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ABSTRACTS BOOKS

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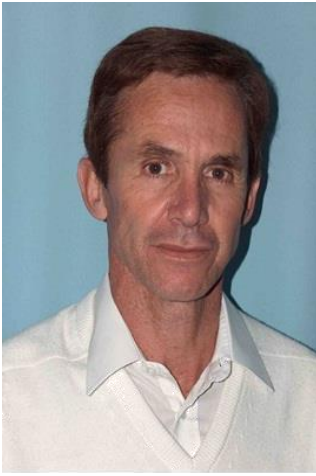## Secretariat

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Prof. Dr. Kobus Maree
University of Pretoria's
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Keynote Title: "Innovating career counselling to enhance successful negotiation of repeated work-life transitions"

Abstract: Recent developments such as the advent of Work 4.0 and the Covid-19 pandemic are negatively influencing and disrupting the workplace. These developments provided the impetus for occurrences such as 'The Great Resignation', 'The Move to the Country', and 'The Journey towards Fulfilment'. This paper provides the context for implementing innovative counselling for self- and career construction in rapidly changing times. It explains the theory underlying an innovative, integrative approach to career counseling. Key ideas that recur throughout the presentation include the following: First, the idea that career counselling professionals should not dispense 'advice' to clients; rather, they should enable clients to advise themselves. Second, the idea that career counsellors should listen 'for' instead of 'to' clients' stories to improve their clients' ability to choose and construct careers and themselves, become adaptable and employable, shape their career-life identities, design purposeful and hopeful lives, and make meaningful social contributions. Third, the idea of enabling people to connect (link) what they know about themselves consciously with what they are aware of themselves subconsciously. The paper covers some of the main challenges posed by rapid and repeated changes in the world of work. It portrays career counselling as a science, a skill, and an art that can promote career counsellors' ability to help people not only 'survive', but 'thrive' and flourish at a time when many believe that work itself is at risk and that occupational contexts can no longer 'hold' workers in the way they used to. By enabling people to make meaning of repeated changes and associated transitions in the workplace through narrating ('telling') and drawing on their 'stories', counsellors can help them rekindle their sense of positivity and live purposeful, hope-filled lives that benefit not only the individual psyche but the economy as well.

Bio: Prof. Kobus Maree (DEd (Career Counselling); PhD (Learning Facilitation in Mathematics); DPhil (Psychology)) is a full Professor in the Department of Educational Psychology at the University of Pretoria. Kobus is a member of the following core scientific committees: a. UNESCO Chair on Lifelong Guidance and Counseling, and b. the UNESCO University Network and Twinning (UNITWIN) Chair. In addition, he was elected as a member of the Board of Directors of the International Association of Applied Psychology (IAAP) Division 16) in 2018. Moreover, he accepted appointments as a Research Fellow at the University of the Free State and as Professor Extraordinaire at the University of Stellenbosch and the University of Southern Queensland. Kobus has received multiple awards for his research. In 2014, he received the Psychological Society of South Africa's Award for Excellence in Science. He was awarded the Chancellor's Medal for Teaching and Learning from the University of Pretoria in 2010 and has been nominated successfully as an Exceptional Academic Achiever on four consecutive occasions. He has a B1 rating from the National Research Foundation. Kobus has authored or co-authored 90+ peer-reviewed articles and 75 books/ book chapters since 2010. In the same period, he supervised 38 doctoral theses and Master's dissertations and read keynote papers at 25+ international conferences, and at 22+ national conferences. He has also presented invited workshops at conferences in 40+ countries on a) integrating qualitative and quantitative approaches in career counselling and b) the art and science of writing scholarly articles. Over the past seven years, he has spent a lot of time abroad as a visiting professor at various universities. He was awarded a fellowship of the IAAP in 2014 and received the Psychological Society of South Africa's Fellow Award in 2017.

