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ABSTRACTS BOOK

1ST INTERNATIONAL CONFERENCE ON LIFELONG LEARNING AND LEADERSHIP FOR ALL

Palacky University &
Moravian University College Olomouc

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October 29th - 31st, 2015

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EDUCATIONAL PROCESS AND ITS COMPONENTS IN THE TECHNICAL EDUCATION

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ABSTRACT: The article deals with the issues of a process of realisation of the instruction in technical subjects including also the definition of the didactic concept of the technics in relation to the subject of teaching. The issue of the acquisition of terms from the area of technics is a complicated complex of knowledge and skills that is demanding on the thought process. The explanation of the issue of the technics requires a complex approach by the pedagogue, who knows the rules of general didactics, psychology, and educational science; however, he/she should still be also a technician – an expert in the field of technics. Therefore, the gnoseological approach is a substantial feature of the educational process of the technical education.

Keywords: Process of Education, Educational Science, Subject Didactics, Technical Education, Teacher.

THE RELATIONSHIP BETWEEN UNIVERSITY STUDENTS' INSTRUCTORS' CREDIBILITY AND JUSTICE IN THE CLASSROOM PERCEPTIONS

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ABSTRACT: The aim of this study is to determine the relationship between university students' instructor credibility perceptions and justice in the classroom perceptions and also to analyse these perceptions according to the sex, the faculty the students are studying at, the high school the students graduated from, the region the students were born in, the class the students are attending and the students' belief about the necessity of the courses they are taking variables. Search model was used in this research. The research sample is made up of 1439 students attending 3rd and 4th grades at several faculties associated to Abant İzzet Baysal University. To determine the university students' instructor credibility perceptions, Source Credibility Scale developed by McCroskey and Teven in 1999 and adapted into Turkish was used. To determine the university students' justice in the classroom perceptions, Distributive and Procedural Justice in the Classroom Scales developed by Chory-Assad and Paulsel in 2004 and adapted into Turkish and Interactional Justice in the Classroom Scale developed by Chory in 2007 and adapted into Turkish were used. Also a Personal Data Inventory prepared by the researcher was conducted. In the analysis of the data, tha data distribution was not found to show normal distribution. Accordingly, average, standard deviation, and Pearson Correlation Analysis were applied. At the end of this research, in terms of students' instructor credibility perceptions, it was found that the students were undecided about their feelings on instructors' competence, goodwill and trustworthiness sub-dimensions of instructors' credibility. In terms of students' justice in the classroom perceptions, the students' perceptions on distributive justice and procedural justice in the classroom were found to be fair but their perceptions on interactional justice in the classroom were found to be neither fair nor unfair. In terms of the relationship between university students' instructor credibility perceptions and justice in the classroom perceptions, it was found that there was only a positive significant correlation in a very low level between students' perceptions on instructors' trustworthiness and their perceptions on distributive justice in the classroom and there was no significant correlation between the other sub-dimensions.

Keywords: Instructors' Credibility, Justice in the Classroom, University Student.

THE CHALLENGES FACED BY INTERNATIONAL STUDENTS IN TURKEY

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ABSTRACT: Nowadays, due to the high development and good quality of education in Turkey the numbers of international students from different countries are increasing from year to year despite of the different challenges of being in unfamiliar or foreign environment from their home countries. This paper investigates the challenges facing international students who study at Sakarya University in Turkey. A phenomenological model was used for this study. The data were collected by Qualitative research method. Semi-structured interview was conducted with the sample which comprised of thirty seven international students from different countries who study at Sakarya University. Response frequencies were analyzed. The results show that many responses accepted to have some challenges in pursuing their education at Sakarya University; including communication, language centre (TÖMER), accommodation, environment, cultural, health and other social interaction challenges, and that there should be increased focus on minimizing all challenges facing them by long and short term strategies.

Keywords: Challange, International Students, Cultural Shock.

TURKISH LANGUAGE PROFICIENCY EVALUATION: SAKARYA UNIVERSITY TÖMER GRADUATES

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ABSTRACT: Students studying in foreign countries need to learn and know the language of the instruction at their institutions. A huge number of universities provide language preparation courses for their newcomers before they begin their main courses, but stil some of the students do not meet the demand in their academic lives. The aim of this study is to evaluate the international students' Turkish language proficiency graduated from Turkish Language Teaching, Practicing and Research Centre (TÖMER) of Sakarya University in 2013-14 academic years. In order to assess students' language proficiency, a mixed model research has been performed sharing twelve items in four categories including listening, reading, speaking and writing related to their curricular programs. Thirty participants, current students of Sakarya University, were selected from different African, Asian and European countries and the conclusion of their responses is presented in the study. This research is useful for all language learning centres.

Keywords: Language Proficiency, TÖMER, International Students, Sakarya University.

INVESTIGATING PRIMARY SCHOOL TEACHERS' PERCEPTION OF CONFLICT MANAGEMENT STRATEGIES USED BY PRINCIPALS

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ABSTRACT: The purpose of this study is to reveal how often and which conflict management strategies principals use according to perceptions of primary school. We tried to determine to what extent school principals use integrating, dominating, avoiding, obliging and compromising strategies and if there is a significant difference according to teachers' gender, marital status, wherher they have management experience, ages, education level and seniority variables. In this descriptive study ' The Scale of Determinig Teachers' Perception Related to Principals' Conflict Management Strategies ' develeped by researchers related to school principals' conflict management skills and 'Personal Information Form ' were applied to get demographic information to 300 teachers working in primary and secondary schools. This scale was adapted to Turkish by Gümüşeli (1994) from 'Organizational Conflict Scale 'developed by Rahim (1993).It consists of 28 items and was prepared as Likert type. Data were analyzed using SPSS 22.0 .To determine teachers' perception related to conflict management straaetgies used by managers mean and standard deviation values were used.T-test was used to determine whether there are significant differenceces between avarages of teachers' opinions related to conflict management strategies used byg managers ,according to gender ,marital status etc. variables.One-WayVariance Analysis test was applied to determine whether there are significant differences between avarages of teachers' opinions related to variables such as age,education level,seniority of principals and conflict management strategies used by them. As a result of research,it is observed that school principals use integrating strategy (X^- =3,58) compromising strategy (X^-=3,45),mostly compromising (X^-= 3,00) ,and occasionally avoiding stratey (X^-= 2,99) rarely dominating strategy (X^-=2,35). It is concluded that there isn't a significant difference between teachers' opinions according to gender, marital status, management experience and education level variables.There is a significant difference between opinions related to integrating and comoromising strategies according to seniority variable and there is a significant difference between teacher's opinion related to integrating avoiding and compromising strategies according to both seniorty and age variables.

Keywords: Conflict Management, Conflict Management Strategies, School Administrators.

DOKTORA ÖĞRENİMİNE DEVAM EDEN ÖĞRETMENLERİN LİSANSÜSTÜ EĞİTİMDEKİ SORUNLARI

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ÖZET: Bu çalışmanın amacı, doktora eğitimine devam eden öğretmenlerin doktora eğitimindeki sorunlarını tespit etmektir. Bu amaçla doktora yapan öğretmenlerin, çalıştığı okulla, kendi hayatıyla ve kayıtlı olduğu doktora programıyla ilgili görüşleri araştırılmıştır. Araştırmada olgu bilim deseni tercih edilmiştir. Veriler anket yöntemiyle yüz yüze sorular yöneltilerek toplanmıştır. Araştırma evrenini 2014-2015 eğitim öğretim döneminde doktora yapan on bir öğretmenden oluşmaktadır. Verilerin çözümlenmesinde içerik analizi yapılmıştır. Öneriler bölümünde doktora yapan öğretmenlerin görüşleri ışığında sonuç ve öneriler sıralanmıştır.

Anahtar Kelimeler: Doktora Yapan Öğretmen Görüşleri, Öğretmen Görüşü, Doktora.

MAARİF MÜFETTİŞLERİNİN DAVRANIŞLARI İLE BU DAVRANIŞLARIN ÖĞRETMENLERİ MOTİVE ETME DÜZEYİ ARASINDAKİ İLİŞKİ

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ÖZET: Bu araştırmanın amacı, maarif müfettişlerinin sınıf öğretmenlerine mesleki rehberlik yapma düzeylerine ve bu davranışların öğretmenleri ne düzeyde motive ettiğine ilişkin öğretmen görüşlerini belirlemek ve maarif müfettişlerinin mesleki rehberlik davranışları ile bu davranışların öğretmenleri motive etme düzeyleri arasındaki ilişkiyi belirlemektir. Araştırmanın evrenini 2014-2015 eğtim-öğretim yılında Uşak il merkezinde bulunan, 31 ilkokulda görev yapan öğretmenler oluşturmaktadır. Uygulama sonunda 197 ölçek değerlendirmeye alınmıştır. Verilerin toplanmasında, Arslantaş (2007) tarafından geliştirilen 55 maddelik ölçek kullanılmış olup verilerin çözümlenmesinde betimsel istatistiklerin yanı sıra T-Testi, Tek Yönlü Varyans Analizi (ANOVA) kullanılmıştır. Verilerin analizi sonucunda, öğretmen görüşlerine göre maarif müfettişlerinin mesleki rehberlik yapma davranışlarını "az" derecede gerçekleştirdikleri bulgusuna ulaşılmıştır. Maarif müfettişlerinin mesleki yardım ve rehberlik konularında gösterdiği davranışların öğretmenlerin motivasyonuna etkisi ise "orta" derecede çıkmıştır. Maarif müfettişlerinin mesleki rehberlik davranışlarını gösterme düzeyleri ile bu davranışların öğretmenleri motive etme derecesi arasında anlamlı pozitif yönlü bir ilişki bulunmuştur.

Anahtar Kelimeler: Müfettiş, Rehberlik, Mesleki Rehberlik, Motivasyon, Öğretmen Motivasyonu.

TEACHER BURNOUT-AN EVALUATION ACCORDING TO DEMOGRAPHIC, ORGANIZATIONAL AND PERSONAL VARIABLES

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ABSTRACT: Professional burnout, which is encountered especially in human service professions where human interaction is at its most, is a psychological syndrome which will lead professionals into some physical, emotional, behavioral, interpersonal, and attitudinal problems such as; migraine, gastrointestinal diseases, being cynical or critical at work, a general negative attitude towards colleagues or clients, loss of motivation, exhaustion and unfortunately quitting the job. Former researches reveal that teachers being an important part of human service professionals, also experience burnout in various levels. In this study teacher burnout is investigated by scanning model. Researches attained for the last twent years were analysed under three main headings. Demographic variables (gender, age, seniority and length of service, marital status, having kids, level of education, branch), organizational factors (kind/type of school, appreciation from principals, workload, workplace satisfaction, school's location and work environment) and personal factors (choosing and doing teaching profession willingly, job satisfaction, stress) were taken into account in order to define which sub factors were effective in teacher burnout. After analysing former studies, eventually, it was concluded that among the demographic variables there was no significant difference in gender, age, marital status and having kids but there was in seniority, length of service and branch. For organizational and personal factors there was significant correlation in nearly all the sub factors.

Keywords: Teacher, Burnout, Demographic, Organizational, Personal.

THE ADAPTATION STUDY OF JUSTICE IN THE CLASSROOM SCALE INTO TURKISH

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ABSTRACT: The aim of this study is to make the Turkish adaptation, validity and reliability study of Justice in the Classroom Scale which was formed by unifying Distributive and Procedural Justice in the Classroom Scales developed by Chory-Assad and Paulsel in 2004 and Interactional Justice in the Classroom Scale developed by Chory in 2007. The research sample is made up of 360 students studying at several faculties associated to Abant İzzet Baysal University. The construct validity of Distributive, Procedural and Interactional Justice in the Classroom Scales was measured by using explanatory and confirmatory factor analyses. In consequence of explanatory factor analysis, the following results were obtained: Distributive Justice in the Classroom Scale which has originally one-factor structure was found to have two-factor structure named as ''Expected Justice in the Classroom'' and ''Comparative Justice in the Classroom'' after being adapted into Turkish. Procedural Justice in the Classroom Scale which has originally one-factor structure was found to have three-factor structure named as''Rule Justice in the Classroom'', ''Teaching Justice in the Classroom'' and''Exam Justice in the Classroom'' after being adapted into Turkish. Interactional Justice in the Classroom Scale was found to have one-factor structure as it has in the original form. The confirmatory factor analysis confirmed the different factor structure obtained after the scale was adapted into Turkish. The reliability of Turkish adapted Distributive Justice in the Classroom Scale was found to be .85 through test-retest method and .91 through Cronbach alfa internal consistency method. The reliability of adapted Procedural Justice in the Classroom Scale was found to be .88 through test-retest method and .94 through Cronbach alfa internal consistency method. The reliability of adapted Interactional Justice in the Classroom Scale was found to be .89 through test-retest method and .82 through Cronbach alfa internal consistency method.

Keywords: Justice in the Classroom, Distributive, Procedural and Interactional Justice in the Classroom, University Student.

THE OPINIONS OF HIGH SCHOOL STUDENTS ABOUT LIFELONG LEARNING AND CAREER ADAPTABILITY SKILLS

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ABSTRACT: Being developed of individuals' lifelong learning phenomenon changes also their career beliefs aimed at future. Because learning' expansion to whole life notwithstanding time and place will increase the expectations of career and the efforts of their career adaptation. Students' adolescence period which lasts during high school education and this period's progressive facilities, also many factors including change effect students' decisions for their career. The case of career decision and adaptability to this career effects person's success and happiness or vice versa. Lifelong learning is a process which develops students' efficiency and potentials through their all life. This process keeps alive their curiosity and interests and makes them eager to look for new knowledge so people can adapt to innovations which occur at both society and business world. At this point, lifelong learning is an important tool enabling students to develop their career adaptation skills constantly notwithstanding time and place. Accordingly, with this research it is aimed to define the relation between high school students' opinions about lifelong learning and career adaptability skills. The sample of the research was figured with relational survey model. The universe of the study consists of 433 students who study at 8 state high schools of Düzce, Akçakoca in 2014-2015 education year. Research data were collected via Lifelong Learning Tendencies Scale and Career Adaptation Skills Scale. On data analysis, Standard deviation, mean and correlation analysis (spearman's rho) have been used.

According to research results, the opinions of high school students about lifelong learning are partially I agree level at total, at sub dimensions; for motivation and deficiency of learning editing I agree, for persistence partially I agree and for deficiency of curiosity partially I don't agree levels. Students' opinions about career adaptation skills at both total and sub dimensions (concern, control, curiosity, confidence) are I agree levels. While low level of relation has been determined between students' opinions about lifelong learning and career adaptability skills, it has been arisen that low and medium level of relation between sub dimensions.

Keywords: Lifelong Learning, Career Adaptability Skill, High School Student.

THE OPINIONS OF HIGH SCHOOL STUDENTS ABOUT LIFELONG LEARNING AND THEIR MOTIVATIONAL PERSISTENCE LEVELS

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ABSTRACT: When a person's motivation is thought to be composed of all factors energizing him/herself, it is clearly understood that motivation is an important element for a person's feeling learning as a requirement and this requirement's achieving satisfaction. Schools are the place where people get this requirement consciousness. Especially high school education is a critical period during which students lay the base of their individual preferences, academic career and these factors' relation with learning. Because while some of the students have the chance to get university education, the majority of high school graduates begin to work directly. Even if students graduate from formal education system, their having lifelong learning aspect will affect their perspective about education in a positive way so they will be in need of education to adapt continuous development and change. In Turkey, preparing students for both university and work area according to their interest, aptitude and skills is one of the basic principles. These students' being motivated and maintaining their motivation resolutely is necessary in order to realize and improve themselves, participate social and economic life as an individual and continue their career progress. Because motivational persistence and determination are the leading components which affect their performance to achieve their aims in order to handle with the problems during their lives, be qualified and avantgarde individuals. Motivator factors should be considered at all levels of education from preschool period to university to reach this success. With this research made in accordance with the stated reasons it is aimed to define the relation between high school students' opinions about lifelong learning and motivational persistence. The sample of the research was figured with relational survey model. The universe of the study consists of 433 students who study at 8 state high schools of Düzce, Akçakoca in 2014-2015 education year. Research data were collected via Lifelong Learning Tendencies Scale and Motivational Persistence Scale. On data analysis, Standard deviation, mean and correlation analysis (spearman's rho) have been used. According to research results, the opinions of high school students about lifelong learning are partially I agree level at total, at sub dimensions; for motivation and deficiency of learning editing I agree, for persistence partially I agree and for deficiency of curiosity partially I don't agree levels. Students' opinions about motivational persistence at both total and two of sub dimensions; long-term purposes pursuing and recurrence of unattained purposes, are at neutral level, however ; current purposes pursuing is at I agree level. While low level of relation has been determined between students' opinions about lifelong learning and motivational persistence, it has been arisen that medium and high level of relation between sub dimensions.

