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Professor of Educational Technology
Member, Higher Education Planning, Supervision, Accreditation and Coordination Board, Nicosia, **North CYPRUS**
President, Cyprus Educational Sciences Association (Members of EERA & WERA)

Keynote Title: "Internationalization in Higher Education"

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 representing KEB-DER and put effort on being a full member of European Educational Research Association.

Prof. Dr. Esra ARUN ÖZER
Dean of School of Medicine
İzmir Tınaztepe University, Turkey

Keynote Title: "New medical education models for future doctors"

Bio: Esra Ozer, M.D., completed her medical education at Ege University School of Medicine, Izmir, Turkey in 1993. Between 1994-1998 she performed her residency at the Department of Pediatrics, of Tepecik Training and Research Hospital, Izmir Turkey. She worked as chief resident during 1999-2003 at the same department. She worked as a neonatology fellow at Dokuz Eylul University School of Medicine during 2003-2006. She became associate professor in 2005 and Clinical Chief of Neonatology in 2008 at Tepecik Training and Research Hospital. In 2015, she started working as a Professor and Head of Pediatrics and Neonatology of Mugla Sitki Kocman University School of Medicine, Mugla, Turkey. She worked as Proffessor in Pediatrics and Head of Neonatology Department during 2017-2020 in Manisa Celal Bayar University School of Medicine. Since April 2020, she has been working as Consultant Neonatologist in Izmir Tinaztepe University Buca Hospital. Dr. Ozer worked as a visiting fellow at the department of Neonatal Intensive Care Units of University of London Elizabeth Garrett's Hospital, in 2007. She had awards in the field of neonatal nutrition and prematurity related lung diseases. She has authored several peer-reviewed scientific publications and book chapters.

Prof. Dr. İLKE KESER
Gazi University, Faculty of Health Sciences,
Department of Physiotherapy and Rehabilitation
Ankara, Turkey

Keynote Title: "Patient Education with Telerehabilitation in the COVID 19 Pandemic"

Abstract: With the interruption of access to hospitals and health services due to the Covid-19 pandemic, the need for access to information and telerehabilitation applications has increased through social media and mass media. The rapidly increasing studies and developments in this field are grouped under two headings: "Access to health-related information through social media" and "Telerehabilitation practices". As a result of the increase in the demand for accessing the information needed in the field of health during the Covid-19 pandemic process, many videos have been published on social media platforms that are open to the access of the entire public. The contents of the videos published for patient education were analyzed and it was concluded that the awareness of questioning the accuracy and reliability of the information accessed in the society should be raised and especially the videos in the field of public health should be audited before they were published. With the prolongation of the stay at home during the Covid-19 pandemic process, telerehabilitation has become a priority option in all areas due to the increased need for access to physiotherapy and rehabilitation applications for both healthy and acute/chronic disease individuals. The findings of the articles examined on the effectiveness of telerehabilitation applications demonstrated that while the education of healthy individuals has focused on maintaining healthy living habits and physical activity level, the education of individuals with acute/chronic diseases has focused on many different topics such as Covid-19 and postcovid symptoms, cardiopulmonary, orthopedic, neurological, women's health, geriatric, pediatric and oncological physiotherapy and rehabilitation. By comparing telerehabilitation with face-to-face applications, the advantages, disadvantages and importance of telerehabilitation, as well as the situations that need to be applied carefully, become clear.

LEARNING BIPA THROUGH FOLKTALES: NEED ANALYSIS OF FOREIGN STUDENTS IN INDONESIA

Febi Junaidi, Universitas Sebelas Maret
Sarwiji Suwandi, Universitas Sebelas Maret
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Aldi Dwi Saputra, Universitas Sebelas Maret
Jaka Ramdani, Bandung Institute of Technology

Abstract
The existence of Indonesian language is currently increasing. This can be seen from many foreigners who are interested to learn Indonesian language for foreigners called BIPA. The Government of Indonesia through the Ministry of Education and Culture also sent the teachers of BIPA to go abroad. This reality makes Indonesian language increasingly known by foreigners, especially among students. The purpose of this study is to know the need foreign learners in learning Indonesian language with using folktales. This study used a qualitative approach. Data were obtained through observation and deep interviews conducted to some international students. The results of the study showed that foreign students are so interested in learning through folktales. They also hope that the BIPA learning will use Indonesian language dominantly, variations of methods and resources, innovative media using various folktales, and meet many new classmates who come from different countries. Some students also assume that Indonesian language is unique and easy to learn with using fokltales. The implication of this study is expected that BIPA teachers could use folktales as a material content in BIPA learners.