Prof. Dr. Huseyin Uzunboylu
Professor of Educational Technology
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Keynote Title: "Internationalization in Higher Education"

Abstract: "Will be announced"

Bio: Prof.Dr. Huseyin Uzunboylu he had completed high school at 20 Temmuz High School in Cyprus. In 1995, his higher education career began by winning the Anatolia University, Department of Communication and Planning on Education in Turkey. And after he had completed his preparatory education in one year and he has completed his undergraduate degree in 1991. Prof. Dr. Huseyin Uzunboylu has started his graduate education in Ankara University, the Department of Curriculum and Instruction in 1993 and graduated in 1995. He was accepted into the doctoral program in the same university, Educational Technology Department of Educational Sciences in 1995 and he has completed his PhD degree in 2002. In 2003, he became an Assistant Professor in the Department of Computer Education and Instructional Technology at the Near East University, he was an Associate Professor in 2005 in Ataturk Faculty of Education, and in December 2010, with respect to the members of juries he was appointed as a professor. After doctoral studies he started working at the Near East University, Faculty of Arts and Sciences Department of Psychology in 1996 and he taught courses that educational sciences and research methods. He coordinated of 'Pedagogy Certificate Program' which was conducted by the University from 1997 to 1999, and since he conducted Chairman of the Department of Computer Education and Instructional Technology from 2004 to 2013. From 2013 to 2018, he serves as a Dean of Faculty of Education. Since 23 October 2019, he is appointed to member of Higher Education Planning, Supervision, Accreditation and Coordination Board by President of North Cyprus (TRNC). Prof. Dr. Uzunboylu has five academic books published by Turkey's respected publishing firms; he has supervised five doctoral and 63 master's theses up to now. He has 103 high-level articles that searching by Web of Science (SSCI, SCI, SCI-Expanded, ESCI); He has 27 searching article and published papers are presented on the international or national conferences. He is editor-in-chief of the Cypriot Journal of Educational Sciences; also, Prof. Dr. Uzunboylu serves as the boards of many journals referee within the searching in the Social Sciences Citation Index. Since 2004, he is taking place on the list as founders, and he is president of the Cyprus Educational Sciences Association (KEB-DER). In 2010, Prof. Dr. Uzunboylu has a major role

Dr. Mohd Norazmi bin Nordin
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Keynote Title: "Factors for the Task Load of Special
Education Integration Program (PPKI) Teachers in Johor"

Abstract: Teachers' task load has become a chronic issue. This issue involves teachers in various fields, including special education teachers in the Special Education Integration Program (PPKI). They are burdened with a variety of tasks whether they involve special education or normal students. As we know, the real focus for teachers at PPKI is for students with special needs (MBK) who are full of challenges as MBK is came up of various categories. When their focus is directed to tasks other than those involving MBK, their work will increase and stress them. These full qualitative study was conducted to identify factors affecting the task load of teachers in PPKI. After interviews with the 11 PPKI coordinators of each district in Johor, interview transcripts were constructed and analyzed. Through thematic analysis, the findings indicate that there is three factors contributing to the task load of PPKI teachers' namely students, facilities and leadership. This finding can serve as a guide for headmasters to manage PPKI in schools.

Keywords : PPKI, special education, task load

Bio: Dr. Mohd Norazmi bin Nordin holds a doctor of philosophy (PhD) degree in special educational leadership. Former academic teacher at Batu Pahat Special Education School, Johor, Malaysia. Successfully completed PhD studies within two years. Currently working as a special education lecturer at the Center for the Study of Education and Community Wellbeing, Faculty of Education, Universiti Kebangsaan Malaysia (The National University of Malaysia). He is also the founder of SKAF-Style Quick Thesis Writing Techniques which has greatly helped undergraduate and doctoral students in completing their theses. Receive invitations from various universities in and outside Malaysia as speakers and keynote speakers for international conferences and seminars. He is also Editor in Chief of a special education journal and as an editorial board in more than five international journals.

ABSTRACT

Examining Early Childhood Educators' Creative Behaviors with Regards to Different Variables