Keywords: Lifelong Learning, Motivational Persistence, Anatolian and Vocational High School Student.

STRATEGIES FOR INCLUSION IN THE FACE OF SOCIAL EXCLUSION: CASE STUDY IN ANDALUSIA (SPAIN)

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ABSTRACT: The European Union has committed itself to creating a knowledge-based society in Europe, and considers the fight against failure in schools to be a basic educational problem. In fact, in June 2010, the EU Summit approved five goals to be achieved by 2020, where the need to reduce early school leavers to 10% or less is tackled once again (it had previously been dealt with in the Lisbon Strategy). According to the OECD report "Education at a Glance 2013" the Spanish education system has higher school failure rates than the European average, and one of the highest amongst neighbouring countries. The numbers of early school leavers within the Spanish education system has been falling moderately since the beginning of the economic crisis and fell by 25% in 2013, although in spite of this it continues to be more than double the European average. Moreover, none of the plans approved by the Spanish Government over recent years have made a positive impact in this regard. Within this context, we have put forward the following research questions: What educational practices help bring about a decrease in educational failure in underprivileged contexts? What is the role of teachers and the managerial staff in developing effective educational practices? To what extent do internal practices (curricular, organisational, those related to relations with surroundings, etc.) developed by schools contribute to problems involving attendance and school leaving rates. The general aim of the research focuses on identifying "good practices" which have been shown to be effective, in the sense that they bring about highly significant levels of learning amongst the vast majority of secondary education pupils. The following data form part of the research project detailed above. They are concerned specifically with practices and results involving pupils who experience pronounced difficulties with the curriculum and mainstream learning in compulsory secondary education, and who therefore run a high risk of being educationally and socially excluded. The research was designed as a case study from a descriptive perspective, using a mixed methodology (quantitative and qualitative). The study focused on a state secondary school (covering compulsory years of education) in Seville (Spain), situated in one of the most disadvantaged and underprivileged areas of the city. The school was selected on the basis of two criteria: firstly, because it was categorised by the Education Authority as a "Special Measures" school, and also because it had reduced its pupils' "failure rate" at the end of their compulsory education by 27% in the last four years. The most important conclusions we wish to highlight include the following: firstly, that no measure to prevent social exclusion in schools (and consequently failure in schools) can be effective if all the members of the school do not support it or are not prepared to make significant changes to improve the quality of their learning environments. This must also become a fundamental element in the school's daily objectives.

Keywords: Inclusion, Difficulties in Schools, Failure in Schools, Effective Practices in Teaching, Social Exclusion in Schools.

THE EFFECTS OF GENDER AND SENIORITY VARIABLES ON ORGANIZATIONAL JUSTICE PERCEPTIONS OF TEACHERS in TURKEY: A META-ANALYSIS

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ABSTRACT: The aim of this study is to identify the effects of gender and seniority variables on organizational justice perceptions of teachers who work in Turkey. Within the scope of this research, concerning the organizational justice perceptions of teachers, among MA theses, PhD dissertations, and research articles deemed appropriate for inclusion criteria, 35 studies with regard to gender variable, and 22 studies with regard to seniority variable are evaluated. For the organizational justice perception, total sample size of the studies included in this research is consisted of 15185 teachers with respect to gender variable and 7884 teachers with respect to seniority variable. Being one of the methods to synthesize research results, meta-analysis method forms the pattern of this research. In the analysis of the data, from group comparison meta-analysis methods (fixed effects and random effects models), group difference model is used. In the calculation of the value of effect in meta-analysis studies, random effects model is used. Additionally, being the moderators, which are not included in the primary study, publication type, publication year, educational stage, and the gender of the researcher variables are analysed. In the research, it is determined that being among the personality variables, seniority (Effect size=0.07) and gender (Effect size=0.007) have little effect on the organizational justice perceptions of teachers. As a result of the research, according to random effects model, a statistically meaningful effect size on an insignificant level is identified for the benefit of male teachers. As a result of the moderator analysis made in accordance with gender variable; the moderator effects of educational stage, of branch of teacher, and of gender of the researcher are determined. It is observed that effect sizes of researches do not change with regard to publication type. Also, the effect sizes of the researches indicate that in gender differences, a tendency for the benefit of males continues by years. As a result of the research, according to random effects model, a statistically meaningful effect size on an insignificant level is identified in accordance with seniority variable. According to random effects model, it is observed that teachers who have 1-10 years of seniority have more organizational justice perception compared to the teachers who have 11 and more years of seniority. In conclusion, it can be suggested that gender and seniority should be used as important variables in the organizational justice perceptions of teachers.

Keywords: Organizational Justice, Teacher, Meta-Analysis.

THE INFLUENCE OF DEVELOPING TECHNOLOGY AND MOTHER'S SONGS: LULLABIES

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ABSTRACT: Just like changing every phenomenon of life, developing technologies have affected mother's songs/lullabies which are precious treasures of our culture and they are technologically shaping our mother's songs/lullabies in an artificial way. Today, with the developing technology we are able to make the babies listen to lullabies without touching the babies or without having eye contact with the babies. In fact, this situation affects mother-infant communication and interaction and the quality bond between mother-infant adversely. Compared to the impact of mother's singing the lullabies traditionally to the baby by touching, looking and stroking; the impact of making the babies listen to the lullabies with technological tools has become a matter of discussion. However; the latter is not as effective as the lullabies that are sung with the mother's natural voice and are important treasure chest of our own culture. Lullabies are the first songs that the mothers sing to their children. Because of the impact of developing technologies, nowadays when growing up, the babies generally listen to pre-made lullabies and music pieces specifically made for them. However, both of these fall behind to provide the feeling of the love and warmth that are created by the sound of his mother. Therefore, lullaby-singing tradition has reduced in time and has even faced extinction. Thus, it was aimed with this study to investigate the effect of today's technology on mother's songs/lullabies that are very significant artistic aspect of the communication between mother-infant and hold a very deep place in our culture.

Keywords: Technology, Music, Mother Song, Lullaby.

HOW MUCH SHOULD SCHOOLS BE AUTONOMOUS FOR TEACHERS?

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ABSTRACT: The aim of the current research is to contribute to quality of schools and teachers with the help of suggestions made from data and to light the future regulations in school autonomy. With this aim, the following questions are asked: a) What are the opinions of teachers about "management of human resources" in the field of school autonomy? b) What are the opinions of teachers about "management of financial resources" in the field of school autonomy? c) What are the opinions of teachers about "management of learning-teaching process" in the field of school autonomy? In this research, qualitative research method was used. Qualitative research method was thought more convenient for examining the cases in depth was aimed. Phenomenology is adopted in this research. Purposive sampling method, maximum diversity and criterion sampling are used while deciding the study group. Purposive sampling method allows to study abstruse cases in depth. Teachers' not being teacher candidate and having at least 3 years teaching experiment are the criterion of the research. By putting those criterions, it is thought that teachers will have more awareness about the topic of the research. In order to provide maximum diversity, twenty four volunteer teachers are chosen from pre-school (5), primary school (7), secondary school (7) and high school (5). In this research which aims to show the opinions of teachers about school autonomy, the following results are found in order to manage schools more effectively: The following suggestions can be made according to research data: - About the autonomy of management of human resources in schools: Autonomy in schools should be increased except for the decision of dismissing teachers and other staff. - Before giving schools autonomy, effective, sufficient and qualified school managers should be chosen, educated and assigned. - Financial issues should be audited internally and externally in a very careful way. - Schools should not be turned into companies. Financial issues should be carried out in school by a unit which is created out of school, such as school-family associations. - Since continuous pursuit of innovations, changes and developments is important, schools and central management should work together to provide information and communication technologies. - Since it may carry some risks, schools should be given limited autonomy, especially in debt issues. - Since preparing the compulsory courses, teaching programs and developing them according to basic principles and policies of the government require proficiency, schools should be given limited autonomy in this field and schools should work together with central management. - With the autonomy in teaching-learning activities, all activities should be continuously audited internally and externally. - Teaching-learning activities should be carried out by school management establishments and several other teams provided that school manager is not alone deciding those issues.

Keywords: School, Management, Autonomy, Teacher.

APPLIED STUDY ON THE IMPORTANCE OF TEACHING ACADEMIC TURKISH IN THE PROCESS OF TEACHING TURKISH AS A FOREIGN LANGUAGE: SAMPLE of SAKARYA UNIVERSITY

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ABSTRACT: The main goal of the majority of Turkish learners who come to Turkey is education. The students who complete the preparatory language course encounter many problems that result from their being unfamiliar with the academic terms concerning their subject of study. As a subject matter in academic researches, these problems turn out to decrease the academic performance of foreign students. The terms and concepts in the academic language include a special technical sense concerning each field of study. These concepts and terms are not used in the spoken language on daily basis that is why it is only possible for the students to learn the basic special terms of a certain field of study in the academic Turkish classes. In this regard, the first level of academic Turkish must be given by institutes that are concerned mainly with teaching Turkish language. This study explains the importance of teaching academic Turkish for foreigners and its role in increasing their academic performance in the undergraduate as well as postgraduate degrees in the light of a given data. The study has been conducted using the qualitative research method. Academicians from the university's different departments who have foreigners in their own classes have helped the working group by voluntarily participating in this application. In the study "Teaching Turkish for Foreigners", the semi-structured interviews form" that consists of valid questions depending on the views of the experts who conducted the research was applied. The academicians who took part in this application were named as A1, A2, A3,… for privacy insurance. Depending on this semi-structured survey, the content analysis was done; the available data was reviewed and interpreted. The result of the study has shown that teaching the academic Turkish for foreign students has granted simplicity for the academicians during classes. They suggested many ways to perform more effectively in the process of academic Turkish teaching. Some of the available suggestions is the answer to the questions of "who, where and what will teach in class?" which are considered one of the main obstacles in academic Turkish teaching process. According to the given answers, some of the experts think that the academic Turkish should be given by the filed experts during bachelor's degree so that the students for four academic years will be able to gradually learn the terms and conceptions concerning their fields of study. However, the other experts express that it should be given in TOMER by the fields' specialists during the semester prior to the undergraduate degree. But the majority of the experts, however, explain that the academic language should be taught solely by the fields' specialists and that the basic quantitative terms which establish the infrastructure for engineering classes, for example, should be given within the borders of TOMER. The results obtained from this study, are interpreted in the light of the relevant literature review and the suggestions over teaching academic Turkish are properly expressed.

Keywords: Teaching Turkish to Foreign Students, Academic Turkish, Teaching Turkish.

ANALYSING OF RELATIONSHIPS BETWEEN BEHAVIOURS RELATED TO ORGANIZATIONAL JUSTICE, ORGANIZATIONAL COMMITMENT AND ORGANIZATIONAL CITIZENSHIP

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ABSTRACT: In this study, the relation between organizational commitment and organizational justice notions which are effective on teachers' organizational citizenship is demonstrated. This research is a descriptive study in correlational survey method. In the study, high schools in the city centre of Gaziantep were examined, and it consists of 283 teachers. The study was carried out on the easily accessible sample. The data were collected by using personal data form, organizational justice, organizational commitment and organizational citizenship tools. To analyze the data collected, analytics software SPSS was used. The data were analyzed with correlation and multiple linear regression methods. In a middle or large scale, positive and meaningful relations between organizational justice, organizational commitment and organizational citizenship perception of teachers were examined. It was also examined whether personal and vocational factors are effective on organizational citizenship or not. It was confirmed that organizational justice directly affects organizational citizenship, and also organizational commitment is partial mediation predictor to organizational citizenship. According to findings obtained, various suggestions were made.

Keywords: Organizational Citizenship, Organizational Commitment, Organizational Justice, Mediation Effect.

EPISTEMOLOGICAL BELIEFS OF TEACHER CANDIDATES

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ABSTRACT: The aim of this study is to find out the epistemological beliefs of the teacher candidates attending fourth grade at Faculty of Education associated to Abant Izzet Baysal University in Turkey. The data of the study was collected by using ''Epistemological Belief Scale" developed by Deryakulu ve Büyüköztürk in 2002. The scale consists of three sub-dimensions as The Belief of Learning Depends on Effort, The Belief of Learning Depends on Ability and The Belief That There is Only One Unchanging Truth related with 35 items. 438 students attending fourth grade at Faculty of Education associated to Abant İzzet Baysal University were included in the research sample. In the analysis of the data, average, standard deviation, Mann Whitney U and Kruskal Wallis were applied. As a result of the study, it was found that teacher candidates' epistemological beliefs didn't show a significant difference according to the education type and sex variables at any sub-dimensions. On the other hand, It was concluded that teacher candidates' belief of Learning Depends on Effort didn't show a significant difference according to the department variable but their belief of Learning Depends on Ability and belief on There is Only One Unchanging Truth showed a significant difference according to the department variable.

Keywords: Epistemology, Epistemological Beliefs, University Students.

MULTIMEDIALITY AND INTERACTIVITY IN E-LEARNING

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ABSTRACT: Over the last few years, e-learning has become an integral part of tertiary education, not only within the framework of part-time study modes, but increasingly also in the full time programs of study, accredited and implemented at Czech tertiary institutions. In connection with its deployment on a larger scale a number of problems arose. That resulted in the formulation of new research hypotheses, among the most important being the presumed influence of some factors on the quality of education using e-learning, the necessity of an effective activization of students, of the creation and development of their competencies. The influencing factors are numerous, external as well as internal, acting more or less covertly, to a greater or lesser intensity. It is however of high importance to identify, describe, analyze, and minimize or maximize their influence so as to prevent them from a large-scale and negative influencing of the tertiary education under the pressure of fashion trends.

Keywords: E-Learning, Multimediality, Interactivity

PRE-SCHOOL TEACHER EDUCATION IN CHINA: HISTORY, ACHIEVEMENTS, PROBLEMS AND PROSPECTS

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ABSTRACT: The purpose of this paper is to sum up the pros and cons of preschool teacher education development in China. Preschool teacher education has experienced a century, formed more perfect management system and internal structure, produced some useful research results, and greatly promoted the development of preschool education in China. However, Chinese preschool teacher education has still imperfect management systems and structure, and impertinent practice and research. Therefore, China should further improve ecological environment, structure, enhance the effectiveness of theory and practice in preschool teacher education and pay deeper attention to the rural preschool teacher education in the future.

Keywords: Preschool Teacher Education; Preschool Education; Preschool Children; Rural China.

