

12th World Conference

on Learning, Teaching and
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Sapienza University
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World Conference
on Learning, Teaching & Educational Leadership

**ABSTRACTS
BOOKS**

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ABSTRACTS BOOKS

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KEYNOTES



Dr. Jesus Garcia Laborda PhD, EdD, MA, MEd Dean of the College of Education, Universidad de Alcala c/ Madrid, 1, 19001 Guadalajara; Spain

Keynote Title: “ How to get more and better citations”

One of the most relevant issues in today's research is the old fashioned idea of being cited. Although this trend is changing dramatically, many countries still rely on papers published in impact journals and their citations in the Web of Science and Scopus. This presentation states how to improve these aspects but also the fact that citations must also come from relevant researchers. To do so, the paper addresses the importance of having accessible and relevant (or trendy) papers that are usually included in repositories, databases and also social media.

Bio: He has Master in ESL (University of Georgia), a Master in Comparative Language and Literature (University of Wisconsin), a Doctor in English Philology (Complutense University of Madrid) and a European Doctor in Didactics (Complutense University of Madrid). He has been an assistant professor at the University of Georgia and the University of Wisconsin. He has also been a Visiting Scholar at Penn State University and the University of Antwerp and has taught courses in Lithuania, Cyprus, Turkey, Colombia and Brazil. He has been principal investigator in four R&D projects and participated in seven more. He has also directed five teaching innovation projects at the University of Alcalá and the Polytechnic University of Valencia. Since 2013, he has been the director of the RELTS research group in which researchers from the Franklin Institute participate. In 2017-2018 he was Acting Director of the TAEG Knowledge Center (Cyprus) where he continues to hold different positions. He has more than 240 publications. Since 2019 he has been dean of the Faculty of Education at the University of Alcalá and before that he has been director of the Department of Modern Philology at the same university (2016-2019). He belongs to the Cloister of the University of Alcalá, to the Board of the Faculty of Educational Sciences, to the Board of the Faculty of Sciences of Philosophy and Letters and to the Governing Council of the University of Alcalá in addition to numerous commissions. He is editor-in-chief of Encuentro Magazines (ESCI / web of Science), Global Journal of Foreign Language Teaching (Requested ESCI / SCOPUS), Internal Journal of Learning & Teaching (Requested ESCI / SCOPUS) and co-editor of Computer Assisted Language Learning Electronic Journal (SCOPUS), as well as a member of the scientific or evaluating committee of 15 other high-impact journals (JCR / SCOPUS / ESCI). He is also a 3rd member of the European Association of Languages for Specific Purposes. He is a specialist in language teaching, assessment, educational technology, and bilingual education.



Prof Dr. Nilgün Sarp,
İstanbul Bilgi University

Keynote Title: "Distance education in Health Sciences as a response to pandemics"

Nilgun SARP BsC, BsC, MsC, Ph.D

Date of Birth: June 27, 1958

Academic Credentials

Hacettepe University, School of Home Economics, Child Development and Education **B.Sc, 1975-1980**

Ankara University, Faculty Of Education, Special Education **B.Sc , 1980-1983**

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Hacettepe University, Institute of family Health, Family Health. **Ph.D , 1983-1987**

Birmingham University, Health and Hospital Management Center, Health and Hospital Management. **Post-Doc. 1998-1999**

Professional Experience

Professor of Child Development Department at Faculty of Health Science, Istanbul Bilgi University, Istanbul-Turkey (2018..)

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- Professor, Head of Child Development Department at Faculty of Health Science, Bahcesehir University, Istanbul-Turkey **(2015-2016)**
- Professor, Founding Dean of Faculty of health Science, European University of Lefke-North Cyprus **2010-2015**
- Professor, Vice Dean and the Dean of Faculty of Health sciences, Ankara University **1996-2012**
- Founding Dean, Faculty of Health Sciences, European University of Lefke –North Cyprus 2010-2015
- Girne American University, Rector **(August 2008-September 2009)**
- Ankara University, Faculty of Health Education. Senator, Dean, Head of Health Management Department, Professor **(1996-2012)**

- Erasmus Exchange Academic and visitor researcher- East Anglia University, East Anglia University Diversity and Equality in Careers and Employment Research. **June- Sept 2007**
- Researcher, Leadership Project, NHS Institute of Innovation and Implement-London, UK. **June-September 2005**
- Fulbright Visiting Scholar, the George Washington University at the Center for Disaster, Crisis Risk Management, Washington DC, USA. **August 2002-February 2003.**
- Prime Ministry, Family Research Center, Expert, Chief of Section and Head of Research Department **(1993-1996)**
- Ministry of Interior, Department of NATO-Foreign Relations, Chief of Section **(1990-1993)**
- Ataturk Child Institution for 0-12 year's children. Expert, Deputy Director and Director **(1980-1990)**

Prof Sarp has 53 international and national articles, 48 presentations, 10 international book chapters, 12 national book chapters and 12 books (editör or as a writer). She also completed 20 national and international projects, and a member of national and international academic Institutions.