Şükran Uçuş; Kırşehir Ahi Evran University, Turkey

Abstract

There is a growing interest in promoting young children's creative thinking and creative learning outcomes. Creativity in education has become increasingly significant and popular among policymakers. Teachers should be able to recognize and empower students' creative behaviors in their regular classroom interactions and learning environments to encourage creativity in a classroom. The role of creative behaviors in the relationship between teaching self-regulation, social skills, and self-efficacy of game activities is examined in this study. In this sense, to explain creative teacher behaviors, social skills, teaching self-regulation, and game self-efficacy is tested as structural equitation modelling. Designed as correlational survey research, the sample of the study comprises 151 early childhood educators (73.% women) working in the city of Kirsehir, Turkey, during the 2018-2019 school year. Participants reported on creative classroom behaviors, self-efficacy about the game activities, and teaching approach. Data of the study is collected with four data collection tools: the Creativity Fostering Teacher Behaviour Index student teachers' creative classroom behaviors (CFTIndex; Soh, 2000; Soh, 2015) self-efficacy about the game activities survey form (Kadim, 2012), Teaching Self Regulation Scale (TSRS; Capa Aydin, Sungur & Uzuntiryaki, 2009),), Social Skills Inventory (Yüksel, 1998). The correlations between latent variables were determined according to Pearson Correlation Coefficients. Participants reported on creative classroom behaviors, social skills, self-efficacy about the game activities, and teaching approach. It is concluded that teacher creative behaviors in early childhood education for promoting young children's creativity a particularly important factor in the teacher professional development of attitudes and beliefs towards promoting creative thinking skills for young children. All results and implications for practice were discussed.

Keywords: Early childhood education, teacher, creativity, creative behaviors.

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COVID Creates Crisis to Education and Learning in a Century: amplifying the gap between the rich and poor students

Abha Gupta; Old Dominion University, United States
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Abstract

The pandemic has set back learning for all students, but particularly for those from disadvantaged backgrounds – those who are economically, socially or culturally deprived that without supplemental services or facilities they cannot benefit in the regular school programs to the same extent as the students from the regular, normal or more affluent backgrounds. Disadvantaged families were locked out of education as they could not afford the costs of online learning. According to the World Bank report (2021) COVID-19 has created the worst crisis to education and learning in a century. Online learning requires access to a device such as a cell phone with data plan or a laptop with internet access. Low-income households were unlikely to have data plans for their mobile phones. Limited availability of electricity is another problem for those in villages due to power outages. Many children were unable to get online while the schools have been shut during the pandemic. The pandemic has increased the gap between the financially affluent and the economically impoverished students who didn't have access to technology for remote learning. Unavailability of internet for these students, made online instruction and virtual learning a distant prospect for most families which further amplifies inequity. Limited access to educational resources and learning created the potential of having a huge negative impact on students' skills and knowledge in an unprecedented manner. The pandemic has exacerbated existing disparities in education to support those students who were marginalized in the social structure. In this study, we examined one such school near Delhi where children come from low-income families in the surrounding villages, the school administration tried to prevent educational loss among students through using creative instructional methods in remote learning followed by recommendations to overcome these barriers. We need to develop inclusive schools which will provide a secure learning environment, as well as find ways to mitigate these learning gaps to help students recover from the learning losses during the lockdown. The COVID epidemic has provided an opportunity to redefine education and to learn in novel ways in the future. Together, we can design a future vision for schools in which all children have equitable access to resources and a high-quality education.

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Perceptions and Reasons for Teaching of Heritage Language and Literacy

Guang Lea Lee; Old Dominion University, United States
Abha Gupta; Old Dominion University, United States
James Hoot; State University of New York at Buffalo, United States

Abstract

The pandemic has set back learning for all students, but particularly for those from disadvantaged backgrounds – those who are economically, socially or culturally deprived that without supplemental services or facilities they cannot benefit in the regular school programs to the same extent as the students from the regular, normal or more affluent backgrounds. Disadvantaged families were locked out of education as they could not afford the costs of online learning. According to the World Bank report (2021) COVID-19 has created the worst crisis to education and learning in a century. Online learning requires access to a device such as a cell phone with data plan or a laptop with internet access. Low-income households were unlikely to have data plans for their mobile phones. Limited availability of electricity is another problem for those in villages due to power outages. Many children were unable to get online while the schools have been shut during the pandemic. The pandemic has increased the gap between the financially affluent and the economically impoverished students who didn't have access to technology for remote learning. Unavailability of internet for these students, made online instruction and virtual learning a distant prospect for most families which further amplifies inequity. Limited access to educational resources and learning created the potential of having a huge negative impact on students' skills and knowledge in an unprecedented manner. The pandemic has exacerbated existing disparities in education to support those students who were marginalized in the social structure. In this study, we examined one such school near Delhi where children come from low-income families in the surrounding villages, the school administration tried to prevent educational loss among students through using creative instructional methods in remote learning followed by recommendations to overcome these barriers. We need to develop inclusive schools which will provide a secure learning environment, as well as find ways to mitigate these learning gaps to help students recover from the learning losses during the lockdown. The COVID epidemic has provided an opportunity to redefine education and to learn in novel ways in the future. Together, we can design a future vision for schools in which all children have equitable access to resources and a high-quality education.