OKULÖNCESİ EĞİTİMİ ÖĞRETMEN ADAYLARININ DENETİM ODAĞI VE İNSANİ DEĞERLERİ ARASINDAKİ İLİŞKİ

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ÖZET: Denetim Odağı, bireylerin yaşadıkları olguların nedenleri konusunda sorumluluğu kime ve neye yüklediği ile ilgili bir kavramdır. Denetim Odağı; İçten Denetim ve Dıştan Denetim olmak üzere iki grupta ele alınmaktadır. İçten denetimli insanlar; kendilerine olanların sorumluluğunu, kendilerinde ararken; dıştan denetimli insanlar ise başlarına gelenlerin sorumluluğunu şans, talih, kader gibi dış etmenlerde aramaktadırlar. En genel anlamda, insanı diğer canlılardan ayıran ve insanı insan yapan özelliklere sahip olma olarak tanımlayabileceğimiz değerler ise, çocukluktan itibaren önce ailede daha sonra toplumda yetişkinler gözlenerek ve model alma yoluyla edinilmektedir. Bu nedenle özellikle küçük çocukların iyi davranışlara ilişkin gözlem ve deneyimlere sahip olması gerekmektedir. Özellikle kişiliğin temel öğelerinin atıldığı okulöncesi eğitim döneminde anne ve babadan sonra okulöncesi eğitimi öğretmenin de davranışları çocuk için çok önem kazanmaktadır. Bu araştırmanın genel amacı; okul öncesi öğretmen adaylarının denetim odakları ile insani değerleri arasında bir ilişki olup olmadığını saptamaktır. Araştırmanın örneklemini toplam 238 okulöncesi eğitimi öğretmen adayı oluşturmaktadır. Araştırmada Rotter (1966) tarafından geliştirilen ve Dağ (1991) tarafından Türkçe'ye uyarlanan Rotter İç-Dış Kontrol Odağı Ölçeği ile Dilmaç (2007) tarafından geliştirilen İnsani Değerler Ölçeği kullanılmıştır. Araştırmada elde edilen verilere Pearson Momentler Çarpımı Korelasyon Katsayısı ile Tek Yönlü Varyans Analizi uygulanmıştır. Araştırma sonucunda öğrencilerin denetim odakları ile insani değerleri arasında anlamlı bir ilişki olmadığı belirlenmiştir. Ayrıca öğretmen adaylarının denetim odakları ve insani değerlerinin sınıf değişkenine göre de farklılaşmadığı görülmüştür.

Anahtar Kelimeler: Denetim Odağı, İnsani Değerler, Okul Öncesi Öğretmen Adayı.

RESİMLİ ÇOCUK KİTAPLARININ MEB OKUL ÖNCESİ EĞİTİM PROGRAMINDA BELİRTİLEN KİTAP ÖZELLİKLERİNE UYGUNLUĞUNUN İNCELENMESİ

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ÖZET: Bu araştırma okulöncesi eğitim kurumlarında okul öncesi eğitimi öğretmenleri tarafından çocuklara okunan ve uygulanan resimli çocuk kitaplarının, Milli Eğitim Bakanlığı (MEB) Temel Eğitim Genel Müdürlüğü'nün yayınlamış olduğu Okul Öncesi Eğitim Programı ile Bütünleştirilmiş Aile Destek Eğitim Rehberinde (OBADER) tanımlanmış olan kitap özellikleri bakımından incelenmesini amaçlamaktadır. Araştırma tarama niteliğinde betimsel bir çalışmadır. Araştırmanın çalışma grubunu Bursa ilindeki özel anaokulları, anasınıfları ve bağımsız anaokulları olmak üzere toplam dokuz okul öncesi eğitim kurumunda okutulan ve uygulanan resimli çocuk kitapları arasından tesadüfi örneklem yöntemiyle seçilen 270 resimli çocuk kitabından oluşmaktadır. Araştırmada veri toplama aracı olarak Okul Öncesi Eğitim Programı ile Bütünleştirilmiş Aile Destek Eğitim Rehberinde yer alan resimleme, içerik ve fiziksel özelliklerin maddeleştirilmesiyle araştırmacılar tarafından oluşturulan "Kitap Değerlendirme Formu" kullanılmıştır. Elde edilen veriler SPSS 18.0 istatistik paket programı kullanılarak analiz edilmiş olup, frekans ve yüzde değerleri verilmeye çalışılmıştır. Analiz sonucunda her kitap için fiziksel, resimleme ve içerik özelliklerinden kaç maddeyi karşıladığı ve toplamda 270 kitabın kitap özelliklerini ne düzeyde içerdiği belirlenmeye çalışılmıştır. Araştırma sonuçları genel olarak incelendiğinde; çalışma grubunu oluşturan resimli çocuk kitaplarının fiziksel özellikler yönünden genellikle yeterli düzeyde oldukları belirlenmiştir. Ancak, resimleme ve ele alınan konu ve içerik özellikleri bakımından yeterince istenilen düzeyde olmadıkları saptanmıştır.

Anahtar Kelimeler: Okul Öncesi Eğitim, Okul Öncesi Eğitim Programı, Resimli Çocuk Kitapları.

OPINIONS AND ACTIVITIES OF FAMILIES REGARDING MONEY MANAGEMENTAND SAVING AWARENESS

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ABSTRACT: In order to minimize today's financial problems, it is needed to increase the literacy levels of individuals starting from their childhood. Consequently, considering the fact that financial literacy is more effective when it is taught in early ages, families of 5-6 year old children going to preschool institutions need to determine the points to take into account regarding financial management and saving awareness. Through this purpose, a structured interview form was used with families of 945 children, 498 of whom are girls and 447 of whom are boys. Frequency and percentage calculations and chi square test were used in analyzing the data. At the end of the research, it was determined that most of preschoolers had moneyboxes and few of them had saving accounts in banks and they received allowances. It was established that educational levels of families have great influence on children when they choose bank accounts or moneyboxes while socio-economical levels of families have influence on having a bank account. Majority of families stated that they try to set an example for their children on savings and ownership and they buy the stuff they children need, not they want. Likewise, most of the families stated that they try to teach their children how to trade economically and make a budget by going to markets and bazaars with them.

Keywords: Money Management, Financial Literacy, Money Saving Awareness.

WHAT EDUCATORS, SCHOLARS, AND LEADERS CAN LEARN FROM THE OLYMPICS: MOVING FORWARD WITH LIFE-LONG EDUCATION IN AN AGE OF CHANGE

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ABSTRACT: Olympic Games are held once every four years and they showcase talented athletes from all over the world. To participate in these games, these athletes engage in on-going preparations, trainings, and learning processes. In addition, they improve their personal techniques and market themselves for life during, after, and outside the Olympics for financial remunerations and social recognitions. To a large measure, these athletes learn from each other and try to master their crafts. Interestingly, they represent different socio-economic, religious, educational, racial, and linguistic backgrounds; divergent personalities; and strange personal idiosyncrasies. In spite of these differences, their coming together as athletes beautifies the world, exposes multiculturalism as a global phenomenon, and demonstrates that learning is an important part of life. The critical question is, What are educators, scholars, and leaders learning from the Olympics besides the normal hoopla of individual athletic superiority? In my presentation, I discuss the benefits of Olympic Games and challenge educators, scholars, and leaders to learn from these phenomenal games as we move forward with life-long education in this age of change.

Keywords: Life-long Education, Preparation and Training, Change Agents.

THE ROLE OF MANAGERS IN THE CONFLICTS EXPERIENCED IN SCHOOLS

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ABSTRACT: The aim of the research is to determine what managers should do to manage a conflict positively by detecting the conflicts caused by managers, behaviors of managers in the process of conflict and the reasons beneath these behaviours in accordance with teacher views. The research is carried out with survey model and qualitative research methot was used. The working group of the research consists of 57 form and branch teachers who serve withing the body of Bolu Provincial Directorate for National Education in 2013-2014 academic year. A semi-structured interview form was used as the data collection tool. The data analysis was carried out with content analysis and descriptive analysis methods. The following results are obtained based on the research findings: That the managers are very insistent, that they do not listen, pay attention, that they have different political views and caprice, that they do not carry out the tasks properly, support the teachers and that they are not fair and that they create indiscipline and authority gap cause conflicts in schools. The approaches of managers in the conflict process are democratic-constructive, authoritative, intermediator and uninterested. Democratic-constructive managers are well-planned, harmonious with legislation, calm, patient, tolerant, restrained, good-humored, respectful and fair; authoritative managers are bossy, aggressive, uncompromising, defender for their own rights; intermediator managers are soother, moderate, constructive, agreeable, problem solver, peacemaker; oppressive managers are vengeful, problematic, unfair and uninterested managers cover up the occasions, remain indifferent or pretend not to see. Personal factors (character, emotions, worldview, culture, human relationships, empathy, attitude etc.) and vocational factors (experience, degree, performance, education, legislation knowledge, the quality of the occasion etc.) of manager behaviours are influential in the conflict resolution process. Managers should demonstrate positive personal features such as being respectful in a humanistic manner, principled, virtuous, consistent, calm, fair, reliable, tolerant, patient, objective and they should be open to any kind of criticism, should evaluate the occasions in multiple ways, communicate easily, create unity and solidarity, make deliberate observations and listen carefully. They should be objective and limpid vocationally and they should be qualified about management, experienced in their job, harmonious with the legislation, informed about the rules in conflict resolution, interested in other people's opinions, soother, constructive and authoritative. They should improve themselves personally and vocationally in order to carry out the tasks in school and manage the conflicts in a positive way. The following suggestions are developed based on the results: Conflict management and communication skills in human relations should be taken into account in selecting and assigning school managers. Practical and theoretical training lessons which include sample occasions on conflict management in schools and human relations should be arranged. School managers who remain uninterested in conflicts experienced in schools and who are incapable of analyzing the reasons and managing the school sufficiently should be restrained.

Keywords: School Manager, Conflict in School, Conflict Management.

SELF-EFFICACY SENSES OF THE NEWLY ASSIGNED MANAGERS

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ABSTRACT: The aim of the research is to determine the self-efficacy senses of the school managers who are assigned in 2014-2015 academic year. The research was carried out in relational screening model. Research population consists of 284 school managers who were assigned in Bolu and Düzce provinces in 2014-2015 academic years and who attended "The Management Formation Courses" arranged by Ministry of National Education General Directorate of Human Resources. All of the managers were reached and 217 of them were taken under evaluation. School Manager Self-Efficacy Scale was used as the data collection tool. Crosssection,Standard deviation, Mann-Whitney U and Kruskal-Wallis tests were used in the data analysis process. The results obtained from the research are as follows: School managers believe that they have high level of self-efficacy. In terms of sub-dimensions, while the highest self-efficacy senses of the school managers are about educational management, staff development and legally and ethnically appropriate data-based decision making, the lowest self-efficay senses are about developing a cooperation with the society. There is a meaningful difference in the selfefficacy senses of school managers in favor of female managers both in the overall scale and in the sub-dimensions of developing a school atmosphere and vision, educational management, staff development and legally and ethnically appropriate data-based decision making. There is not a meaningful difference in the self-efficacy senses of school managers in terms of their career (being a teacher-expert teacher), assingment way (with/without examination), educational status (associate degree, bachelor degree and master's degree), management lenght of service and the time spent on teaching. In other words, self-efficacy senses of school managers do not change whether they were assigned by examination or not, whether they are teachers or expert teachers, whether they have associate degree, bachelor degree or master's degree and whether they have longer or shorter time of service in management and teaching. The suggestions developed based on the research results are as follows: Newly assigned school managers should develop themselves in teaching-learning processes, school budget and environmental recognition. Also they should give importance to have qualified staff. The number of female school managers should be increased.

Keywords: Self-Efficacy Sense, School Manager.

TRAINING NEED OF ADULTS IN THE FRAME OF DIGITAL DIVIDE (SAKARYA CITY ARIFIYE PROVINCE SAMPLE)

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ABSTRACT: It is claimed by the authorities that "Digital divide", which has been stated as inequalities in access and usage of information and communication technologies, has three indicators as (1) access (2) usage and (3) ICT literacy. Many countries developed several policies and projects on this subject with the aim of taking precautions. FATIH Project at K12 schools which started in 2002 in Turkey is a good example of these projects. While the students who take education at K12 schools with FATIH Project in the frame of digital divide have been targeted, several courses opened by Public Education Centres address little percentage of population. In this context, several studies which have been realized by Ministry of National Education in order to prevent digital divide cannot reach the adult individuals with sufficient number. Depending on this situation development of several projects by local governments are gaining importance

This research has been realized with the aim of training need of adults for computer technologies in order to prevent digital divide. The sample of the research takes place in Sakarya City Arifiye Province of Turkey and it has been formed of 330 people which have been determined by easy sampling method. The data have been collected by making face to face interviews with the people who take place in the sample by using scale developed by the researchers. The data taken have been transferred to SPSS 17.00 program in the computer, its frequency distributions, descriptive statistics have been realized level by level. Also, t-test for comparing averages of one group and ONE-WAY ANOVA statistical procedures for comparing averages of more than two groups has been realized. According to the findings, it has been determined that the adults have different levels on computer usage. It has been determined that females have lower averages when compared with the males, and the families with 3 and less individual members has also lower averages than the families with four and more members. Also, it has been reached that educational needs show difference according to age, educational levels and income situations. It has also been reached that as age and income level increases, need for computer education increases. Lastly, it has been reached that as educational level increases, needs for education increases. According to these results, it has been determined that it will not be sufficient to give computer courses from information and communication technologies at schools or to produce projects on this subject in prevention of digital divide. On this subject it is required to develop projects related to especially adult education by local authorities in the frame of preventing digital divide.

Anahtar Kelimeler: Digital Divide, Adult Education, Digital Divide and Education

TEACHER VIEWS ON ADMINISTRATORS' LEADERSHIP STYLES AND LEVEL OF ORGANIZATIONAL VIRTUOUSNESS

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ABSTRACT: Based on the views of teachers employed in Bolu central district primary and secondary schools, this study aimed to determine whether relationships exist between leadership styles and organizational virtuousness by assessing school principals based on their leadership styles, determining their organizational virtuousness levels and investigating these according to several variables. The universe of the study based on relational screening model was composed of 1122 teachers. Random sampling method was used in sample selection and 232 teachers were selected. Two scales were utilized as data collection tools: "Leadership Styles Survey" which was developed by Gürbüz (2014) and "Organizational Virtuousness Scale" which was adapted to Turkish by Erkmen and Esen (2012). Percentages, frequencies, means, standard deviation, Kolmogorov-Smirnov, Mann Whithey-U, Kruskal Walles, Speraman Rho Correlation Coefficient were used in data analysis. Research results showed no significant differences in teacher views on leadership styles based on gender, position, type of school and level of education however significant differences were observed in cultural, instructional, ethical, visionary, learning and transformational leadership sub dimensions according to professional seniority variable. Teacher views on organizational virtuousness did not differ significantly based on position, type of school and level of education and seniority whereas there was a significant difference in favor of male teachers in the gender variable. A moderate level positive relationship was identified between teacher views on leadership styles and organizational virtuousness.

Key Words: Leadership Styles, Organizational Virtuousness, Administrator, Teacher

DETERMINATION OF THE ORGANIZATIONAL CHANGE CYNICISM LEVELS OF ADMINISTRATORS AND TEACHERS DURING ONGOING CHANGES IN SCHOOL

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ASTRACT: The ongoing changes during globalization influenced the policies of the countries' politics, economy, law, culture, education etc. And dragged the nations in pursuit of innovations.In this context, education systems were also influenced by these changes.Under these circumstances, researchers have started enquiring a newly emerging attitude called organizational change cynicism. The purpose of this research is to determine the organizational change cynicism level of the administrators and teachers during ongoing changes working within the boundaries of Uşak City Government Primary and Secondary Schools.In other words, the answers of the questions whether organizational change cynicism is an attitude brought about by ill-managed change efforts and also these ill-managed change efforts are the the main factor of organizational change cynicism in administrators and teachers experiencing ongoing changes are researched.At the same time, this research aims to determine whether administrators' and teachers' demographic properties such as their gender, duty, branch, seniority, education status and work duration at the current school differentiate or not on the basis of organizational change cynicism.This research is important in terms of allowing to put forward the points of view about change cynicism of administrators and teacher working in Government Schools and also comprehensive in terms of giving opportunity to evaluate the views of two different sample groups.Administrators' and teachers' increasing awareness of organizational change cynicism's antecedents and consequences provides success in organization and teaches how to deal with negative consequences of cynicism.Cynics' refusing to support change may bring about failure or very limited success.Cynicism is then an important barrier to change.Knowing the factors that lead to organizational change cynicism, administrators and teachers will be more sensitive to the hardship of it. It will also stop them from taking a step that may have negative consequences. In this context, this study is considered to contribute to the Turkish National Education.