ABSTRACTS

Higher education perceptions of preschool children from low socio-economic families

Secil Yucelyigit, TED University, Turkey

Sühendan Er, TED University, Turkey

Abstract

This study aimed to determine how low-socio economic level preschool children's perceptions of higher education differ after a planned and structured visit to a university. The study used purposive sampling to gain detailed knowledge about higher education perception of preschool children with low socio-economic background. Participants included 29 children between the ages of 48 and 60 months from a public preschool in Ankara, Turkey. In this phenomenological study data were collected through interviews with children. A pre-interview was conducted where each child was asked the following three questions about higher education: 'What is higher education?', 'Who attends higher education?' and 'What do they do at university?'. The interview was informal enough to gain additional information about children's perceptions of higher education and university. The children were then taken to a university campus in Ankara where they participated in a set of planned activities there. After their visit to the university the post-interview session was conducted and the children were asked the same questions. The interview results underwent content analysis. The results indicated that participating in a set of activities at the university, children's understanding of higher education and perception of university changed considerably. While the pre-interview findings showed that six out of 29 children had no clear image of higher education, post-interview findings revealed that their perspectives widened and their perceptions became clearer?.

Keywords: higher education, low-socio-economic level, preschool children, perception, university

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Medical translation in translator training

Gabriella Kovács, Sapientia Hungarian University of Transylvania, Romania

Abstract

With the development of medicine, and now as a result of the Covid pandemic, the demand for the translation of medical texts has increased significantly. Translations play an important role in disseminating medical knowledge and new medical discoveries and are vital in the provision of health services to foreigners, tourists or minorities. Translating medical texts requires a variety of skills. In our study, we assess the extent to which translation and interpretation students at Sapientia Hungarian University of Transylvania are able to translate medical texts from English into their mother tongue (Hungarian) and Romanian (the official language of the country). For curriculum development, we examine whether the lack of medical knowledge affects the work of translators and what strategies can be used in translation in the absence of this expertise. We also examine our students' attitude related to translating medical texts and becoming a medical translator.

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Assessing competence in teacher education: development of university students' problem-solving skills

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Abstract

Measuring problem-solving thinking is not new; it has been one of the most studied thinking skills in the last two decades. It aims to provide a comprehensive picture of students' knowledge, level of development of their abilities and skills. Whereas earlier the factual knowledge was measured, today the basic idea of the measurements is the examination of the students' ability to orient themselves in new, life-like situations. In our research, we examined the development of complex problem-solving skills among 1st year teacher training undergraduate students in engineering of Sapientia Hungarian University of Transylvania (N = 73). Our goal was to determine whether knowledge transfer works among students in interpreting life-like, specific problems. A worksheet was used as a measuring tool. In compiling it, we applied the concept that tasks include computer-transferable algorithms (such as topological sorting, cryptography process, parallel computing and constraints), and their solution does not require any special IT knowledge, only structured and logical thinking. In my presentation, I report on the extent to which teacher training students have acquired knowledge and problem-solving strategies related to certain disciplines. The obtained data shed light on the fact that the lack of an interdisciplinary approach hinders the recognition of the connections between the different fields of education. It can be formulated as an objective for teacher training institutes that by validating the interdisciplinary approach in their training, which highlights the importance of connections between different fields of education, to develop the key competencies which would reduce the deficiencies in secondary education.

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EXAMINATION OF SOCIAL APPEARANCE CONCERNS OF STUDENTS FACULTY OF SPORTS SCIENCES IN TERMS OF SOME VARIABLES