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Parents' Perceptions of Teaching Heritage Language and Literacy

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Abstract

Home is where bilingual learning and biliteracy development begin (DeCapua & Wintergerst, 2009; Li, 2006; García & Kleifgen, 2018; Ro & Cheatham, 2009). As Lee and Wright (2014) argue, teaching heritage language starts at home with parents. While there are a number of studies that discovered immigrant parents' positive perspectives on teaching Heritage Language (HL) to their children, little is known about why and how Korean parents help their children understand the value of learning and maintaining HL. Since many prior studies on HL learning have focused on metropolitan cities with a higher Korean population (Jo & Lee, 2016; You, 2005), it is significant that this study pays close attention to Korean parents in the southeastern region of Virginia, United States, which has a low Korean immigrant population, limited need for Korean usage, and unavailability of HL resources for HL instruction. Much of the existing research on Korean heritage language learners focus on Koreans living in metropolitan areas with a high density of Korean ethnic communities (You, 2005). The presenters will explore two research questions:

1. What beliefs do Korean parents hold regarding the teaching of their Heritage Language (HL)?

2. Why do Korean parents highly regard to teach their HL?

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SATISFACTION and FRUSTRATION of BASIC PSYCHOLOGICAL NEEDS and NOMOPHOBIA

Nur Demirbaş-Çelik; Alanya Alaaddin Keykubat University

Abstract

Nomophobia (No-mobile phone phobia) is generally defined as the irrational fear experienced by individuals when they cannot reach a smartphone. Nomophobia is based on many theories such as Individual psychology, Psycho-Social Development Theory, Humanist Theory, Choice Theory, Self-Determination Theory, Self-Object Theory. According to Self-Determination Theory, which is one of these theories, it is one of the basic motivation theories that argues that the more autonomous a person can be, the more functional they will be and the higher their level of well-being. According to this theory, in order for a person to be autonomous, the needs for autonomy, relatedness and competence must be supported by the environment. The purpose of the study is to examine predictiveness of satisfaction / frustration of basic psychological needs on nomophobia in university student. It will also be tested whether nomophobia differs according to gender. The Basic Psychological Needs Satisfaction and Frustration Scale and The Nomophobia Questionnaire were used as data collection tools in the study. t test, Pearson correlation coefficient and multiple regression were used in the analysis of the data. As a result of the t test, it was found that the level of nomophobia of female was significantly higher than male. While satisfaction of competence was associated with nomophobia, satisfaction of relatedness and autonomy were not related. Frustration of basic psychological needs was related nomophobia. According to the results of the regression analysis, nomophobia was predicted only by frustration of competence. The results of the research were discussed on the basis of the literature and suggestions were presented to both researchers and mental health professionals.

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Using Composite Structural Equation Model to examine High School teachers' acceptance of e-learning after Covid-19

Rethabile Rosemary Molefi; National University of Lesotho, Lesotho
Musa Adekunle Ayanwale; National University of Lesotho, Lesotho

Abstract

Electronic learning (e-learning) is a broader approach to learning that brings new opportunities for teaching and learning in many fields of education compared to the face-to-face classroom environment. The purpose of this study is to explore high school teachers' acceptance to continue teaching through e-learning platforms after COVID-19. Based on the framework of the unified theory of technology acceptance and use of technology, this study investigates the research questions in the context of Lesotho. The study adopted a quantitative approach, with a total number of 300 questionnaires collected from high school teachers. The result was analysed using composite structural equation modelling. According to the study, instructors' acceptance of e-learning is influenced by a number of factors, which in turn has a significant impact on teachers' behavioural intentions in Lesotho. Consequently, the results indicate that teachers' acceptance of e-learning in Lesotho schools was influenced by self-efficacy, educational quality, perceived ease of use, technology complexity, gender, and behavioural intention. As a result of the study, individual challenges associated with using e-learning platforms were identified.

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Technological Evolution of Traditional Teaching

Felipa Lopes dos Reis; Universidade Lusofona, Portugal

Abstract

This article has as its objective to bring out a reflexion on the nature of online education and it specific characteristics. The reality and maturity ratio of Information and Communication Technologies are both fundamental for the success and maturity of more evolved teaching processes. These processes assume themselves ever more as facilitators and active agents of the diffusion of knowledge.