Keywords: Cynicism, Organizational Cynicism, Organizational Change, Cynicism.

EFFECTIVENESS LEVEL OF DOUBLE TEACHER APPLICATION IN PRIMARY EDUCATION

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ABSTRACT: In this application, two teachers enter the classroom and they teach at the same time. With this system it is a bit easier to control the classroom management than with the traditional single teacher system. The domination over the class requires a lot of labour force for a long period. You will see at the end of the research that this process could be conducted most efficiently and the best by practising co-teaching. During the application of co-teaching; while one of the teachers is teaching the lesson according to the plan and scenario prepared before the other teacher follows the students and deals with those who are distracted. She quietly ensures their motivations and supports the students who have difficulties in the lesson. There is cooperation between the two teachers based on careful following and listening and they can provide a healthy educational environment by giving the narration to each other time to time. If there are slowly learning students in the classroom additional activities and different methods are applied in order to realize the full learning, while for the quick learning students additional sheets are given. Right to the end of the lesson working sheets are given which are related to the subject of the lesson. These works are reviewed by the teacher. If there are missing information, the exact learning is ensured by working face to face with the slowly students. The researches and studies which were conducted by the teacher in order to find information could be an example for the students. The love and respect between the two teachers is reflected directly in the relationship between the students. The control of the working, project works, individual and group works give more positive results in the co-teaching practice, therefore a student –centred education can be easily realized. In this study it was aimed to describe the parent's assessments related to the co-teaching system at several schools located in Ankara, in district of Çankaya which were applying this system. For this study qualitative research was conducted. The following results were obtained according to the research related to the evaluation made by the parents about the co-teaching methods in the private schools. The parents participating in co-teaching practice stated that they found the co-teaching system effective due to the reasons such as the co-teaching system raised the confidence, realized permanent learning, and developed different thinking due to the different ways of presentation and that the cooperation prevented the waste of time.

Keywords: Co-Teacher, Parents, Student.

TEACHER EDUCATION IN THE PROVINCES IN MODERNIZATION PERIOD OF OTTOMAN: BAGHDAT DARULMUALLIMIN INSTITUTION

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ABSTRACT: In this study, Baghdat Darulmuallimîn Institution, which was a teacher educational institution for the provincial primary schools (Ibtidâî) in the modernization period of Ottoman Empire was analysed. Establishment of the institution, stuff, teachers who worked at, nominations of the teachers, acceptance of the students, student capacity of the institution, teaching programme, subjects which were taught, designation of the alumni of the institution were handled. In addition to these in the study via this school the authorities' aim

of providing teacher for Ibtidai Schools from its own province and alumni of the school who were educated with reformist ideas. How and where these teachers employed, their personal and educational difficulties and wishes were also shown up. During the research process of this study it was found out that there were a lot of researches on Darulmuallimîn Institution of Istanbul but studies on provincial teacher educational institutions were very limited. In this context, in the light of Baghdat Darulmuallimîn Institution it was aimed to find out new information about teacher training in the provinces and to enrich the literature on Baghdat Darulmuallimîn Institution. The research applies "Document analysis" was used as the instrument of data collection. Analysed document related to the study obtained from archive documents, the Maarif Salnames, the Salnames of Baghdat Province and other reached literature (secondary sources) during research of the study. According to the findings of gathering documents which were analysed Baghdat Darulmuallimîn Institution provided teachers who were trained to teach according to reformist approach (usul-i cedide) at Ibtidai Schools. By afford of teachers from the Institution former primary schools (Sıbyan Schools) of the Baghdat province was designed according to the modernist values. In addition to these it was impossible to supply teachers for all school of the Empire from Darulmuallimin Institution of Istanbul so province Darulmuallimîn Institutions educated and provided teachers from the province, by the help of these Institutions insufficiency of the teaching stuff was minimized and the modern education became widespread the region. To sum up Baghdat Darulmuallimîn Institution was opened in 1899-1900 educational year, approximately 25 years after opening of provinces Bosnia, Crete and Konya Darulmuallimîn-i Sıbyan Institutions. Like the other Province Darulmuallimîn Institutions, Baghdat Darulmuallimîn Institution opened and functioned to train and provides teachers in the province teachers who were trained according to modernist teaching aspect. Baghdat Darulmuallimîn Institution fulfilled its service in its best way during its functioning period.

Keywords: Ottoman Empire, Baghdat, Training, Provincial, Teacher Training, Darulmuallimîn-i Sıbyan.

ANNE VE BABALARIN EĞİTİM DÜZEYLERİNE GÖRE ANNE TUTUMLARI VE ÇOCUKLARIN ÇOKLU ZEKÂ ALANLARI

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ÖZET: Bu araştırmanın amacı; resmi anaokullarına devam eden altı yaş çocukların, anne-baba eğitim düzeylerine göre anne tutumları ile çoklu zekâ alanları arasındaki ilişkiyi saptamaktır. Araştırmanın çalışma grubunu, 2013-2014 Eğitim yılında Bursa İli Milli Eğitim Müdürlüğüne bağlı anaokullarına devam eden 300 çocuk, 300 anne ve 300 baba olmak üzere toplam 900 kişi oluşturmaktadır. Araştırmada anne tutumlarını saptamak için Robinson ve Diğerleri (2001) tarafından geliştirilen ve Kapçı ve Demirci (2009) tarafından da Türkçe'ye uyarlanmış olan "Anne-Babalık Stilleri ve Boyutları Ölçeği" kullanılmıştır. Ayrıca, çocukların farklı zekâ düzeylerinin tespiti için Teele (1992) tarafından geliştirilen, Elibol (2000) ve Göğebakan (2003) tarafından Türkçe'ye uyarlanan, Teele Çoklu Zekâ Envanteri-TÇZE uygulanmıştır. Elde edilen veriler, SPSS 20 paket programı ile değerlendirilip, verilerin frekans ve yüzdesel dağılımları verilmiştir. "Bonferroni Düzeltmeli Kruskal Wallis H Testi" kullanılmıştır. Sonuç olarak, annenin eğitim düzeyi ile demokratik ve otoriter anne tutum puanları açısından istatistiksel olarak anlamlı bir farklılık olduğu görülmüştür. Yine babanın eğitim düzeyi ile otoriter anne ve izin verici anne tutum puanları açısından istatistiksel olarak anlamlı bir farklılık görülmektedir. Babanın eğitim düzeyi düştükçe, annenin tutumu da otoriter olmaktadır. Ayrıca, anne ve babanın eğitim düzeyi, çocukların sözel-dilsel, mantıksal- matematiksel, görsel- uzamsal, müziksel- ritmik, bedensel-kinestetik, içsel ve sosyal puanlarında anlamlı bir farklılık oluşturmaktadır.

Anahtar Kelimeler: Anne Tutumları, Çoklu Zekâ Alanları, Anaokulu, Anne-Baba Eğitim Düzeyi, Okulöncesi Eğitim.

OKUL ÖNCESİ ÖĞRETMEN ADAYLARININ ÖĞRETMENLİK MESLEĞİNE İLİŞKİN GÖRÜŞLERİ

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ÖZET: Bu çalışmanın amacı, okul öncesi öğretmen adaylarının öğretmenlik mesleğine ilişkin görüşlerinin saptanmasıdır. Öğretmenlik çok özel bir meslektir. Öğretmenliği meslek olarak seçecek bir kişinin sadece bu mesleği çok istemesi değil aynı zamanda kişilik özelliklerinin de bu mesleği yapmak için uygun olması gerekmektedir. Bu meslek özveri isteyen, çok büyük sorumluluk gerektiren, yeniliğe açık, çocukları tanıyan gelişimsel özelliklerini bilen, onları anlayan, maddiyattan çok maneviyata değer veren, iyi iletişim becerisine sahip, kısaca, hem mesleki hem de kişisel birçok olumlu özelliğe sahip olunması gereken bir meslektir. Acaba bu kadar çok önemli özellik gerektiren bu mesleği edinecek olan öğretmen adayları kendilerinde öğretmen olmak için gerekli olan özellikleri barındırmakta mıdırlar? Acaba öğretmen olmak için gereken özelliklerin neler olduğunu düşünmekte midirler? Bu çalışma ile Üniversitede bu bölümü tercih eden öğretmen adaylarının öğretmenlikle ilgili görüşleri belirlenmeye çalışılacak ve aldıkları eğitimin öğretmenlik mesleğine bakışlarında bir farklılık oluşturup oluşturmadığı araştırılmaya çalışılacaktır. Araştırmanın evrenini üniversitelerin okulöncesi eğitimi anabilim dalında okuyan öğretmen adayları oluşturmakta, araştırmanın örneklemini ise Uludağ Üniversitesi Eğitim Fakültesi okul öncesi anabilim dalında okuyan 106 birinci sınıf ve 67 dördüncü sınıf okul öncesi olmak üzere toplam 173 öğretmen adayı oluşturmaktadır. Bu amaç doğrultusunda bir ve dördüncü sınıf öğretmen adaylarına araştırmacı tarafından oluşturulan sorular yöneltilmiştir. Çalışmadan elde edilen veriler üzerinde yüzde ve frekans hesaplamaları yapılarak yorumlanacak ve değerlendirilecektir.

Anahtar Kelimeler: Öğretmenlik Mesleği, Öğretmen Adayı, Okulöncesi Eğitim.

LIFE-LONG LEARNING AND GRAPHIC DESIGN

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ABSTRACT: Learning, whether purposeful or not, for developing individual or social knowledge and skills are foundations of life-long learning. "Life-long learning is the variation and development of qualifications for personal or professional grounds on the basis of 'life-long, voluntary, and homing" (Toprak and Erdoğan, 2012: 69). Individual's development of professional or social skills and qualifications are rather important in terms of both social and individual aspects. Moreover, when such development is in artistic field, it would positively effect individual and society, and yield valuable experiences for next generations. Art education, thereby education of graphic design, may provide individuals to attire versatile positive behaviors. Since graphic design is a field based on application, it is essential for individuals to continuously develop their own knowledge and skills. In this concept, design is an appearance of an entire product or part thereof composed of various elements and features, such as lines, forms, colors, shape, texture, material flexibility, or decorations, perceived by human senses. It is possible to say that designing process contains the steps of identification of issue or necessity, gathering information, creativity and discovery process, troubleshooting, and application. From this aspect, the basic goal of graphic design, a visual communication tool and art, is to convey a message or to introduce a product/service. Nowadays, computers and other relevant technological devices have come to the area of usage of graphic design. Graphic design education has an important standing in terms of life-long learning. Therefore, in the study, the purpose was to exhibit the present situation of graphic design education at municipalities and public education centers in central districts of Ankara Province with regards to life-long learning. The programs discussed within this context are limited to a modular program applied at public education centers of Ministry of Education and the certificate program used in the vocational courses provided by Ankara Metropolitan Municipality. Within the life-long education principles studied are included such programs through which individuals may acquire skills of graphic design at Mass Education Institutes of Ministry of Education. As part of such programs, graphic design education is provided in six of total 13 centers. On the other hand, through local administrations, such education is provided by three of 27 municipalities and affiliated institutions. As result of this study, it is quite apparent that there is no concert in naming of mass education programs in the field of graphic design education. It is a must to do works yielding to a name union in this regards. Considering that designers are visual literates and audience is visual reader, graphic design education programs are required to be up-to date and closely following technology and developing communication media. That any target group in an effective education program having a challenging, creative, active, and critical perspective, and being able to use own capabilities is possible provided that such a program conveys renewed, up-to date, and unbiased information. In such cases, programs will serve education in line with the principles of life-long education. It is necessary for local administrations to give due importance to life-long education in order to create new job opportunities for those living their own boundaries, to make contributions to individuals' economic conditions, and to help individuals with their educations. Also within such framework, any programs providing education in graphic design education, which is a current field with high relevance, must be brought into action.

Keywords: Life-Long Learning, Graphic Design, Visual Arts, Life-Long Learning and Art Education.

RELATION OF LIFE-LONG LEARNING AND SOCIAL MEDIA IN MUSIC EDUCATION

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ABSTRACT: Life-long learning, in relation to works whether official or not, is purposeful or ad hoc learning performed through life time in order to develop individual or social knowledge and skills (Ersoy, 2009:9). In this context, it may be considered that social media contributes to life-long learning with respect to access to and utilization of knowledge. "In today's world, knowledge and process of accessing to knowledge have also differentiated as much as communication and communication structure. Even though Internet and social media are considered at first glance basically as entertainment platforms, they are gradually becoming an alternative to both traditional media and knowledge sources" (Kamiloğlu and Yurttaş, 2014:21). Concordantly, it is aimed to set the relation of Facebook application to life-long learning by determining how those students attending to music departments of universities use Facebook application, a social media environment, for music. The study is conducted utilizing the questionnaire technique with 112 music-majoring students who are Facebook users. Questionnaires were communicated to the study group via Facebook. According to the study results, it is possible to say that majority of respondents use Facebook application to a large extent for "listening music, sharing music videos, following music videos, listening recommended music", "getting informed of novelties in music in our country and the world, concerts and artistic events, festivities, workshops, symposiums etc.; enlightenment, self development, and acquiring new skills in music; accessing to fascinating music and musical applications", and following music events leading to tending to new works and coming up with new ideas. From such aspects, Facebook as an application forming an individual-oriented education media, entitling individual with more right to opt and suitable to individual's interests and requirements may be said as coinciding with the "personal development" purpose of life-long learning and that the application has an important role in life-long learning for students of music education. Moreover, being informed of events via Facebook application may contribute to life-long learning by forming a basis for equal opportunities. In education planning, characteristics of our times must be taken into consideration, and it must be acted in line with youth's interests and present-day perceptions. In this context, it is a necessity to create learning media through social networking websites addressing to new and future generations. However, as regards to guiding users as well as any benefit to actual studies, it should not be forgotten that educators have their tasks.

Keywords: Facebook, Life-Long Learning and Social Media, Life-Long Learning and Music Education.

PEDOGOGICAL FORMATION STUDENTS & FUTURE

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ABSTRACT: According to Tektaş (2014) anxiety, defined as fear with uncertain origins, is a feeling that affects social relations, activities, education; in short the daily conduct of a person and that usually creates uneasiness. Neylan (1962:110) points out that anxiety has useful aspects when it is in moderate amounts as it stimulates the creative activity. In other words, if low in level, this feeling protects the individual from various dangers; and if high, drives the person towards failure and causes a loss of self-confidence (Tektaş,2014:243). Future anxiety is one of anxiety forms (types) which means that the person expects a threat, known or obscure (al Matarneh and Altrawneh,2014). According to Jibreel al Matarneh and Altrawneh (2014) the future anxiety can be perceived as a state of ambiguity, scare, panic and concentration on expected changes to occur in the long personal future or expecting a bad event to occur. In this regard, university students have future anxiety and expectations as they pass the university from high schools with certain expectations However, during thier training at universities , they come across various problems and these problems cause certain psychological, social and economic problems that lead to anxiety for their future personal and professional lives.Within this framework, the aim of the present study is to investigate pedagogical formation students' opinions about their future expectations and anxieties. This study is designed as a case study. The pedagogical formation students (n=45) at Abant İzzet Baysal University, Bolu-Turkey in the fall semester of 2014-2015 academic year formed the study group of the present study. In the study a semi-structured form developed by the researchers was used. The qualitative data were collected by the researchers during the fall semester of 2014-2015 academic year. The findings of the study indicated that the pedagogical formation students express their negative feelings for the future when their professional lives and their personal lives are concerned.

Keywords: Pedagogical Formation Students, Future Expectations, Future Anxities.