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Internalization of Green Social Work on the Protection Education Curriculum and Social Empowerment in Indonesia

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Abstract
This new era, the Ministry of Social Affairs of the Republic of Indonesia through the Bandung Social Welfare Polytechnic developed a Social Protection and Empowerment curriculum that is internalized with Green Social Work in producing social worker practitioners. In the previous curriculum, the non-physical environment has not been a special concern in the educational curriculum, by internalizing Green Social Work, adding that the physical environment is an important part of the learning process. Researchers are interested in exploring using the qualitative method. Key informants and supporters qualitatively come from educational curriculum developers at the Social Welfare Polytechnic, students, and alumni. The results showed that the Green Social Work education curriculum for undergraduate students of social work had excellent outputs. For example, producing graduates to become Green Social Workers. In addition, through the Green Social Work curriculum, it can respond to and deal with contemporary problems such as handling vulnerable communities to the impacts of climate change, and having professional capabilities that are environmentally friendly. The thinking framework in student professional practice encourages practices that uphold inclusiveness, equality, equitable distribution of resources, and uphold human rights. Through this curriculum, it encourages the acceleration of sustainable welfare development.

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Impact of coronavirus media exposure on the psychological wellbeing, lifestyle changes and gender differences on adult population in North Macedonia.

Nita Beluli Luma, Mother Teresa University

Arsim Sinani, University of Prishtina "Hasan Prishtina" – Prishtina, Kosovo

Abstract

During a global crisis like the coronavirus pandemic, it's understandable that we would want to follow the news. When uncertainty is high, it drives our brains to seek as much information as possible to feel in control. Staying glued to the television or constantly refreshing our social media feeds may help us feel slightly less anxious in the short term. These behaviors ultimately have the opposite effect. Indeed, in the long term these behaviors that are linked with following the news too much would increase our anxiety by feeding the idea that we could control what might come or what to expect and be prepare for it, but having in consideration that COVID-19 is so unpredictable that we could never be too sure about what the future holds for the humanity. Watching too much news; consuming limitless social media news portals which are full with misinformation, rumor and conspiracy theories circulating every day can lead to certain psychological issues which may interfere with the quality of life. The recent study has been focused on many variables like, the amount of time the people spent on following the news regarding the coronavirus outbreak, the mental issues that arise from media impact; the gender differences on these associations and lifestyle changes due to the influence the media has on the way we behave and interact with others. The study did prove that people that spent too much time following the news not only on TV but also adding information throughout internet on daily basis, are those who experience more anxiety and depressive symptoms. Also we did come to findings that women do not exceed men at following the news, indeed we didn't find any statistical differences among them, although women tend to experience greater levels of stress and anxiety from following the news excessively, than men. Stress is another outcome of following the pandemic news too much and lifestyle changes are also verified to come as a result to such influence.

Key Words: coronavirus news, mental health, lifestyle changes, gender differences, coronavirus anxiety.