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PROBLEM-SOLVING OF HIGH SCHOOL STUDENTS IN CHEMISTRY

Maneerat Sa-ngiemjit; University of the Balearic Islands, Spain
María Antonia Manassero Mas; University of the Balearic Islands, Spain
Ángel Vázquez Alonso; University of the Balearic Islands, Spain

Abstract
People are daily confronted with problems, which are situations that a person does not exactly know how to solve but still tries to find a solution. Thus, problem-solving is finding solutions to difficult or complex problems or issues, which is considered a key thinking ability. The root cause analysis (RCA) strategy aims to understand why an adverse event came about, which is often used in science and engineering to identify faults or problems. In this research, we selected the RCA for solving a problem as a means to study the students' problem-solving in chemistry and the students' faults and problems to solve the question, as well as to help and improve them for future problems. The sample of this study is 89 students enrolled in the science-mathematics program of the secondary school. The students were expected to find the colour of the mixed solution (acid-base) when dropping various indicators. The qualitative methodology of this study involves focus groups and content analysis to evaluate the data. The results show that the majority of students correctly understood the problem and over half of the students accurately understood the problem. In all the procedures, 100 % of the students did well because they could find all of the data and write the data completely. Considering the RCA strategy for problem-solving, firstly, they could correctly define the problem and designate data collection. In addition, they identified possible causal factors and the root causes of this problem. However, 37 % of the students couldn't correctly solve the problem. When studying the faults of problem-solving, it was found that application, analysis, practice, remembering, and time were the students' faults in this problem-solving. Additionally, in the next step, we want to study the implementation for improving the faults of students' problem-solving to better prepare them for efficient problem-solving.

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Online teaching- an emerging reality

Felipa Lopes dos Reis; Universidade Lusofona, Portugal

Abstract

Education is a social practice historically placed and goes beyond all human activity, spreading to the network of relations that takes place in the social fabric, mediated or not by some kind of technology. Online education – that is, computer mediated communication – for educational purposes carries with it questions relative to its teaching and the overall nature of online learning. Online education constitutes a new professional configuration, a possibility of the effective use of teaching and the effective construction of knowledge from another spatial-temporal logic, without losing sight of the objective conditions of social networks, in particular new forms of social connections brought out by wider social changes, strongly marked by a technological presence.

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World Trends in Digital Competences for Educational Innovation in Higher Education

Omar Fernando Cortés-Peña; Universidad Sergio Arboleda, Colombia
Sabina Lila Deza-Villanueva; Universidad Femenina del Sagrado Corazón Unife, Peru
Víctor Darío Miranda-Vargas; Universidad Femenina del Sagrado Corazón Unife, Peru

Abstract

Training in digital skills has significantly transformed the context of higher education, generating a world panorama characterized by a series of educational models and innovations that impact the teaching-learning processes at the pedagogical, didactic, curricular and applied levels. This study presents the main findings of a systematic review adjusted to the quality standards of the Prisma protocol, with a sample of 50 high-impact articles in the time window (2018 - 2022), published in journals indexed within the WoS databases and Scopus. The results provide evidence of the wide and diverse potential for innovation and development that the educational use and appropriation of ICTs has, as well as the strategic role of digital skills in responding to the restrictions, problems, and challenges derived from the pandemic with some regional limitations. associated with technological gaps.

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5 Benefits of immigrant children in the foreign language classroom

Slavka Madarova; Universidad de Alcalá, Spain
Jesus Garcia Laborda; Universidad de Alcalá, Spain
Kassemi Serroukh Umaima; Universidad de Alcalá, Spain

Abstract
 Immigrant children in school usually go through a number of problems and issues due to the discomfort caused by the adaptation to a new country, a new society and a new school. This may cause different degrees of comfort from depression to adaptation. In this situation many children may feel the need to either hide in the school environment or out-stand, at least, in certain areas to express their resilience in an adaptation full of obstacles. This presentation shows and recommends five ways in which teachers can facilitate the child's adaptation and also enhance their classes from input provider to intercultural informant.