AN EXAMPLE FOR THE LIFELONG MUSIC EDUCATION:
"BOLU YOUNG MUSICIAN FESTIVAL"

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ABSTRACT: Music is an event which takes place at every stage of human life in different ways and creates sometimes internal, sometimes cognitive and also sometimes educational impacts. Today, music that takes place in every area of life, especially in the music education process in active and conscious way is one of the essentials of the understanding of contemporary education. Contemporary education takes place, not only in the formal education covering a specific period of the individual but also the whole life that includes a long period, from the cradle to the grave. This process, called Lifelong Learning, emerged because of the needs of the era and is a concept frequently on the agenda. Naturally, Music Education, is the part of Lifelong learning concept and should be used correctly, consciously and systematically in the educational perspective. Music Education which is carried out in different sizes for the purpose that is served in formal educational institutions in Turkey, is also carried out by personal courses, various special classrooms, civil society organizations and municipalities informally with different age groups. In addititon, the festivals and festivities for this field in which the products and works of the individuals who are educated in these organizations can be exhibited are also important activities that serve for the lifelong learning area. For this purpose, in this study, the work of THE ASSOCIATION SUPPORTING THE YOUNG ARTISTS, one of the rare non-governmental organizations in the arts in Bolu, has been introduced and the contributions of THE FESTIVALS OF YOUNG MUSICIANS which has been organised by the associatioan for six years, to the artisitic life and the music education of all individuals form seven to seventy in the city, have been described. In the research in "Descriptive Method" was used. As a result, It was emhasized that THE FESTIVALS OF YOUNG MUSICIANS contributed artistic and educational benefits to the partcipants and also their participent families and instructors and as well as it was an event serving the lifelong learning activities in Bolu and neighboring provinces. In addition, it was proposed that increasing number of such events would be benefcal to expand music education in Bolu and also in all country.

Anahtar Kelimeler: Lifelong Learning, Music Education, Festivals

TEACHERS AND LIFELONG LEARNING, PROFESSIONAL DEVELOPMENT, TEACHING PROFESSION, DISTANCE EDUCATION, LEADERSHIP, INTERNET

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ABSTRACT: Metaphor is a sign, meaning or conceptual expression to have formed at individuals. It is viewing and understanding process. It is more significant and strong mental production than finding the meaning of a concept through another concept elementarily for individuals. Because it expresses the depth and experiments concerning the related concept. Metaphors offer us a unique way of portraying the world by helping us frame the meaning of human experience. It is widely recognized that metaphors play a significant a esthetical, or namental and pedagogical role not only in literature but also in education. The metaphors we construct to describe our teaching lives arise from the teachers we have known, from our knowledge of pedagogy and from our relationships to literature, language, and writing. They reveal our educational values, beliefs, and principles, they contain information essential to our growth as professionals. In thisregard, the aim of the present study is to investigate teachers' opinions via their metaphors about lifelong education/learning, Professional development, teaching profession, distance education, leadership, internet. In the present study, as in Nartgün and Özen (2015: 2675-2676), descriptive approach (Karasar,1995) was used as the aim of the study is to examine and investigate the teachers' opinions about lifelong education/learning, Professional development, teaching profession, distance education, leadership and internet by means of their metaphors. The teachers (n=24) working in the city center of Bolu - Turkey in the spring semeter of 2014-2015 academic year and participated in the present study voluntarily formed the study group of the present study. When the teachers are examined in terms of their genders, it is observed that 70.8% (n=17) of them were female. When the teachers are examined from the viewpoint of years of experience in teaching, it is seen that 50% (n=12) of them were teaching between 6-10 years and 16-20 years. In terms of their Professional status, 62.5% (n=15) of them were classroom teachers. When the grade level of teachers is focus of attention, it is seen that 70.8% (n=17) of them were working at primary schools, In the study, the qualitative data were collected through a semi-structured interview form prepared and developed by the researchers. In the meantime in order to analyze the qualitative data collected, content-analysis technique was used as in Nartgün and Özen (2015). The findings of the study revealed that teachers are aware of the fact that lifelong learning is important for their Professional development and as the consequence of this they believe that distance education and internet are important means and have imprtant place in the present educational system.

Keywords: Metaphors, Teachers Lifelong Learning, Professional Development, Teaching Profession, Distance Education, Leadership Internet.

EXAMINATION OF THE RELATIONSHIP BETWEEN THE TEACHER EFFICACY PERCEPTION AND THE SELF-CONTROL LEVELS OF TEACHER CANDIDATES

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ABSTRACT: Examination of the concept of self-efficacy, which is defined as the judgments of people about their own capacities/competencies for the organization and execution of the necessary activities to realize their performances in certain areas, and the concept of self-control, which is expressed as the capability of a person to organize his behaviors, emotions and desires in order to function in the society, is important in the realization of the goals to train qualified teachers. Teacher candidates' being able to cope with the pedagogical difficulties they encounter and their way of self-perception and self-judgment in terms of knowledge, skill and experience for the provision of an efficient education play a leading role. Competencies of individuals consist of two different structures including self-efficacy and goal achievement efficacy. Self-efficacy is defined as the belief of individuals in their own skills and abilities to overcome difficult situations they may encounter in order to reach the desired success level in any matter. In this study, it was aimed to examine the self-efficacy perceptions and self-control levels of teacher candidates and how these levels differentiated by the variables of gender, department and faculty. In addition, the examination of the impact of self-control levels on teacher efficacy perceptions through the investigation of the relationship between the self-control levels and teacher efficacy perceptions of teacher candidates constituted another purpose of the study. In line with the purposes of the study, the population of the study was composed of the students who participated in the pedagogical formation training courses started at the Education Faculty of Kocaeli University in 2013-2014 academic year and the 3rd and 4th grade students studying at the Education Faculty. In the sampling of the study, simple random sampling method was used. Thus, a total of 776 students, 237 of whom were from the branches of Physics, Turkish Language and Literature, Chemistry, Art History, History, Mathematics and Biology attending the Pedagogical Formation Training course, and, 539 of whom were the 3rd and 4th grade students studying in the departments of Psychological Counseling and Guidance, English Teaching, Classroom Teaching, Mathematics Teaching, Preschool Teaching, Computer and Instructional Technologies and Science Teaching at the Faculty of Education, were included in the sampling frame. In the study, The Ohio Teacher Efficacy Scale, developed by Tschannen-Moran & Woolfolk-Hoy and adapted into Turkish by Baloğu and Karadağ (2008), was used in order to determine the teachers' efficacy perceptions. The scale consisted of 5 sub-dimensions including Scale Orientation, Behavior Management, Motivation, Training Skill and Assessment and Evaluation and 24 items." The Self-Control and Self-Management Scale (SCMS)", developed by Mezo (2009), and, the Turkish validity and reliability studies of which were carried out by Akın, Demirci and Çardak (2012), was used in order to determine the self-control levels of the teacher candidates. This scale had 3 sub-dimensions including Self-Monitoring, Self-Evaluation and Self-Reinforcement and 16 question items. According to the research findings, of the self-control scale dimensions; the arithmetic mean of the self-monitoring dimension scores was determined to be higher than the self-evaluation and self-reinforcement dimensions and also the dimension with the highest teacher efficacy scale mean scores was found to be orientation and the dimension with the lowest ones was assessment and evaluation. In this context, it can be said that self-monitoring levels of teacher candidates and their orientation perceptions in terms of teacher efficacy are high. Self-reinforcement perceptions of female teacher candidates were found to significantly differ from males. In terms of total self-control scale scores, the mean scores of female teacher candidates were also found to significantly differ from male teacher candidates. In terms of teacher efficacy, male teacher candidates were determined to have a higher average than female teachers in the dimension of behavior management and also in terms of the total teacher efficacy scores, the mean scores of female teacher candidates were found to significantly vary. The teacher candidates participating in the pedagogical formation training were found to have a higher average in terms of behavior management compared to the students of the education faculty. However, the teacher candidates from the education faculty were determined to have a higher average in terms of their self-control levels compared to the students participating in the pedagogical formation training course. Consequently, the total scores of teacher efficacy scale were determined to have a positive relationship with the variables of self-monitoring, self-evaluation and self-reinforcement. Therefore, it can be argued that development of self-control behaviors of teachers will be positively reflected in their own competence.

Keywords: Teacher Efficacy, Self-Control, Teacher Candidate.

THE RELATIONSHIP BETWEEN PRESERVICE TEACHERS' LIFELONG LEARNING TENDENCIES AND QUALITY OF UNIVERSITY LIFE

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ABSTRACT: Today the definition and perceptions about education is redefined due to the developments and changes in the world. In this regard education is not considered as an activity that takes place only at formal institutions, however; it is viewed as a continious and an ongoing process that covers the all develoment stages and the lifespan of individuals. In other words, in education lifelong learning becomes an important concept that emphasizes updating continuously ones' his/her knowlegde, skills and competencies. School quality life is generally defined either as the contribution of school to the academic, social and psychological development of students or the satisfaction of students from the learning opportuinities and environments provided to them by their schools. Therefore; it is seen that the quality of this environment and culture affect their perceptions about school quality life and school quality life is influenced by all formal and informal dimensions. In this regard, the aim of the present study is to examine the relationship between university life quality levels of preservice teachers and of their lifelong learning tendencies with respect to certain variables (their gender, subject-areas, if they are graduated or not) .and the problem statement of the present study is "Is there any significant relationship between university life quality levels of preservice teachers and of their lifelong learning tendencies?" The preservice teachers (n= 552) in the spring semester of 2014-2015 academic year at Abant İzzet Baysal University, Bolu -Turkey formed the study group of the present study. The present study was a descriptive study with relational screening model. In the study, the quantitative data were collected through "Quality of Faculty Life Scale" developed by Epstein and McPartland (1976) and adapted into Turkish by Yılmaz and Çokluk Bökeoğlu (2006) and "Lifelong Learning Tendencies Scale"developed by Coşkun (2009). The data were analyzed through SSPS for Windows 20 Progam and for the analysis of the data, the mean, standart deviation scores were calculated, independent samples t-test was used and Pearson product-moment correlation coefficient scores were calculated. The findings of the study revealed a significant relationship between the quality of faculty life and lifelong learning tendencies of preservice teachers.

Keywords: Lifelong Learning Tendency, Faculty Life, Quality of Faculty Life.

THE AFFECT OF LIFELONG LEARNING TENDENCIES ON LEARNING TURKISH AS A FOREIGN LANGUAGE

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ABSTRACT: After a comprehensive literature review of the field, one can conclude that lifelong learning approaches have not been studied adequately in terms of language learning process. There is an observable connection between learners' levels of achievement in language learning and their lifelong learning tendencies. This study aims to identify the affect of lifelong learning tendencies of learners on their learning Turkish as a foreign language. The study, in this context, was conducted with mixed research method. The study universe consists of learners learning Turkish at C1 level as a foreign language at Sakarya TÖMER 2014-2015 summer school. On the first phase of the study, data regarding lifelong learning tendencies of learners of Turkish as a foreign language was obtained from "Lifelong Learning Tendency Scale". First, a six point Likert scale was chosen. Then the scale was converted to three points so that the foreign learners in the study could understand the scaling better. The four sub-dimensions of the scale are motivation, perseverance, competency in regulating learning, curiosity. Points from sub-dimensions of the scale vary between 1 and 3. The point indicates that the feature of that dimension increases. Descriptive survey model was applied on the first phase of the study. For the second phase of the study, once lifelong learning tendencies of work groups were identified, achievement test for learning Turkish, developed by field experts researchers, was applied on them twice, first one being before the training and the second one being after dense training. This phase of the study was designed as a model with pre-test and post-test control group. The third phase of the study included the comparison of points from achievement tests and lifelong learning tendency levels which revealed that there is a connection between them. Correlation model will be used for the last phase of the study. As a result of this study, the connection between learners' achievements in tests and their lifelong learning tendencies was analyzed. Data in the study was obtained through the achievement test on language learning given to learners during the summer school and "Lifelong Learning Tendency Scale". Improvements in learners' achievements in language learning during the summer school were gathered. Differences between test scores before and after the summer school were calculated and levels of improvements were found. Thanks to high levels of lifelong learning tendencies of language learners, continuity and universality, two of fundamental goals of education, are provided and effective Turkish learning occurs.

Keywords: Lifelong Learning, European Union Language Learning Criteria, Teaching Turkish as a Foreign Language, Turkish Learning, Mixed Method

PROJECT THE DAY FOCUSED ON PHYSICAL ACTIVITY AND DIET

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ABSTRACT: Healthy physical activity and well-balanced diet are means of maintaining and promoting health. The presented Project Day involving pupils of the 1st level of elementary school in Senice na Hané focuses on well-balanced diet and health enhancing physical activity in terms of the current educational reality. These two phenomena are inseparable. One is associated with the other, they complement each other. They are the two crucial aspects of a healthy lifestyle of each individual. Without a balanced and appropriate diet, physical activity of pupils is useless. The main objective of the Project Day called "A sound mind in a sound body" was to, in a playful way, familiarize the pupils with basic information concerning diet and health benefits of physical activity. The aim of the initial part was to motivate the pupils for activity at various activity points. This part included a brief introduction with information about division into groups, duration at various activity points (length of activity at a specific activity point and length of transfers between activity points). The pupils were shown a short sketch, which symbolised a "clash" between the importance of diet and physical activity for humans. In their groups, the pupils were supposed to answer the principal motivation question: What is healthier for a human? Healthy food or sport? The following main part of the Project Day held on 2 December 2014 was attended by 69 pupils and was organized as group work at various thematic activity points. Each group visited all activity points. Activity point 1 was called "Agile duck-bill", where the pupils tried out and learned about various preconditions for certain types of physical activity. The key competences involved communication, personal, social, and learning. The second activity point was called "Forest supermarket" and focused on the issue of a sedentary lifestyle. The key competences involved communication, personal, social, learning, problem solving, professional, and civic. The following activity point called "Juicy blueberry" focused on determining the importance of fruit and vegetables in terms of a balanced diet. The key competences involved communication, personal, social, learning, professional, and civic. The fourth activity point was called "Oversalted chip", where the pupils were supposed to understand the negative health consequences of consuming fast food. The key competences involved personal, social, learning, and professional. The last activity point called "Great pyramid" invited the pupils to place various types of food into a pyramid. The key competences involved learning, problem solving, communication, professional, social and personal, professional, civic. During a break the pupils completed worksheets, and in groups though about the principal motivation question. The project was completed by a final assembly of all participants, and by joint reflection in classes.

Keywords: Project Day, Physical Activity, Diet.

TEACHERS' OPINIONS ABOUT POWER SOURCES AT SCHOOLS

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ABSTRACT: Administrators in order to be effective to realize the organizational goals, they should have power to influence them. Power is the ability to do something to someone, to ask fort to do something or to guide how to do something. In other words, power to operationalize others, ability to keep under control reward distribution and as a mean used to achieve goals and a right to use this means in the frame of responsibility. Power is divided into two in itself, as; formal and informal power. These may cause either to the maintenance or disappearance of organizations and during this process, mainly the employees and secondly, the stakeholders are affected. When schools are considered as organizations administrators themselves, teachers, students, parents and related people are either positively or negatively affected by the existence of this power. Within this framework, the aim of this study is to investigate teachers' opinions about power sources at schools. To achieve this purpose case study model was used and the sample of the study was selected appropriate sampling model was used. The study group of the study consisted of 31 teachers (11 high school teachers, 10 secondary school teachers and 10 primary school teachers) participated in the study voluntarily. In order to collect the data, semi-structured interview technique was used. While the data collected were analyzed through content analysis technique, the opinions of teachers were compared to each other with regard to the school they work at. The qualitative data were collected during the spring semester of 2014 -2015 academic year. Some of the findings of the study reveal that teachers mostly consider school principals as formal power and consider the parents as the informal power and they believe that parents are influential upon the school administration. They also believe that the relations between the informal power and formal power are influenced when the interests of both sides are concerned.

Keywords: Formal Power, Informal Power, Principles, Teacher, Parents.