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İLKOKUL ÖĞRETMENLERİNİN SANAL ZORBALIK FARKINDALIK DÜZEYLERİ İLE İLETİŞİM BECERİLERİ YETERLİLİKLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ: KARS İLİ ÖRNEĞİ

Ezgi Pelin Yıldız, Kafkas University, Turkey

Duygu Durmus, Kafkas University, Turkey

Abstract

Sanal zorbalık, bir kişiye zarar vermek amacıyla bir birey ya da grup tarafından elektronik posta, akıllı telefon, çağrı cihazları, kısa mesaj servisleri (SMS) ve web siteleri gibi kaynakları ve Bilgi ve İletişim teknolojilerini kullanarak; kasıtlı, tekrar edici bir şekilde düşmanca gerçekleştirilen davranışlardır. Alan yazın incelendiğinde; sanal zorbalık davranışlarının kasıtlı zarar vermek, akran baskısı, olumsuz aile-arkadaşlık ilişkileri, saldırganlık, zarar verme amaçlı öç almak, hedef kişiye yapmak istemediği bir eylemi yaptırmak amaçlı gerçekleştirildiği görülmektedir. Sanal zorbalık davranışlarının gerçekleştirilme yüzdeliğinin saptandığı bir araştırmanın sonuçlarına göre; Türkiye'de 14-18 yaşları arasında 160 ergenle yapılan araştırmanın sonuçlarına göre; gençlerin sanal zorbalığa maruz kalma oranının %83 olduğu tespit edilmiş ve bu oranın ciddiyetine vurgu yapılmıştır. Sanal zorbalığın uzun vadede bireylerin, özellikle örneklem kapsamında gençlerin psikolojileri üzerinde yarattığı olumsuz etkiler incelendiğinde ise bunalım ve depresyon hali, insanlardan korkma ve/veya utanç duyma, sürekli uyarılmış bir hal, sanal ortamlardan ve teknolojiden uzaklaşma, sorumluluktan kaçma, bağımlılık yapan zararlı maddelerin kullanımı, okuldan uzaklaşma gibi olumsuz davranışların varlığı dikkat çekmektedir. Çocuk ve/veya gençlerin sanal zorbalığın belirtilen olumsuz etkilerine maruz kalmalarını önlemek adına eğitimdeki diğer paydaşlarla (okul yöneticileri, sınıf-branş öğretmenleri, rehber öğretmenleri, aileler gibi) iletişime geçilmesi ve bu bağlamda paydaşlar arasında gerçekleştirilecek işbirlikli çalışmaların önemli ve problem çözümü anlamında etkin olabileceği öngörülmektedir. Akademik anlamda öğrencilerin güvenli eğitim almalarına destek olmak, çocukları ve gençleri güvenli internet kullanımına teşvik etmek, çocukların ziyaret ettikleri site ve paylaşımların kontrolü ve onların teknolojiyi kullanırken gösterdikleri anormal ve saldırgan davranışlara dikkat çekilmesi gibi farkındalık davranışları sanal zorbalığın önüne geçilmesine destek verecektir. Bu bağlamda belirtilen paydaşların sanal zorbalık farkındalık düzeylerini belirleyip elde edilen bulgulara göre konu kapsamında ilgili kurum ve kuruluşlarca eğitimler düzenlemek paydaşların bu konuda bilinçlendirilmelerine katkı sağlayacaktır. Tüm bunların ışığında bu çalışmada, ilkokul öğretmenlerinin sanal zorbalık farkındalık düzeylerini belirlemek ve bir bağımlı değişken olan; iletişim becerileri yeterlilik düzeyleri ile ilişkilendirmek amaç edinilmiştir. Bu amaca hizmet etmek üzere, Kars ili Milli Eğitim Bakanlığına bağlı ilkokullarda görev yapan toplam 154 öğretmen ile araştırma yürütülmüştür. Araştırmada yöntem olarak, nicel araştırma yöntemlerinden ilişkili tarama yönteminden yararlanılmış ve çeşitli istatistiksel testlerle ilgili bulgular ortaya konulmuştur. Araştırmada elde edilen bulguların eğitim paydaşlarına sanal zorbalık farkındalığının kazandırılması adına alan yazına ve araştırmacılara katkıda bulunacağı öngörülmektedir.

Anahtar Kelimeler: Sanal Zorbalık, Bilgi ve İletişim Teknolojileri, Farkındalık Düzeyi, İletişim Becerileri, İlkokul Öğretmenleri.