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DIFFERENTIAL IMPACT OF RISK PREVENTION TRAINING FOR WORK AT HEIGHT BY TRADITIONAL TRAINING AND EXPERIENTIAL LEARNING METHODS

Omar Fernando Cortés-Peña; Universidad Sergio Arboleda, Colombia
Jesús Ricardo Pulcha-Honores; Universidad Nacional Tecnológica de Lima Sur, Perú
Jonathan Julián Poma-Chávez; Peru
Laura Fausta Villanueva-Blas; Universidad Autónoma del Perú
Kassandra Geraldine Coria-Benavides; Comercializadora S&E Perú S.A.C
Mónica Alejandra Gil-Álvarez; Comercializadora S&E Perú S.A.C

Abstract

The central purpose of this article focuses on the analysis of the differential impact of training in accident risk prevention and safety promotion with people exposed to work at heights with traditional training methods and experiential learning. Methodologically, an experimental study was designed with two experimental and control groups of pre-test - post-test type. Procedurally, the workers in the two groups were previously and randomly assigned, highlighting that they received the same thematic training units for work at height, specifically with the procedure for work on telescopic ladders, based on the ANSI Z359.1 protocol against the Fall Protection System (SPCC); with the only difference corresponding to the training method (Traditional vs. Experiential Learning). The results allow us to identify significant differences in the level of learning and the performance of the workers, with the performance of the experimental group exposed to the experiential learning method being higher. From the quantitative and qualitative analysis of the findings derived from the study, the need and opportunity to enrich the training processes with the pedagogical component of experiential learning is evident, since it generates a higher level of involvement in the approach to the contents and the specialized training activities that have a higher level of interactivity and simulation of real conditions, positively influencing the development of risk prevention skills and promotion of safety in the working conditions of workers dedicated to one of the most frequently used modalities. accident risk.

Keywords: Work at height, risk of accident, occupational safety, fall protection system, experiential learning.

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Disclosing the Relationship between Teachers' Emotional Intelligence and Reflective Teaching: the Case of EFL Experienced Teachers

Atefeh Ferdosipour; Islamic Azad University (IAU), Tehran, Iran
Esmaeel Ali Salimi; Allame Tabatab's University, Iran

Abstract

This study aims at disclosing the relationship between emotional intelligence and reflective teaching ability of experienced English teachers and the extent the level of emotional intelligence impacts reflective teaching. There were forty-oneEnglish teachers with at least 3 years of experience as participants instructing at three different language institutes and four non-governmental schools in Karaj, 32 were female and 9 were male; their ages were between 27 to 35 years old. Furthermore, two types of questionnaires were used: Emotional Intelligence Questionnaire based on the five-competency model and a Reflective Teaching Questionnaire. The administration of the questionnaires was successful among teachers who consented to take part in the research. The results obtained from Pearson correlation as well as models of multiple regression analysis showed that there were relationships between all five domains of emotional intelligence and the ability of reflective teaching. Also, it would be possible to predict teachers' performance on reflectivity questionnaire and their ability of reflective teaching by their results from emotional intelligence questionnaire; accordingly, self-awareness and motivation were the most powerful predictors.

Keywords: Emotional Intelligence (EQ/EI), Reflective Teaching, EFL teachers, Reflectivity

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Analysis of the attitude of students in the teaching of university Physics

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Maria E. Gonzalez; National University of Formosa, Argentina
Laura Gonzalez; National University of Formosa, Argentina
Mara Silva; National University of Formosa, Argentina

Abstract

The analysis of the attitude of students in the teaching of physics in the first university year provided information that allowed teachers to know the value that students could give to the teaching of physics that takes place in the classroom. For this purpose, data were collected by means of the Attitude in Physics Teaching questionnaire in two stages, the first one before conducting a class on mechanical properties of solids and the second stage at the end of the class. The analysis was carried out with SPSS software, which included descriptive statistics and then principal component analysis was applied. The results showed the strong relationships between the different items of the questionnaire and a significant increase in students' attitudes towards teaching university physics.

Keywords: Attitude; Teaching; Reliability; ACP Statistics; Education.

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Examining the Perceptions of Future Teachers on the Concept of Play