TEACHERS' USE OF SOCIAL-MEDIA TOOLS FOR THEIR PROFESSIONAL DEVELOPMENT

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ABSTRACT: Today, information technology and infrastructure are developing very fast. This development has resulted in new usages with the introduction of internet into every part of life. This confronts people with new concepts generated by the information world and the process of meeting usage areas and learning the same. Web 2.0 technologies are one of these innovations described as the new face of the internet. Web 2.0 can be defined as a new generation user-centered internet platform where users can contribute to the content thereof and which provides freedom of movement and ease of use for them. One of the biggest opportunities offered by Web 2.0 applications is to form online areas for social interaction and share. Use of the interactive communication power of internet in these media also called social media is realized with social media tools. Thanks to a lot of social media tools such as Facebook, Twitter, LinkedIn Google+, and YouTube, establishing a large communication network and sharing, spreading and even discussing any content fast become possible. This interaction provides a great contribution for people to learn new information and to their personal development. At the same time, social media tools are also used in the professional field and may contribute to the professional development of the individuals. On the other hand, realizing professional development is as extremely important as the professional development in the lifelong learning process. In this research, it was attempted to determine the way of using social media for professional development purposes by the teachers. In the research, of the qualitative research patterns, case study design was used and of the purposeful sampling methods, "purposeful random sampling" technique was used for the selection the teachers to participate in the research. A total of 40 teachers, 15 primary school, 12 secondary school and 13 high school teachers randomly selected from the teachers working in the primary school, secondary school and high schools in Bolu, formed the study group. A semi-structured interview form was used to determine how the teachers are use social media tools for professional purposes, to determine whether they use the knowledge they have acquired about social media and the experiences they have undergone during their instructional activities or not and to determine their opinions regarding the necessity and importance of social media in the lifelong learning. For the analysis of the qualitative data, content - analysis technique was used . During the development of the semi-structured interview form, the literature in relation to the subject-area was reviewed, the opinions, criticisms and recommendations of subject-specialists (n=5) were taken into consideration. A pilot study of the interview form was performed by four teachers apart from the study group. Finally, the interviews were held with the teachers formed the study group of the present study. The findings of the study revealed that teachers generally use the social media tools for professional purposes and their development. In the meantime, it is observed that social tools are effective when they are used for their professional development and for sharing purposes. Besides, teachers emphasize that social media has an important place in terms of their personal and professional development as well as they state that attention should be paid to dangers such as information pollution.

Keywords: Social Media, Social Media Tools, Lifelong Learning, Professional Development, Teaching Profession.

TOWARDS THE CONSTRUCTION OF TEST FOR ASSESSING MOTOR ABILITIES IN FOUR-AGED PRESCHOOL CHILDREN

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ABSTRACT: The goal of this pilot study was to determine basic kinesiometric properties of the tests for the assessment of certain hypothetical latent dimensions of motor abilities at four-year children. Namely, the structure of motor abilities is strongly connected with developmental status of the children, and in each phase of the development, specific relationships between different motor abilities are expected. The study was conducted in three kindergartens in the city of Zagreb during first half of 2015. The sample in research consisted of 50 children aged 4 years (± 6 months). The main variables in the study are operationalised by the battery of tests, aimed to assess the hypothetical motor abilities: coordination (walking on all fours around the stem, i.e. MRHD; walking on all fours in the back, i.e. MKHCS); the speed (running at 10 meters, i.e. MBT10M; two-leg jumping through hoops, i.e. MBSSO); balance (standing on one leg, i.e. MRSJN; walking the plank, i.e. MKHCN) and strength (raising the leg, i.e. MSPN). The basic descriptive characteristics of all the tests were calculated (mean and standard deviation). Reliabilities of the tests were calculated by Cronbach's alpha (α) coefficients of internal consistency, ranging from 0.46 (MRHD) to 0.96 (MBSSO). For the assessing the discriminativity, the Lilliefors test was used, revealing that already satisfactory discriminativity is found for the tests: MKHCN, MRHRD and MBT10M. To. The homogeneity of the tests is assessed by average inter-item correlation, ranging from 0.22 (MRHD) to 0.89 (MBSSO). Analysis of the construct validity, using Principal Components Analysis (PCA) with Equamax Rotation, showed unstable two-component structure (without clear discriminating different motor abilities), with unreliable second component. In spite of actual shortcomings, the results of this study indicate the potential for constructing new instruments for measuring motor abilities in four-aged children, on a larger sample of participants.

Keywords: Development, Metric Characteristics, Preschool Children.

MODERNIZATION OF EDUCATION AS ILLUSTRATED BY INTERNATIONAL COOPERATION PRACTICES. POLAND-UZBEKISTAN

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ABSTRACT: The needs of a modern school require a new insight into the process of education. The knowledge triangle: education - innovation - research is becoming a priority. At the level of universities it focuses on cooperation between higher education institutions, business surroundings, businesses and authorities. The article discusses the experience of academic community in the area of three Regional Knowledge Platforms, which are promoted by the university in Poland. It also discovers the engagement of other partners and indicates the need for training in development and implementation of innovative solutions in education, and finally, the need for creating Joint Action Plan for future initiatives.

Keywords: Education, Modernization, ınternational Cooperation, Knowledge, Research, ınnovations.

EDUCATION OF SENIORS AT THE UNIVERSITIES OF THE THIRD AGE. ANALYSIS OF THE SOLUTIONS ADOPTED IN POLAND

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ABSTRACT: In Polish specialist literature lifelong learning, often defined as continuing or permanent education, is the presently preferred model of education which involves constant updating and extending knowledge as well as improving general and professional qualifications undertaken throughout life. The model emerges from constantly changing socio-cultural reality and globalisation processes which require adaptation and understanding, also from the person in the third stage of life. The elderly or seniors, due to increasing life expectancy, should keep themselves mentally and physically active so that they could stay fit and healthy when they reach old age. These opportunities are offered by the Universities of the Third Age. The article discusses activities offered by one of the Universities of the Third Age. The research project involves seniors' motivations behind taking up academic courses available at the university as well as the respondents' opinions regarding benefits from participating in these activities.

Keywords: Lifelong Learning, an Elder Person, Senior, the University of the Third Age.

MULTICULTURALISM IN HIGHER EDUCATION

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ABSTRACT: Multiculturalism has been very important topic in every area in the world. The rapid development of globalization affect soscial environment seriously. One of this social environment is school especially university. Students have different cultures educated in universities. Diversity in the universities has crucial role changing behavior. The aim of this research is to determine how diversity in the structure of cultur of the students who are trained in Germany (religious, racial, national, ethnic identity, demographic characteristics) does affect their education. How must be educational strategies in the multicultural educational environment? What do faculty members think about multiculturalism in higher education. Because of this research aimed to determine the presenting condition descriptive model was used. In order to reveal participants' thinking about research subject in detail case study design which is one of the qualitative research methods was preferred. This research carried out with 14 participants working at universities in different countries and 17 university students in the 2013-2014 academic year in Germany Westfälische Hochschule University of Applied Sciences. According to results participants think that multiculturalism is prosperty in higher education so projects that enable to collabration with other conturies such as Erasmus should be supported. Also participants think that multiculturalism provide students thinking versatile, problem solving easily. As well as participants emphasize on multiculturalism should not be seen as disadvantage and multiculturalism adopt as a life part.

Keywords: Multiculturalism, Higher Education.

COMPARISON OF VARIOUS METHODS USED IN SOLVING MISSING DATA PROBLEMS

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ABSTRACT: Missing data is one of the problems frequently met by researchers. The missing data problem adversely affects the research results and thus causes false inferences. In this respect, various methods have been developed to be used in solving the missing data problem. Decision on using which method depends on the factors such as sample size, missing data amount and missing data mechanism. In this research, data sets containing missing data at various rates (5%, 10%, 20%) were transformed into new complete data sets with 9 different missing data methods and the results obtained from the new data sets were compared with the first complete data set in terms of validity and reliability. This research aimed to make inferences about which methods are applicable in which conditions, based on the research results. In the research, Programme for International Student Assessment (PISA) data were used. PISA 2012 Turkey sample and the single-scale "Math Work Ethics" scale among the students' scales were used for data. For the analysis, complete data set of 1000 persons was chosen from the Turkey sample at random. On complete data sets, data were deleted at rates of 5%, 10% and 20% at missing completely at random (MCAR) mechanism. During the phase of transforming the missing data set into new complete data sets, series mean, mean of nearby points, median of nearby points, linear interpolation, linear trend at point, listwise deletion, expectation maximization, regression imputation and multiple imputation methods were used. The values obtained from the complete data set were used as reference values in interpreting the values by comparing the values of validity and reliability at the new complete data sets. The research results reveal that, with respect to validity and reliability, the values obtained for the deleting based on list at different rates of missing data are the values with the least similarity to the ones generally obtained from the complete data set. While the values obtained for the approximate value allocation methods resulted in proximal or same values as the ones.

Keywords: Missing Data, Validity, Reliability.

RELATIONSHIP BETWEEN HUMAN VALUES AND MORAL MATURITY IN TEACHER CANDIDATES

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ABSTRACT: This study was aim to examine the relationship between human values and moral maturity in teacher candidates. The research group consists of 139 (71 male, 68 female) physical education and sports teacher candidates. "The Human Values Scale" developed by Dilmaç and Arıcak (2012) and "The Moral Maturity Scale" developed by Selçuk and Kaya (2008) is used as the data collection tool in the study. Human Values Scale consists of 39 items and 9 subscales. Subscales are as follow: Social Values (10 items), Career Values (5 items), Intellectual Values (6 items), Spiritual Values (4 items), Materialistic Values (3 items), Honor of Humanity (3 items), Romantic Values (3 items), Freedom (3 items) and Futuwwat&courage (2 items). Human Values scale is graded between 0 (it does not matter) and 9 (very important) points range. The reliability of the scale was calculated to be ".91". Moral Maturity Scale consists of total 66 items. Moral Maturity scale is graded between 1 (no, never) and 5 (yes, every time) points range. The reliability of the scale was calculated to be ".94". In the data analysis, "arithmetic mean, standard deviation, t-test, ANOVA, product-moment correlation coefficients and multiple regressions" were used. The significance level is accepted as .01 and .05 during the statistical analysis. As a result of the study, it is seen that the student' overall scores varied between 0 and 9, with a mean of 7.80, which suggests that their overall human values was slightly above the average score of the scale. Considering that the lowest and highest scores on our sub-dimensions of Freedom (M=8.34), Honor of Humanity (M=8.26), Social Values (M=8.23) and Intellectual Values (M=8.08) were 0 and 9, it can be said that these dimensions are found at a high level. Also, considering that the lowest and highest scores on our sub-dimensions of Futuwwat&courage (M=7.93), Career Values (M=7.89) and Spritual Values (M=7.12) were 0 and 9, it can be said that these dimensions are found at above average. Moreover, it can be said that sub-dimensions of Romantic Values (M=6.74) and Materialistic Values (M=6.48) are found at average. It is seen that the students' whole scores varied between 1 and 5, with a mean of 4.20, which suggests that their overall moral maturity was slightly the high score of the scale. In this research, human values and its sub-constructs are observed significant positive correlations with moral maturity. A multiple regression analysis was conducted to evaluate how well all-subscales of human values scores predicted moral maturity. The linear combination of human values' subscales scores was significantly related to moral maturity, F ((9,129) = 5.517, p<.001). The multiple correlation coefficient was .28, indicating that approximately 23% of the variance of the moral maturity can be accounted for by the linear combination of human values' subscales scores. It was seen that, "social values", one of the sub-dimensions of human values were reasonable predictors of moral maturity (β=.249, p<0.05).

Keywords: Human Values, Moral Maturity, Teacher Candidates, Physical Education and Sport.

DIDACTIC LIMITS OF TEACHING IN VIRTUAL ENVIRONMENTS

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ABSTRACT: The using of 3D multi-user virtual environment (MUVE) in teaching and its didactic limits in lifelong learning is analysed in this paper. As in a virtual space there are no geographical boarders or time limitations, we consider this environment naturally suitable also for language learning at universities or in the lifelong learning courses. The aim of our preliminary research was to find out the appropriateness of its usage in mother tongue teaching of university students. For this purpose, the 3D virtual classroom and several 3D virtual teaching objects in MUVE Second Life were created which were then presented to the adult respondents – university students of Czech language and literature. Mixed research design was used by the direct observation and semi-structured interview focused on examining the behaviour and attitudes of respondents in MUVE as well as a quantitative method of questionnaire survey. The first observations and results are described and the possible didactic limits are discussed.

Keywords: 3D Multiuser Virtual Environments, Lifelong Learning, Didactic Principles.

THE RELATIONSHIP BETWEEN LIFELONG LEARNING TENDENCIES AND SOCIAL ENTREPRENEURSHIP CHARACTERISTICS OF PROSPECTIVE TEACHERS

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ABSTRACT: Lifelong learning and entrepreneurship concepts are proposed in a similar way by large-scale organizations such as the EU and OECD (Garsten, 2008). In an information and technology-driven economy, "innovation, flexibility, entrepreneurship and creativity" is a necessity for lifelong learning commitment (Gopinathan, 2007; cited in: Kitagava, 2012). The main objective of this study carried out from this expression is to determine the relationship between lifelong learning tendencies and social entrepreneurship competencies of the faculty of education students. The study group of this research on screening model consists of (N = 357) prospective teachers studying in Sakarya University Faculty of Education. Within the scope of the study, Lifelong Learning Tendencies Scale developed by Gur-Erdogan (2014) and Prospective Teachers' Social Entrepreneurship Characteristics Scale developed by Konaklı and Gogus (2013) was applied to the students. As a result of the analysis, it was determined that there is a relationship between lifelong learning tendencies and social entrepreneurship characteristics of the Faculty of Education students. According to the study findings, it was found a positive and meaningful relationship in .74 level between their lifelong learning tendencies and social entrepreneurship characteristics.

Keywords: Lifelong Learning Tendency, Social Entrepreneurship, Prospective Teacher.

CORRELATIONS BETWEEN MOTOR ABILITIES, MORPHOLOGICAL CHARACTERISTICS AND PREPAREDNESS FOR SCHOOL AT PRESCHOOL BOYS

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ABSTRACT: The insight into the associations between three sets of data in preschool aged boys (motor abilities, morphological characteristics and their preparedness for school) should provide a platform for improved systematic educational work. Thus, the main goal of this research is to determine the correlation between above-mentioned three sets of data. The randomized sample of preschool boys (N=106), aged 6-7, was examined. Eighteen composite motor tests, modified to be adequate for preschool children; three for each hypothetical latent motor dimension (coordination, flexibility, strength, agility, accuracy and balance) were utilized to measure motor performance of the subjects. Test for School Preparedness (TSS) with five subtests (Perceptual test, Test knowledge of the facts, Numerical test, Test connecting points and Test strikethrough) was used in estimating boys' school preparedness. Moreover, 14 morphological (anthropometric) characteristics were measured. The associations between motor abilities, morphological characteristics and preparedness for school at preschool boys were determined using both univariate and multivariate (canonical) correlations. The results revealed that (as expected) all the canonical correlations were statistically significant: between motor abilities and morphological characteristics, between motor abilities and preparedness for school, as well as between morphological characteristics and preparedness for school. However, in spite of its significance, the correlation is the lowest between morphological characteristics and preparedness for school. Hence, it could be carefully hypothesized that morphological characteristics could be less important factor for estimating overall preparedness for school, than boys' motor abilities at the age of six or seven years.

Keywords: Association, Preschool Children, Developmental Status.

PRIMARY EDUCATION PRE-SERVICE TEACHERS' PERCEPTIONS OF EQUALITY IN EDUCATION: A METAPHOR ANALYSIS STUDY

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ABSTRACT: The term "equality" Has several referents in education. Researchers And and educators consider equality with respect to school finances, expenditures, resources, Access to curriculum, distribution of students for instruction, academic and social mobility, classroom process and educational policies. Equity İn education is important for several reasons. First Of all, there is surely a human rights imperative for all people to have a reasonable opportunity to develop their capacities and to participate fully in society. Insofar As opportunity is not distributed fairly there will be an underutilization of talent; some people will not develop their skills and abilities with consequent loss not only to them but to the society generally. The Purpose of this study is to determine primary education pre--service teachers' perceptions about the concept of equity in education through metaphor analysis. In Order to realize this objective, the study will investigate the metaphors used by primary education pre--service teachers to define equality in education. The Data will be collected, analyzed and commented by using quantitative and qualitative research methods. Metaphors will be categorized under conceptual themes and the significance between the conceptual themes, and variables such as gender and social-economic statue will be also investigated.