Nalan Aksakal, Eskisehir Technical University, Turkey

Serdar Kocaekşi, Eskisehir Technical University, Turkey

Abstract

The aim of this study is to examine the social appearance anxiety of the students of Eskişehir Technical University Faculty of Sport Sciences in terms of some variables. The sample of the study consists of 260 students, 117 females and 143 males, studying at Eskişehir Technical University Faculty of Sport Sciences. The mean age of the students participating in the study was 21.28 ± 1.95 . Social Appearance Anxiety Scale was used as data collection tool. SPSS 21 package program was used in the analysis of the obtained data. Data were analyzed using t-test, one-way analysis of variance (ANOVA), Tukey multiple comparison tests. When the findings of the study are examined, it is seen that the social appearance anxiety scale scores do not show a statistically significant difference according to the gender and class variable ($p > .05$), however, the social appearance anxiety scale scores show a statistically significant difference according to the department variable and in order to determine between which departments this significant difference is. According to the Tukey test results applied, the differences were found between the Coaching Education, Physical Education and Sports Teaching and Recreation departments and Sports Management department ($p < .05$). As a result, the students studying in the sports management department have more social appearance anxiety than the students studying in the physical education and sports teaching, coaching and recreation departments, and the fact that the students studying in sports management are enrolled in the department with a placement score, not with a special talent exam, will increase their social appearance anxiety in practice courses. can be said to increase negatively.

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BOXERS' UNDERSTANDING OF HUMOR: A PHENOMENOLOGICAL STUDY

Nalan Aksakal, Eskisehir Technical University, Turkey

Serdar Kocaekşi, Eskisehir Technical University, Turkey

Canan Turgut, Anadolu University, Turkey

Abstract

The aim of this study is to examine the boxers' sense of humor. The sample of the study consisted of 13 boxers, 2 female and 11 male, between the ages of 21 and 29 (Age: $\bar{x}=23.76\pm SD=2.71$). The method of the study was determined by the criterion sampling method, which is one of the purposive sampling methods. In the study, phenomenology design, one of the qualitative research methods, was used in order to learn his thoughts and views in depth. The data collection process was carried out with semi-structured interviews. In the analysis of the obtained data; Content analysis, which consists of coding the data, finding the themes, organizing the codes and themes, defining and interpreting the findings, was used. As a result of the calculations made within the scope of the study, the reliability of the research was 86% and the study was accepted as reliable. In the study, the findings obtained as a result of the interviews with the boxers; The concept of humor consists of 4 themes: participation in humor approach, developing sense of humor and coping with negativities in humor. As a result; The concept of humor has a positive meaning for the individual. This positive meaning affects the individual's ability to cope with difficulties. It can be said that with the participation in the humor approach, positive communication can be developed between the athletes or friends before, during and after the training, and at the right time, without exceeding the frame of respect with the right sense of humor, and their togetherness can be improved in a positive way. In addition, in order to develop the sense of humor, the individual should be provided with creative thinking and learning through his own life can be taken as the basis in education. In this direction, it can be stated that humor can be used to reduce stress and eliminate negativities with the sense of humor in the process of identifying and coping with problems through humor.

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SCIENCE TEACHERS' OPINIONS ON SOCIO-SCIENTIFIC ISSUES

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Abstract

Along with the need for the number of scientifically literate people in our age, the necessity of giving more importance to socio-scientific issues in our education system is emphasized. The 2018 science curriculum, which aims to raise individuals as science literate, has emphasized the importance of socio-scientific issues at the point of achieving this goal (MEB, 2018). In terms of the effect of socio-scientific issues on being scientifically literate, students should have knowledge about socio-scientific issues, be able to discuss them, and be educated enough to find solutions to the problems they encounter in real life. The people who will guide their students in gaining these skills are undoubtedly teachers. In order for teachers to guide their students in this regard, awareness of socioscientific issues should be created. It is thought that socio-scientific issues can be used as a context for gaining decision-making skills within the scope of the special purpose expressed as "Developing reasoning ability, scientific thinking habits and decision-making skills by using socio-scientific issues" in the curriculum (MEB, 2018). The aim of this study is to determine the views of science teachers on socio-scientific issues. Case study, which is a type of qualitative research method, was used in the study. In this study, the participants were determined by easily accessible case sampling, one of the purposive sampling types. The study group consists of 28 science teachers. A document consisting of open-ended questions and examined by two science educators was used as a data collection tool. In the analysis of the data, content analysis was performed by creating codes, categories and themes. According to the findings obtained in the research; Teachers characterize social issues, controversial issues, issues related to daily life and open-ended critical issues as socioscientific issues. The teachers listed the sources of information on these subjects as articles and thesis in the relevant field, the internet environment, scientific journals and current events. There are many units in the science curriculum that teachers associate with socioscientific issues. In order to increase their competence on socioscientific issues, they expressed their opinion on increasing the number of seminars-conferences, scientific journal contents, in-service training and TUBITAK projects. With the results of this study, it is aimed to contribute to the design of more suitable learning environments by determining the deficiencies in the teaching process of socioscientific issues.