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Abstract

Play is an important concept not only for children but for all ages. Giving and gamifying education with plays will increase the permanence of knowledge. Gamified education will enable people to be active while learning. The information received in active learning is much more efficient than normal learning. Since the students of the education faculty will be the teachers of the future, the qualifications of their education are very important. Adding plays and gamification to their education will further increase the quality of quality education for future teachers. The aim of this study will be to examine the perceptions of the students of the Faculty of Education about the play. In this study, quantitative research method was used to reach the research data. The study was conducted with the students of the faculty of education studying at a foundation university in Istanbul. On a voluntary basis, 114 students were included in the study group. For the research data, the questions were shared with the students via the Google form and the answers were obtained from the students on the internet. The Play Perception Scale developed by Güneş, Tuğrul, and Demir Öztürk in 2020 was used as a data collection tool in the research. The scale is a five- point Likert type consisting of 20 items and has a three-factor structure: "function of the play and interest/curiosity/exploration in the play", "originality and purpose of the play" and "nature and source of the play". The validity and reliability of the scale were made. Considering the research method, according to the sub-dimensions of the scale, pre-service teachers' faculty departments and genders were processed. T test and one-way analysis of variance were used. Considering the research findings, a significant positive difference was found between the male teacher candidates and the female teacher candidates in the sub-dimensions of "The originality and purpose of the play, the nature and source of the play". A significant difference was found in the function of the play and the sub-dimension of interest/curiosity/exploration in the play in favor of primary school teacher candidates A significant difference was found in the function of the play and the sub-dimension of interest/curiosity/exploration in the play in favor of the 4th grade teacher candidates . When we look at the results of the research, it is very important to collect the opinions of teacher candidates about the play, which is an indispensable part of the nature of the child, for the development of quality education. Making children love the lessons through plays from an early age will ensure that, there are more children who can solve problems, express themselves, and have strong social relations in the future. During the education of teacher candidates, gamification and educational play design should be integrated into education. It is necessary to develop pre-service teachers' play perceptions and increase their gamified education.

Keywords: play, pre-service teacher, education, teaching, perception, play perceptio

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COMPARATIVE ANALYSIS OF SECONDARY SCHOOL STUDENTS' PERCEPTIONS OF MATHEMATICS COURSE SELF-EFFICIENCY ON THE SAMPLE OF AZERBAIJAN AND TURKEY

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Abstract

Introduction : Today, mathematics education aims to train individuals who do research, question, communicate effectively, and use mathematical thinking styles effectively both in daily life and in professional life. Self-efficacy, which expresses an individual's judgment about being able to perform a certain activity, is one of the affective constructs that has a strong relationship with student achievement and learning in mathematics. Self-efficacy perception for mathematics is a self-assessment of whether one has the necessary knowledge and skills to successfully perform a particular mathematical task or problem. The aim of this research is to compare the mathematics course self-efficacy perceptions of secondary school students in terms of various variables between Azerbaijan and Turkey.**Methodology:** Relational screening method was used in the research. The study group of the research consisted of secondary school students aged 10-14 studying in Turkey (Ankara, Antalya) and Azerbaijan (Baku). Personal information form and Self-Efficacy Perception Scale for Mathematics (Umay, 2001) were used in the study. In the normality test, it was determined that the data showed a normal distribution. Descriptive statistical methods such as mean, frequency and standard deviation were used in the analysis of the data, and t-test and one-way analysis of variance (ANOVA) from parametric tests were used.**Results:** In the research findings, the mathematics course self-efficacy perceptions of secondary school students studying in both countries were close to each other and at a moderate level. The self-efficacy perceptions of secondary school students studying in Azerbaijan differ significantly only according to the age variable. The self-efficacy perceptions of secondary school students studying in Turkey differ significantly only according to the working status of their mothers. In the analyzes made according to the sub-dimensions of the scale, while the self-efficacy perceptions of the students studying in Turkey in the mathematics self-perception sub-dimension did not differ in the mathematics self-perception according to the age variable and in the awareness of their behavior in mathematics subjects sub-dimension, the perceptions of the students studying in Azerbaijan differed significantly in the mentioned variables. In the sub-dimension of transforming into life skills, the mathematics self-efficacy perceptions of the students in both countries do not differ significantly according to the variables of gender, working status of the mother, employment status of the father, educational status of the father and socio-economic status. While the self-efficacy perceptions of the students studying in Azerbaijan do not differ in the sub-dimension of transforming into life skills according to the age variable and the mother's educational status variable, the self-efficacy perceptions of the students studying in Turkey differ significantly according to the age variable and the mother's educational status variable. There is a low-level, negative and non-significant relationship between students' mathematics self-efficacy perceptions in both countries.

Keywords: Mathematics, self-efficacy perception, Azerbaijan, Turkey

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How did academic collaboration occur in research on STEM attitudes and careers?