Keywords: Primary Education Pre-Service Teacher, Equality, Equality İn Education, Metaphor Analysis.

THE RELATIONSHIP BETWEEN LEARNING STYLE AND LEARNING STRATEGIES OF STUDENTS IN FACULTY OF EDUCATION

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ABSTRACT: The aim of this study is to investigate students' learning strategies in education faculty in terms of learning style and some demographic variables. In accordance with this purpose, research was designed in survey method. The sample of the study consists of 950 during 2013-2014 school year. Kolb's Learning Style Inventory, Learning Strategies Scale and Personal Information Form were used as the data collection instrument. Chi-Square Test and MANOVA were used to analyze data. The results indicate that students use assimilating and converging learning style most and learning style and gender have an effect on learning strategy use. Learning strategy us level of the students that have converging learning style are higher than other students.

Keywords: Learning to learn, Learning style, learning strategies, Teacher training.

RELATIONSHIP BETWEEN LIFELONG LEARNING TENDECY AND INFORMATION LITERACY SELF-AFFICACY OF THE STUDENTS

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ABSTRACT: Individuals must show a tendency to lifelong learning to keep pace with rapid information growth in information society, develop them and learn to learn. Lifelong learning is all of formal and informal learning activities that students experience to develop their knowledge, skills and ability individually and socially (Dinevski and Dinevski, 2004; Sarıbaş, 2015). Lifelong learning is key point for individuals to update their knowledge and skills. In that, people can learn if they are continuously in need of learning (Çolakoğlu, 2002). Lifelong learning requires reaching constantly changing information, using and evaluating this information effectively. To achieve these, one of important factors for individuals is information literacy (Candy, 2002). Information literacy is skill for finding, using and evaluating information (Sheehy, 2001). Individuals with this skill are aware of required information and source for finding solution to any problem, access source and use and evaluate the information effectively (Kurbanoğlu, Akkoyunlu and Umay, 2006). However, individuals must feel confidence and willingness to use these skills. This is linking with information literacy self-efficacy. Considering that self-efficacy is individual's judgment, perception or belief of to what extent s/he can do something efficiently (Bandura, 1977; Oğuz, 2012), information literacy self-efficacy can be defined as individual's belief regarding competence for obtaining, using and evaluating information. It can be said that beliefs for obtaining, using, sharing and evaluating information of individuals with high information literacy self-efficacy is also high (Kurbanoğlu and Akkoyunlu, 2007). Information literate lifelong learner was trained by teachers that have these qualities. So, it is important for prospective teachers' these skills to be developed. Aim of this study is to investigate the relationship between lifelong learning tendency and information literacy self-efficacy of pedagogical formation students. Sample of the study in survey method consists of 292 pedagogical formation students. Lifelong Learning Tendency Scale, Information Literacy Self-efficacy Scale were used as data collection instrument. Descriptive statistics, t test, Anova and Pearson Correlation Coefficient was used for analysis. It is determined a positive and medium-level relationship between lifelong learning tendency and information literacy self-efficacy of students (r=.382). Lifelong learning tendency and information literacy self-efficacy of students significantly differ according to gender, field, foreign language level, reading book status in a month, research skills. Also, lifelong learning tendency of students significantly differ according to status whether taking a lesson about learning strategies and techniques or not.

Keywords: Lifelong Learning, Information Literacy, Self-Efficacy, Pedagogical Formation.

CHARACTERISTICS OF DIVERSITY LEADERSHIP ACCORDING TO TEACHERS

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ABSTRACT: The objective of this study is to reveal how teachers define Diversity Leadership and the characteristics a diversity leader should have. The study was conducted with phenomenological method, one of the methods of qualitative research. Study group of the research consists of 25 voluntary teachers selected through convenient sampling method. Research data were collected through semi-structured interview form and they were analysed by means of descriptive analysis technique, one of the qualitative data analysis technique. In the study, the teachers were asked to define diversity leadership and list the characteristics of a diversity leader. As a result of the study, it was found that teachers made identifications similar to the definitions in the literature and that they needed diversity leadership in their schools. It was further found that some of the characteristics required to be held by diversity leader (e.g., non-discrimination, developing empathy, being integrative, respecting diversity, taking differences naturally etc.) are peculiar to diversity leadership in particular; whereas some others also include other leadership traits (e.g., having a vision, being humanitarian, being patient etc.).

Keywords: Diversity Leadership, Organizational Differences, Diversity Management, Diversity at Workplace.

THE PREDICTIVE POWER OF ORGANIZATIONAL TRUST TO ORGANIZATIONAL COMMITMENT IN ELEMENTARY AND HIGH SCHOOL TEACHERS

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ABSTRACT: The purpose of this study was to investigate the levels of elementary and high school teachers' organizational trust and organizational commitment. Secondly to investigate the predictive power of organizational trust to organizational commitment of elementary and secondary school teachers. More specifically, this study examined how trust in the organization would predict levels of the teachers' commitment to school, commitment to educational works, commitment to teaching profession and commitment to workgroup. This study is a quantitative research. The research carried out with 1860 (1255 elementary school teachers and 605 high school teachers) teachers. Organizational trust scale and organizational commitment scale were used in the research. Descriptive statistics (frequency and mean) and simple linear regression analysis were performed in the study.

Organizational trust, commitment to school and commitment to work group level of the elementary and high school teachers is high level. On the other hand while commitment to educational works and commitment to teaching profession level of elementary teachers is very high, of high school teachers is high level. In the study, it is found that a low level positive and significant relationship between teachers' perception of organizational trust and commitment (commitment to school, commitment to educational works, commitment to teaching profession and commitment to workgroup). These relationships are also valid for both elementary and high school teachers. The elementary and high school teachers' perception of organizational trust is a weak predictor of perception of teachers' commitment to school, commitment to educational works, commitment to teaching profession and commitment to workgroup.

Keywords: Organizational Trust, Organizational Commitment, Elementary Teacher, High School Teacher.

POSSIBILITIES FOR MOTIVATION IN MATHEMATICS TEACHING

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ABSTRACT: This paper focuses upon the relevance and importance of motivation in mathematics in the context of lifelong learning. The introduction identifies and summarises basic theoretical issues of motivation: a definition from the perspective of psychology and education, the basic divisions and different approaches used to motivate children and adults. The first section describes the pitfalls and difficulties in motivating students in mathematics, as encountered by teachers in educational practice. The second section explores possible solutions in teaching methods which use pedagogical constructivism, which is a tool used to increase student attention and provide motivation within mathematics teaching (e.g., outdoor math, educational games, ICT programs, etc.). The last section contains concrete examples and ideas, from the knowledge and experience gained in supported research projects.

Keywords: Psychology, Pedagogical Constructivism, Creativity, Didactic Games, Lifelong Education.

SOCIAL POLITICAL THINKING IN TURKEY DURING WORLD WAR 2

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ABSTRACT: During the World War 2, the world suffered not only with millions of casulties but also economical crisis as well. And even tough Republic of Turkey did not participate in the war, its economic structure was shaken rapidly in many acpects. Turkey's productions slowed down, investments stopped and as a result the main component of production, the working class was adversely affected. Altough the government intoduced positive laws towards social politics in 1930's, during the years of World War 2 they became insufficient. Great increases in food prices, famine and unemployment caused major problems. The government did not neclect these unfavourable facts and therefore they made adjustments for working class in order to protect them from the negative trend of economic structure. Some regulations aiming at continuity of production as well as humanitarian purposes show that the state placed importance on social politics. In addition to that, during the war, it was clearly understood that the working class is the main factor of production. This researh examines the adjustments towards social politics in the Republic of Turkey during the Word War 2.

Keywords: Turkey, Social Political Thinking, During World War 2.

FARKLI YAŞ, CİNSİYET VE MEDENİ DURUMLARDA OLAN BİREYLERİN AİLE KAVRAMINA İLİŞKİN ALGILARININ METAFORİK ANALİZİ

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ÖZET: Farklı yaş, cinsiyet ve medeni durumlarda olan bireylerin aile kavramına ilişkin algılarının ne yönde olduğunu ve bu algılarını hangi metaforlarla açıkladıklarını incelemeyi amaçlayan bu çalışma, nitel araştırma yöntemine uygun olarak tasarlanan betimsel bir alan araştırmasıdır. Araştırmanın çalışma grubunu farklı yaş, cinsiyet ve medeni durumlarda olan 52 birey oluşturmaktadır. Veriler araştırmacılar tarafından geliştirilen "Aile Kavramına Yönelik Metafor Anketi" aracılığıyla toplanmıştır. Araştırma anketinde üç kapalı uçlu soru ve gerekçesi ile birlikte bir açık uçlu soru sorulmuştur. Açık uçlu soru, "Sizce aile …. benzer. Çünkü ……" şeklinde verilmiştir. İstatistiksel olarak ortalama, yüzdelik, frekans dağılımlarına bakılmıştır. Çalışma sonunda ailenin bireyler tarafından nasıl algılandığına ilişkin metaforlar üretilmiş ve anket maddelerine verilen cevaplar yorumlanmıştır. Katılımcıların geliştirdikleri metaforların analiz edilmesi ve yorumlanması süreci; (1) metaforların belirlenmesi (2) metaforların sınıflandırılması (3) kategori geliştirme olmak üzere üç aşamada gerçekleşmiştir. Araştırmanın bulgularına göre katılımcılar 30 adet geçerli metafor üretmişlerdir. Araştırma bulgularına bireylerin aile kavramına ilişkin yanıtlarında en çok ağaç ve güneş metaforlarını kullandıkları tespit edilmiştir. Metaforlar ortak özellikleri bakımından 7 farklı kavramsal kategori altında toplanmıştır. Kategoriler açısından değişkenler ele alındığında ise şu verilere ulaşılmıştır: § Ya_ dei_kenine göre incelendiinde; orta yeti_kin grubun genç yeti_kinlere oranla aile kavram1na üretken, koruyucu, ihtiyaç vb. alg1larla yakla_t1klar1 tespit edilmi_tir. Cinsiyet dei_kenine göre incelendiinde; baylar1n bayanlara oranla aile kavram1na ili_kin daha bütüncül, bal1, koruyucu, güçlü ve devaml1l11 olan bir alg1ya sahip olduklar1 görülmü_tür. § Medeni durum dei_kenine göre incelendiinde ise; evli bireylerin bekârlara oranla aile kavramına daha çok orta yetişkinlikteki grubun algısı ile yaklaştıkları tespit edilmiştir. Bu da orta yaş grubu ile evli olma durumu arasındaki pozitif (+) korelasyonu destekler niteliktedir. Araştırma genelinde ise bireylerin çoğunun aile kavramına ilişkin algılarının olumlu yönde olduğu gözlemlenmiştir.

Anahtar Kelimeler: Aile Kavramı, Metafor, Nitel Araştırma, Birey.

CONTENT AND LANGUAGE INTEGRATED LEARNING AS A TOPIC FOR MATHEMATICS TEACHERS LIFELONG LEARNING

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ABSTRACT: Lifelong learning is defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning can develop creativity and individual skills needed for adaptability in a rapidly developing modern society. Teachers are expected to develop as professionals and they need to aquire new knowledge, become familiar with new didactics trends, learn about new teaching and learning methods. Content and Language Integrated Learning (CLIL) is a teaching method based on teaching a non-language school subject through a foreign language. Pupils acquire knowledge and skills in both subjects at the same time. Suitable subjects include mathematics, biology, art and physical education. The CLIL method is supported by the European Commission in its Action Plan 2004-2006 yet, because it enables pupils to apply their newly acquired language skills. The paper describes the proposed course Application of English in teaching mathematics through CLIL. This course, for students and teachers, provides a better view of the possibilities of cross-curricular links Mathematics and English based on CLIL. The course includes examples of selected activities, realizable in school practice. The authors are convinced, in agreement with the results of international studies, that the inclusion of information on the method CLIL and its implementation in individual subjects has potential use for lifelong learning of both teachers and students. Successful integration of CLIL contributes significantly to the transformation of schools towards international communication and cooperation.

Keywords: CLIL, Mathematics, Lifelong Learning.

FORMING A CLOUD COMPUTING BASED LIFELONG LEARNING PLATFORM: INTEGRATION OF BASIC COMPUTER COURSES AS MASS OPEN ONLINE COURSES TO UNIVERSITY

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ABSTRACT: Today's formal educational institutions remain incapable of keeping people's knowledge up to date. Updating information in fields like general culture, information technology, language education and vocational education is needed. Online learning settings, certificate trainings, in service trainings and social network settings greatly contribute to updating information. The learning function is a lifelong process besides formal educational institutions. Lifelong learning can be defined as individual's whole collaboration of events which aims to develop their knowledge, skills and talents individually, vocationally or socially in order to manage their lives. It can be said that a web based learning settings has contributed to the learning processes the most these days. In this regard, people and especially universities grants free access to supply of information they have through Mass Open Online Courses (MOOC). In order for users to access MOOC, having an internet browser is enough. MOOC is also able to develop lifelong learning skills and brings the participants ways of self-learning and information gathering. Strong hardware and software substructure is needed for an MOOC system which will be accessed by thousands. Rapid developments in information technology have decreased hardware costs significantly. By decreasing the costs, developed software and hardware platforms are formed and brought into mutual use of people. Bringing the hardware and software components (storage, data base, mail services and some private software) into people's mutual use form the basis of cloud computing. Cloud computing systems provide great advantages in terms of cost and workforce. Also, through cloud, many subunits can be managed at one origin. In this study, processes of forming a cloud computing based MOOC platform where basic computer technology subjects are included are given place. Through the formed platform, individuals learn new information in the information technology field or keep their knowledge up to date. This will ease people's learning interest and provide lifelong learning opportunity.

Keywords: Lifelong Learning, Mass Online Open Course, Cloud Computing, Distance Education.

LEVELS OF LIFELONG LEARNING OF PHYSICAL EDUCATION AND SPORT TEACHING DEPARTMENT STUDENTS

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ABSTRACT: The main purpose of this study is to identify students' tendencies on lifelong learning and to investigate the relationships between this tendency and various variables such as grade, gender, perception of academic achievement, income level of the family and willingness for graduate studies. The research group consists of 137 (72 male, 65 female) physical education and sports teacher candidates. "Life Long Learning Scale (LLL)" developed by Coşkun and Demirel (2012) is used as the data collection tool in the study. LLL Scale consists of 27 items and 4 subscales. Subscales are as follow: motivation (6 items), perseverance (6 items), self-regulation (6 items) and curiosity (9 items). LLL scale is graded between 1 (not suitable) and 6 (very suitable) points range. The Cronbach's alpha internal consistency coefficient of the scale was calculated to be ".93". In the data analysis, "arithmetic mean, standard deviation, t-test and ANOVA" were used. The significance level is accepted as .05 during the statistical analysis. The students' total LLL scores varied between 62 and 154, with a mean of 118.89, was slightly above the average score of the scale (94.5). When scores for each sub-dimensions are considered, it is seen that the mean of motivation (M=31.02), perseverance (M=27.74), self-regulation (M=24.12) and curiosity (M=36.00) subscale were above the average score. Both genders' scores for the whole scale were above the average determined by the scale (94.5). However, female learners' mean were found to have scored higher than the male ones (M=124.91 and M=113.46 respectively). Also, the difference between these scores was found to be statistically significant (p=0.00). The female scored higher in all subsections of the LLL scale according to male ones. Statistically significant differences were detected between male and female students' scores for perseverance (p=0.01), self-regulation (p=0.02) and curiosity (p=0.02). But, there is no significant difference between students' motivation tendency according to gender (p=0.06). There is no significant difference between students' motivation, perseverance, self-regulation and curiosity tendency according to grades (p=0.17, p=0.84, p=0.62, p=0.32). Also, there is no statistically significant difference in LLL tendency of students according to grades when assessed the whole scale (p=0.40). There is a significant difference in lifelong learning tendency of students according to perception of academic achievement when assessed the whole scale (p=0.00). Also, when all subsections of the lifelong learning are examined in terms of perception of academic achievement, a significant difference occurred (p=0.00, p=0.00, p=0.00, p=0.01). There is no statistically significant difference between students' scores for self-regulation and curiosity tendency according to willingness for graduate studies (p=0.23, p=0.23). However, there is a significant difference in LLL tendency of students according to willingness for graduate studies when assessed both the whole scale (p=0.03) and tendency of students' motivation and perseverance (p=0.02 and p=0.02).