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IMPACT OF COVID-19 PANDEMIC ON ELEMENTARY SCHOOL CHILDREN'S SLEEP HYGIENE

Nita Beluli Luma, Mother Teresa University

Abstract

It is essential to study the impact of the pandemic in children referring to the sleep disturbances, having in consideration that they may trigger neurobehavioral disorders or increase the frequency of occurrence of a present, existent disease. The effect on sleep in elementary school age, healthy children during the pandemic has been studied in various online survey studies with varied conclusions. Hence we believed that there is a need to comprehensively study the repercussions of the pandemic and the safety measures on children's sleep hygiene. This study provides us with the opportunity to conceive a general idea about children's sleep quality or sleep disruptions that will be used as guidelines on lifestyle behavior recommendations and psychotherapeutic approaches for the children. No research study has been conducted in our country to examine the impact of the pandemic on the prevalence of sleep problems among the elementary school age children therefore the present study is focused on exploring the sleep patterns, sleep disturbances and other associated factors during COVID-19 pandemic outbreak in elementary school children. From the research we were able to come to conclusions that children age 7-8, are more prone to experiencing few sleep subscales that relate to common sleep problems such as: bedtime resistance, sleep anxiety, night waking, and parasomnia while children at age 10-11 would perform more sleep onset delays than younger ones. Sleep anxiety correlates positively and impacts the bedtime resistance significantly, and children who have night waking sleep issues are those who also suffer more from parasomnia sleep symptoms.

Key Words: children mental health, sleep patterns, sleep health, sleep disruptions, COVID-19.

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Teaching online during COVID-19 in Ukraine and Spain: Was there any difference?

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Abstract

This paper addresses the differences between teaching in Ukraine and Spain online during the pandemic. It stresses that both countries shared difficulties which were common but the differece was established between the facility of instructors to adapt to the online situation as indicated by Kiung Ramírez, Lafford and Wermers (2021).

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A Corpus-based Teaching of Lexical Bundles to Enhance Writing Skills of Prospective EFL Teachers

Serpil Uçar, Tokat Gaziosmanpaşa University

Elham Zarfsaz, Tokat Gaziosmanpaşa University

Abstract

The aim of this research is to investigate whether teaching lexical bundles has an effect on improving the writing skills of prospective teachers and to reveal the attitudes of pre-service English teachers towards teaching lexical bundles treatment to improve their writing skills. The participants of this research was 25 first-year undergraduate students who were studying in the field of English Language Teaching at Tokat Gaziosmanpaşa University, Faculty of Education, in the fall semester of the 2022-2023 academic year. Both quantitative and qualitative instruments were used in the study. The quantitative data were collected through pre-test and post-test. The participants were asked to write a argumentative writing on a given topic prior to and after the instruction. The qualitative data were collected through questionnaire which contains two sections: closed-ended and open-ended questions in order to get participants' views on the treatment. The results of the study showed that the instruction of lexical bundles had a significant effect on the achievement of lexical bundle knowledge to improve the students' writing ability. The results of the qualitative part of the study showed that participants highly benefited from this treatment, which helped them improve their academic writing quality by using the target lexical bundles.

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Türkçe Öğretmenlerinin Yaratıcı Dramaya İlişkin Yeterlikleri ve Görüşleri

