In order to overcome the fear of speaking, particular attention should be paid to developing speaking skill. 4. Activities incorporated in teaching process should aim at students' motivation and active involvement not leaving space for fear and anxiety. 5. With the purpose of enhancing the quality of learning a foreign language, differentiated approaches should be included in the learning process.

**Key words:** Adulthood, lifelong learning, acquiring foreign language, anxiety, coping with stress; teaching methods, knowledge assessment and evaluation methods, differentiated approaches in teaching.

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# BSSI-3-Spoken Language, Reading-Writing Forms: Validity and Reliability Study

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## Abstract

This study was conducted to determine whether the “Spoken Language” and “Reading-Writing” forms of the Basic School Skills Inventory-3 Edition had validity and reliability characteristics acceptable for Turkish children aged 48-72 months old. Sample of the study included 244 children selected through simple random sampling method. Exploratory factor analysis (principal components analysis) was made to determine the construct validity of the tests. The fit index was tested with maximum likelihood confirmatory factor analysis. Reliability of the test was ensured using internal consistency coefficient and split-half test. The Cronbach’s Alpha reliability coefficients of the forms were calculated to be .95 and .97. Analysed for its adaptation into Turkish, the BSSI-3 Spoken Language and Reading-Writing forms were a valid and reliable assessment tool for Turkish children aged 48-72 months old.

**Keywords:** Spoken language, reading-writing, validity and reliability

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# The Effectiveness of the Montessori Training Program for Mothers: A Two-Year Follow-Up

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## Abstract

It is the aim of the present study to follow for two years the mathematics and daily living skills of the children whose mothers participated in the Montessori Training Program for Mothers (MTPM) and to determine whether the children still maintained these skills two years after the intervention. In 2016-2017, the MTPM was administered to the mothers of 4-5-year-old children who received Montessori education at preschool. The first follow-up was carried out six months after the training program was completed; the second follow-up took place six months after the first follow-up and the third one was performed twelve months after the second follow-up. Eleven children included in the study group in the 2016-2017 school year were all reached. "Basic School Skills Inventory 3 (BSSI 3) –Mathematics and Daily Living Skills subtests –Ages 4-8 years " were used for data collection. The data was provided by the teachers. Statistical analysis of the data was performed using Wilcoxon Signed Ranks Test and SPSS 20.0 data analysis package programed. The results showed that the MTPM maintained its effect on mathematics and daily living skills of the experimental group children 24 months after the implementation of the program.

**Keywords:** Montessori Training Program for Mothers, Mathematics, Daily Living Skills

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# **A Facebook-based approach to asynchronous communication in Medical English**

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## **Abstract**

When it comes to exploring Facebook (FB) as a delivery platform, many teachers seem to be reticent, considering Facebook, social media and technology in general, a hindrance rather than a facilitator of learning. With few exceptions, there are also few studies in the literature on the use of Facebook-integrated learning, let alone English learning in general or Medical English (ME) in particular. Social media (Whatsup, Facebook groups) besides being already familiar environments, responded better than email to the need of staying in touch, polling, and providing effective feedback to our medical students on a general basis. The students' rate of response to informal communication was considerably higher in FB as they seemed to be always present, liking, commenting and sharing, unlike in educationally-designed platforms such as Edmodo and Wikipedia that we had been using for delivering asynchronous professionally-oriented communication in English. This familiarity, positive attitude and availability prompted us to adopt and adapt FB as a learning environment, a platform for written and oral professionally-oriented asynchronous communication in Medical English. This study is a task-based action research intervention focusing basically on asynchronous FB-integrated communication for ME purposes. A cohort of 95 1st year Medical English students enrolled in GE Palade University of Medicine, Pharmacy, Science and Technology of Targu Mures, Romania, participated in the study. Online class observation, grid-based assessment of students' productions and informal class discussions were the selected methods of data collection. The purpose of the study was to understand if and how FB-integrated learning could be successfully customized to Medical English in order to provide further asynchronous professionally-oriented practice and communication opportunities and to evaluate the students' opinions in terms of the variables of usefulness and satisfaction. I will detail on the design of some specific Medical English tasks and will reflect on the factors that influenced the students' performance, satisfaction, and motivation. Conclusion: Despite initial apprehension related to video-recorded asynchronous speaking, incorporation of Facebook integrated communication for professional purposes was a positive, quantifiable, and memorable experience.

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