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University Students Perception about Learning Technology: A Thematic Analysis

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Moshe Facier, Babes-Bolyai University, Romania

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Liliana Ciascai, Babes-Bolyai University, Romania

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Abstract

Objective: The purpose of this project is to examine in depth the perceptions and expectations of university students regarding their digital learning process and to investigate how they relate to the experience of online or virtual learning. Thus, the question that this study aims to answer is: "what is the perspective of university students on digital learning?". **Methods:** An online survey was disseminated and 39 university students agreed to respond to the questionnaire. The data were examined using thematic analysis. **Results:** The analysis identified five themes: "development", "innovation", "preference for multimodal learning", "resource difficulties", "social interaction". **Conclusion:** The results show that university students exposed a positive attitude towards digital learning, highlighting its role in learning motivation and cognitive development. At the same time, they prove to be conscious of the limits of this type of learning. The present study argues the necessity of a revised pedagogical approach and proposes directions for future research. **Keywords:** learning technology, digital learning, online learning, virtual learning environment, pedagogy, didactics

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A Context-Based Approach to Teaching Dynamic Programming

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Abstract

In today's rapidly evolving, technology-infused world, developing computational thinking skills is becoming more and more relevant. Recent studies indicate that teaching programming skills occupies a central role in developing this skill in numerous fields of science. Although this statement is more relevant regarding higher education, the importance of teaching programming on a high-school level is becoming more and more evident, and there are initiatives for introducing it in primary education as well. On the other hand, decades of experience show that teaching programming in an effective manner is challenging even in the case of university students. A context-based approach is one of the successful methods of teaching programming: the basic idea, concepts and theories of programming are put into a context which meshes well with the idea of "teaching for understanding", its primary goal being to assist with knowledge transfer. The goal of this research is to examine the ways in which the context-based approach can be used in teaching programming. The first step consists of developing two algorithm visualization tools: a hardware-oriented one, and a software-based one. Our assumption is that a software-based visualization tool will prove more useful for IT students, while engineering students will find the hardware-oriented tool more efficient. Our lecture includes the presentation of both the hardware and software-based algorithm visualization tool. The two different contextual approaches will be used in teaching information science for STEM students.

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Perceptions of Prospective Teachers on the Application of Context-Based Approach in Chemistry Lessons

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Abstract

Context-based approach is the approach in which contexts are used as the starting point while developing scientific ideas in teaching environments. The aim of the context-based teaching approach is to associate scientific concepts with daily life and in this way to increase students' willingness to learn science. It is assumed that examining the views of prospective teachers about the approach to provide qualified context-based teaching will contribute to the literature. The aim of this research is to explore the perceptions of prospective teachers in using the context-based approach in chemistry subjects. This qualitative research was carried out with 21 prospective teachers attending the Department of Chemistry Teaching at a state university in Turkey. Prospective teachers were trained on the context-based approach and the preparation of activities for 4 weeks, 2 hours a week. Then, each of them taught the lesson with a material they prepared on the topic they chose. The data of the research were collected through a semi-structured interview form. As a result of the descriptive analysis, it was revealed that continuous professional development activities are required for the application of the context-based approach, the approach increases the active participation of the students in the lesson, the activities help permanent learning, and this approach is not an approach that can be applied to every chemistry subject. In this study, it was seen that the context-based approach is an approach that will increase students' interest in the lesson, but it is perceived as a difficult approach to implement unless teachers have sufficient knowledge about the approach. Therefore, it is suggested that continuous professional development on the subject should be provided by giving professional development programs, in-service and pre-service training to teacher candidates and teachers.

Key words: context-based approach, chemistry course, prospective teachers

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DEVELOPMENT OF IN-SERVICE TRAINING ATTITUDE SCALE FOR PHYSICAL EDUCATION TEACHERS

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Abstract

The aim of this study is to develop an in-service training attitude scale for physical education teachers. In the study, exploratory sequential design, one of the mixed research methods, was used. In order to create the conceptual model of the study, semi-structured interviews were conducted with 17 physical education teachers (5 female, 12 male) selected according to the chain sampling method, one of the qualitative sampling methods. The data were collected via Google forms on the internet. Qualitative data were interpreted with content analysis, and quantitative data were interpreted with validity and reliability analysis. Two different samples were used to conduct exploratory (n=18) and confirmatory factor analyzes (n=120). The results of exploratory factor analysis show that 24 items in the scale are grouped into 6 factors. As a result, these findings show that it is a valid and reliable measurement tool in the evaluation of in-service training attitudes towards physical education teachers.

Keywords: Physical Education teacher, In-Service Training, Attitude

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