Eylem Ezgi Ahıskalı, Balıkesir University

Abstract

Yapılandırıcı yaklaşım merkezinde bir Türkçe öğretmeninin dersinde kullanabileceği, öğrencilerinin yaratıcılığını geliştirebilecek en etkin ve en etkili yöntemlerin başında yaratıcı drama gelmektedir. Yaratıcı drama etkinlikleri, katılımcıların içinde yaşadıkları bir süreçtir ve etkinlikler sırasında katılımcılara olayları, kavramları, durumları yaşayabilecekleri farklı ortamlar sağlar. Yaratıcı drama sürecinde katılımcılar, belirledikleri bir olay örüntüsü veya fikir üzerinde bir senaryoya bağlı kalmaksızın doğaçlama olarak rol alır ve role uygun davranışları gerçekleştirir. Bu durum konu ile ilgili gerçeğe en yakın deneyimleri yaşamalarına olanak verir. Türkçe dersinde bireyin temel olarak anlama ve anlatma becerilerinin geliştirilmesinin hedeflenir ve yaratıcı drama yönteminin bu derslerde kullanılması ile bilginin düz anlatım yoluyla aktarımı biçiminde gerçekleşen öğrenmeden oldukça farklı ve etkin sonuçlara ulaşılacaktır. Benzer biçimde Milli Eğitim Bakanlığı'nın bilim ve teknolojideki gelişmeleri dikkate alarak yenilediği Türkçe Dersi Öğretim Programında da bilgiyi üreten, ürettiği bu bilgiyi günlük hayatta kullanabilen, iletişim becerisi ve empati yeteneğine sahip bireyler yetiştirmek amaçlanmaktadır. Türkçe öğretmenlerinin de bugünün yaratıcı bireylerini yetiştirebilmeleri için yaratıcı dramaya ilişkin bilgi ve beceri sahibi olması gerekir. Bu nedenle bu çalışmanın amacı, Türkçe öğretmenlerinin yaratıcı drama yöntemine ilişkin yeterlikleri ile yaratıcı dramaya ilişkin görüşlerini belirlemektir. Araştırmanın çalışma grubunu 2022-2023 eğitim-öğretim yılında Balıkesir ilinde aktif Türkçe öğretmenliği yapan 40 öğretmen oluşturur. Nitel araştırma yaklaşımı doğrultusunda tasarlanan bu araştırma, durum çalışması desenindedir. Çalışmada kullanılan veri toplama aracı olarak araştırmacı tarafından geliştirilen on soruluk yapılandırılmış görüşme formu kullanılmıştır. Çalışma kapsamında ulaşılan her türlü veriye katılımcıların sürece ilişkin görüşlerini belirlemek amacıyla içerik analizi yapılmıştır. Elde edilen bulgular alanyazın ışığında tartışılacak ve yeni araştırmalar için önerilere yer verilecektir. Araştırmanın sonuç ve tartışma kısmı için analizler ve yorumlamalar devam etmektedir. Sonuçlar sunum esnasında paydaşlarla paylaşılacaktır. Çalışmanın ilgili alanyazına ve öğretmen yetiştirme programlarının oluşturulmasına güncel bir katkı sağlayacağı düşünülmektedir.

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On the Correlation between EQ and verbal IQ: The Case of Turkish EFL Learners

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Abstract

Verbal/linguistic intelligence is one of the types of intelligence that, in accordance with Gardner (1993), can be vital to acquiring both spoken and written language as well as using language to accomplish goals. The study can be categorized as a survey-based correlation study that sought to examine the relationship between two variables, namely, the verbal and emotional intelligence of learners, using gender as the moderator variable to demonstrate how gender differences affect the relationships between two dependent variables. 120 intermediate EFL male and female students from Tokat Gaziosmanpasa ELT department's relevant classes held in the fall semester of 2022 were initially chosen to participate in the study. The Bar-On Emotional Intelligence Questionnaire's (1997) domestic version's items were given to the subjects to respond to. The questionnaire has 90 items that were broken down into 15 subscales and five higher-order scales in Turkish. The ten-item linguistic intelligence questionnaire, which is a component of a multiple intelligence questionnaire based on Gardner's nine profiles of intelligence, was presented to the participants a few days later. According to the results of the present study, there was a strong positive significant correlation between the verbal and emotional intelligence of male learners, indicating that participants with higher emotional intelligence levels appeared to be better language users and more effective communicators. Additionally, there was a substantial association between female students' verbal and emotional intelligence, showing that raising one can raise the other. As a result, the findings suggested that in language learning classrooms, learners' emotional intelligence may be a substantial predictor of having a greater verbal intelligence. Thus, it may be said that students who score higher on the EI scale are more verbally intelligent, which can result in more performance in language learning settings and better and more successful use of the language that has been learned.

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