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Abstract

The importance of STEM education is increasing in terms of attracting students' interest in science, technology, engineering and mathematics and enabling them to pursue careers in these fields.Increasing the workforce potential in STEM fields for countries and structuring studies to ensure thatSTEM professions are preferred is necessary for both national and international competition.The aim of this study is to examine the co-authorship relationships established between researchers working on STEM career interests, STEM professions and STEM attitudes by creating a social network. For this purpose, the articles scanned in the web of science index between 1983 and 2023were filtered. After the filtering process, a total of 6371 articles constitute the sample of this research. In our study, the relationships established between 10989 authors, 237 universities and121 countries in the co-authorship network were visualized and existing connections were modelled.As a result of the collaborations between the authors in the network, the prominent communities were found with the Louvian algorithm. Other network metrics such as weighted degree centrality, closeness degree centrality and between nes degree centrality were calculated and visualized using Gephi software. The findings obtained as a result of the analysis revealed the characteristic patterns of scientific collaborations in the social network, prominent authors in the field, universities and countries. Authors, universities, and countries were examined in terms of playing a role as an influencer, performing, and being a mediator. When communities form in a co-authoring network, these communities represent strong collaborative groups. Since the network was created using strong relational data, major communities in the co-authoring network were identified. The structure of these communities was examined with social network analysis, which is an interdisciplinary field of study, and the authors who were influencers in the communities were determined.It is thought that the study will provide a foresight to researchers who conduct literature review and bibliometrics analysis on STEM career, STEM professions and STEM attitude fields in terms of revealing prominent authors, universities and countries in these fields and will create a source in abroad perspective.

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At What Age Does Vocational Tendency Begin?

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Abstract

In order for individuals to make the right decision in choosing a profession that determines their lifestyle and status, they need to know their own personal characteristics and skills and choose accordingly. The choice of profession is an expression of personality. What we call professional interests is actually an important part of personality. In other words, interest inventories are personality inventories. If professional interests are an expression of personality, interest inventories can also be considered personality inventories. The growth period takes place between the ages of 4-14 and the concept of occupation in children begins to form in this period. Children who fulfil their career development tasks in this period when they are interested in the future can create a healthy self-perception and the right perspective towards professions. Vocational choice is affected by students' interest patterns and one of the most studied theories is John Holland's career choice theory. In Holland's theory, it is stated that individuals tend to one of six personality types and make their career choices according to these tendencies. In this research, the Short Sphere Inventory derived from Holland's theory by Tracey and Rounds was used as the material. The age range of the inventory includes 8th grade, high school and university students. However, considering the importance of career development at an early age, it is obvious that there is a need for an interest inventory for secondary school students. Determining the early professional tendency is important for more effective training of qualified workforce in this field. The aim of this study is to expand the age range of the short-sphere inventory by using supervised learning algorithms.In this research, a machine learning-based analytical model has been developed that allows the age range of the Short Sphere Inventory to be expanded. In this model, students who gave outliers in the sample were identified with the Minimum Distance Co-Variance method and were excluded from the analysis. In a sample that included 5, 6 and 7 grades and whose sincerity was confirmed, it was tried to determine the questions of the students based on the scores they got in the relevant factor with the LASSO logistic regression method. Internal consistency was sought between age groups by comparing the questions for which the Lasso model calculated the factor score with the questions suggested by the scale. As a result, the measurements were confirmed with high predictive success and the age range was expanded. The main conclusion to be made in accordance with the results of this research is that the Short Sphere Inventory can be applied in 8th grades, 5th, 6th and 7th grades.

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Logical Fallacies for Empowering Students Thinking and Understanding

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Abstract

Development of thinking and in particular the development of mental qualities – width, depth, independence, logic, mobility, concreteness, criticism, speed, creativity, target orientation, generalization, insight, etc. . , is one of the most important and consistent goals and objectives of math teaching. Simultaneously, the degree to which this aim is fulfilled determines the level and effectiveness of the teaching process for the overall development of the student's personality. An important psychological and pedagogical condition for the development of quality of thinking is students' reflexive understanding of thinking as a process and their own mental capabilities. This work attempts to promote the use of logical fallacies during everyday mathematics classes, especially during classes for exercises through a few examples. Well-chosen examples can improve and empower the process of doing mathematics, and can stimulate the process of creative thinking and motivate students' individual development in their current learning and understanding and lead to the formation of intellectual reflection.

Key words: logical fallacies, student's thinking and understanding, critical thinking, reflection

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