Keywords: Lifelong Learning, Lifelong Learning Tendency, Teacher Candidate, Physical Education and Sport

SELF-IMAGE AND PSYCHOLOGICAL WELL-BEING AMONG TURKISH ADOLESCENTS

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ABSTRACT: Self-image (also normatively called self-concept) is considered the central indicator and sub-indicator of psychosocial functioning; and, in particular this claim is accurate and precise for adolescents since adolescence is the most crucial stage for identity development. During this stage, adolescents experience dramatic physical, cognitive and psychological changes as well as changes in social relationships which all have significant effects on one's self-image. Recent literature suggests that poor self-image is related to various types of mental disorders among adolescents and young adults such as depression. In this sense, this study investigates self-image and psychological well-being among seventy two adolescents in Turkey. The first purpose of this study is to evaluate psychometric properties such as factor structure, reliabilities and validity of Self-Image Questionnaire for Young Adolescents (SIQYA; Petersen). The factor structure and psychometric information is analyzed based on a Turkish sample that was also discussed with respect to findings from Western society. The second purpose of this study is to investigate the relationships between mental health problems such as depressive symptoms and three important constructs of self-image: (a) social relationships, (b) emotional tone and (c) body image. To argue the reliability of analysis, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) were made. Specifically, EFA was conducted to explore the underlying factor structure and to eliminate potential items with a low factor loading for further testing. The multiple regression analysis was conducted for the second purpose of this study. Using scale from CDI describing depressive symptoms as dependent variable, its associations with subscales in SIQYA such as family relationships, peer relationships, emotional tone and body image were examined. All the analyses were performed using SPSS except that confirmatory factor analysis was conducted using SAS. The results of the factor analysis showed that the original 9- factor structure of SIQYA did not hold as expected. A 5-factor structure was retained after revision, including "Social Relationships", "Emotional Tone","Adjustment Abilities", "Life Satisfaction" and "Body Image". The results of regression analysis supported the hypothesis that depressive symptoms are inversely related to social relationships, "Emotional Tone" and "Body Image". Results indicate that there is a significant negative relationship between depressive symptoms and social relationships among Turkish adolescents, and much more. Thus, this study finaly put forward some suggestions in that matter.

Keywords: Self-image, Psychologıcal well-being, Turkish adolescents

THE CONFLICTS ENCOUNTERED IN PRIMARY EDUCATION SCHOOLS AND THE SOLUTION STRATEGIES SCHOOL ADMINISTRATORS APPLY

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ABSTRACT: The aim of this study is to find out the types of the conflicts that take place. Conflicts within organizations may arise from differences between people in organizations or from the differences between strategy and methods used in objectives, values and perceptions. Education directors, apart from directing education processes, should spare enough energy and time in order to have the current conflicts in the school directed on the direction of the objectives of organization and they should have the sufficient knowledge and skill to be the leader of dynamism and organizational development by successfully managing the conflicts encountered. Therefore conflict types encountered in schools and the methods used by the directors in the event of conflicts…. Survey model was used in the research in order to detect the conflicts encountered in schools and the conflict resolution methods used by the directors. Survey model has been chosen as a research model. Sample consists of school directors and deputy directors of 20 primary schools in Ankara city centre which are connected to Ministry of National Education. Sampling of the research consists of school directors and deputy directors of 20 primary schools in Ankara city centre which are connected to Ministry of National Education and 78 school director and deputy directors that are randomly chosen. Data were collected with survey method in the research. Survey is designed as 3 parts in the first part there are individual information and demographic factors; second part there are questions evaluating the conflicts encountered in primary schools; third part there are questions evaluating the conflict resolution methods used by the directors. While creating the survey questions sources like research, books, and essays related to the research in the literature were scanned. Interviews with the experienced headmasters were done. Articles were written down by benefiting from the examined sources and a pool of articles was formed. From the pool of articles 25 articles related to conflicts encountered in primary schools, 10 articles related to resolution methods used by directors in the primary schools were specified and the survey draft was formed between personel in primary schools and to determine administrators'. According to the results of the study; In terms of the dimensions of the conflict for the state primary schools: Functional conflict has been observed more often compared to the dysfunctional conflict, felt conflict, however, they both took place occasionally.In terms of the stages of conflicts; İt is observed that latent conflict, felt conflict and manifest conflict found to be always happening. Regarding the parties involved; While the interpersonal conflict, group to individual conflict and conflict between organizations found to be always happening, intrapersonal conflict and conflict between groups took place occasionally. Concerning the place of the conflictin the organization: Expertise Conflict took place lees frequent than vertical conflict, horizontal conflict and social conflict. In primary schools the methods of integration, compromise, dominating, compromising, and avoiding have been used by the administrators in respective order. According to the data interpreted; in primary schools while conflict methods are used by the directors, mostly integration method is used. In primary schools following methods are preferred by school directors; integration, compromise, domination/subordination, reconciliation and avoidance. Obtained result is that the school directors are satisfying teachers' needs and interests in terms of resolution of the conflicts. Following suggestions may be stated about the methods of school directors in primary school as a result of the research; - School and the directors should be away from the factors that may create suppression such as association, union, political parties and should maintain formal relationships. - In service trainings about directing and conflict management subjects should be provided to schools directors. - School objectives, missions and visions should be specified logically and dry competition between teachers should be avoided. - School directors and teachers who are experiencing psychologic and neurologic problems should be detected and recuperated.

Keywords: Conflicts, School Management, Conflict Management

EXAMINING TEACHERS' PERCEPTION OF SOCIALLY RESPONSIBLE LEADERSHIP

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ABSTRACT: Socially Responsible Leadership has its origins in Social Change Model. Socially Responsible Leadership is described as purposeful, cooperative and value-based leadership which leads to positive change. Socially Responsible Leadership comprises of dimensions as self-consciousness, responsibility, harmony, collaboration, common purpose, respectful discussion, citizenship and change. Teachers need to possess the skills of Socially Responsible Leadership which help them to be sensitive to the problems of society and contribute to raising individuals who can solve problems. The aim of this study is to determine the perception of socially responsible leadership of teachers working in primary, secondary and high schools, to reveal the reasons of being socially responsible and to get their opinions about how sense of responsibility can be developed. This study is a phenomenology that is designed as mix method research. Quantitative data was collected from 243 teachers selected by using sample random sampling. Eight participants were interviewed for the qualitative data. Data collection tools were Personal Information Form, Socially Responsible Leadership Scale and interview form. Socially Responsible Leadership Scale, which was developed by Tracy (1998) and adapted to Turkish with validity, reliability and norm analysis by Külekçi (2015), was used to determine the participants' perception of Socially Responsible Leadership. SPSS 20 packaged software was used to analyse the collected data. Percentage distribution, arithmetic mean, T-test and one-way analysis of variance were used in data analysis. Descriptive analyses were carried out for the qualitative data. It was concluded that teachers' perception of SRL and its dimensions was at moderate level. Considering the arithmetic means of teachers related to dimensions of SRL, it was inferred that the dimension having the highest mean was Responsibility followed by Harmony, Respectful Discussion, Common Purpose, Collaboration, Citizenship and Self-Conciseness respectively. It was understood that the lowest mean was at the Change dimension. The reasons of being socially responsible were determined as personal, organizational and moral pleasure. Opinions of teachers about how sense of responsibility can be developed were determined.

Keywords: Leadership, Responsibilities, Teacher's Perceptions

PHYSICAL EDUCATION AND SPORTS STUDENTS' ATTITUDES TOWARDS INCLUSIVE EDUCATION (The Sample of Kocaeli University)

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ABSTRACT: The aim of the study was to observe if Physical Education and Sports students' attitudes towards Inclusive Education differ or not. The research was done according to the scanning/screening model. "Personal information form" (2004)-(reformed by Orel and his friends) and "Attitude Scale related to Inclusion" (1995)-(reformed by Antonak & Larivee and adapted into Turkish by Kırcaali & İftar) were used for Kocaeli University Physical Education and Sports / Physical Education and Sports Department's 1st grade and the 2nd grade students (121 students) who didn't take the Inclusive Education class and the 3rd and 4th grade students (193 students) who took the Inclusive Education class. In the statistical analysis of the research, frequency values of the data (which were obtained from personal information forms) were surveyed and while analysing the data (obtained from the attitude scale related to inclusion) arithmetic average, standard deviation and t test (for the difference between two groups) were applied. In statistical analysis and in all parameters numerical difference was seen on the side of the students who took inclusive education class but no statistically significant difference was found. (p<0,05). As a result, it can be said that Inclusive Education class has a positive change on the attitudes of Physical Education teacher candidates towards inclusion.

Keywords: Inclusion, Inclusion Applications, Inclusive Education

THE EDUCATION BASED ON TOYS IMPROVED LIFELONG LEARNING SKILLS ORIENTED EFFECT ON STUDENTS' VISUAL PERCEPTION SKILLS

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ABSTRACT: The research was made for determine the effect of education which consist toys designed lifelong learning skills oriented on 66 month aged students' visual perception skills. According to this aim, the toys were used which prepared by specialists because of developing the lifelong learning skills. The research was composed of pre test-education-post test semi empirical model. The researches' sample composed of 104 1.class of 66 month aged student including 52 experimental groups and 52 control group which were training in Düzce city primary schools depended on National Education Ministry. Before starting the training the test entitled 'Frostig Developmental Test of Visual Perception' was developed by Marianne Frostig and studied of validity and reliability by Sökmen (1994) was used as pre-test and post-test. For education programme, the ambiance was disagned for purpose by specialists and trained during the 12 week of 2 days 60 min.per a week for each seance. The datas, according the research results were determined by SPSS packet programme and the education orientation of toys based on lifelong learning skills was stated that the education differentiated the 66 month aged of students' visual memory and percept mechanisms for positive rounded significantly.

Keywords: Lifelong Learning, Education, Student, Visual Perception.

THE RESERACH ON THE EFFECTS OF TRAINING WITH ADVANCED TOYS ON THE READING- WRITING SKILLS OF THE FIRST GRADERS IN ELEMENTARY SCHOOL

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ABSTRACT: In this study, the effects of training with advanced toys on the reading writing skills of the first graders in elementary school were investigated. Pre test-education-post test were applied to the pre-determined study and control groups. The research was carried out with a sample of 122 6- year-old elemantary school students in Düzce (61 experimental group, 61 control group) . To the experimental group, a 12 week trainning with toys devised according to the life long learning principles based on the expert opinions was given. As data accumulation tools, "Writing Scale" and "Reading Scale" designed by Tutal and Oral (2015) aiming to reveal reading and writing skills (Erhan, 2012) in Ministry of Education Guide Book was applied to the students before and after the training. As a result of the study while a significant difference was defined in students' reading skills, no significant difference was defined in their Writing Skills.

Keywords: Reading- Writing Skills, Toy, Life Long Learning.

CLASSROOM TEACHERS' PROFESSIONAL DEVELOPMENT ACTIVITIES WITHIN THE SCOPE OF LIFE LONG LEARNING IN TURKEY

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ABSTRACT: Among all the factors affecting education, teachers have more important role in ensuring the effectiveness of the teaching process. Teachers' professional development is a subject that directly affect the teaching process. The concept of professional development, which is described as knowledge, skills, abilities and the necessary conditions for learning the profession, became one of the most important aspects in the process of educational development in recent years. Researches on the development of teaching profession indicate that professional training is a necessity for better education and better schools. Teachers in terms of professional self-improvement also allows students multi-dimensional development. For development of a society trained manpower is needed primarily. The institutions to provide the trained manpower are the schools. To be an effective school highly depends on the quality of education provided by teachers. The role of the teachers in the development of education is now known by everyone. Teacher's professional development level is considered as an important determinant of the quality of the education. To be an effective teacher depends on the education he had taken before service as well as the oppotunities to improve himself in the service. The role of the teaching profession in the country's development is known by all societies today and various arrangements are made associated with it. Researches conducted in the development of the teaching profession shows that professional development is a necessity for the execution of this occupation in the best way and raising the quality of education in schools. Because if the teacher learns during performing the teaching profession, the quality of the education offered by the teacher will be higher. Teachers who develop themshelves in terms of profession provide both a beter education and a positive learning environment for the students. Teachers should be supported in every way to develop themselves both in terms of personal as well as professional development. In this context, the aim of this research is to investigate the activities of the classroom teachers participate in Turkey in order to ensure their professional development. The study is prepared depending on the views of the classroom teachers. The data were obtained from the classroom teachers who teach 1, 2, 3, and 4. classes in public and private elementary schools in Ankara, in the 2014-2015 academic year. Questionnaire developed by the researchers was used for collecting the data.

Keywords: Classroom Teachers, Professional Development, Professional Development Activities.

FORMAL AND INFORMAL LEADERSHIP IN COMPLEX NETWORKS: AN EXAMPLE OF ADVICE AND TRUST NETWORKS IN AN EDUCATIONAL ORGANIZATION

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ABSTRACT: The main purpose of this study, in which leadership behavior in complex networks is analyzed, is to put forward the advice asking networks in an educational organization and compare the formal structure and the informal structure, identify the position of appointed leaders in the network within the social network, the divisions within the network and the informal leaders. Methods: This study which is of survey model has been conducted at a higher-education organization in Turkey during the 2014-2015 academic year through the social network analysis approach. Social network analysis is an interdisciplinary study approach which has unique measurements in terms of identifying the relationships between inter-actors. It allows actors and relationships between inter-actors and the structure formed by these relationships to be digitized or put forward in the form of graphics. According to Freeman (2004, 2), these characteristics exist in all modern social network analysis examples: Social network analysis justifies the insights in terms of structural connections which connect social actors with one another. This empirical data is collected systematically and is controlled. This data is presented through graphics. In these calculations, mathematical models are relied on. In the study, the main data of the analysis has been collected from the web site of the organization and through the semi-structured interview method. The organization's diagram taken from the web site of the educational organization is an indication of the formal structure of the organization. In this diagram, the superior-subordinate relationships in the organization, departments and units and the list of individuals which are a part of these departments are given. The following questions have been asked the participants in the collection of main data on the informal structure of the organization: "Who do you primarily ask for advice for the solution of a problem related to your job at the organization you work in? Whose views do you trust the most in your organization?" Data collected from the website of the organization and from a total of 41 participants has been analyzed with UCINET 6.0 which is the software program used for Social Network Analysis and density, degree and betweeness which are unique calculations to social network analysis have been calculated and the network relationships have been presented visually in the graphics (NetDraw). Results: According to the findings of the study, there are 41 actors in the formal structure of the organization. Actors no: 1-7 among these have management duties. When the hierarchical connections in the diagram of the organization are analyzed, it can be seen that there are 102 connections between 41 actors. In the formal structure as advice asking and trust network, 46 actors and 424 connections have been identified. Although it has been asked only to identify the ones within the organization, in the analysis made on the four new actors which have been added by the participants, it has been identified that the added actors work in the other units of the same organization (Figure 3). While 0.62% of the maximum rate of connections (density) which can be established in the formal structure have been established, this rate has been realized as 21% in the informal structure, which is the advice asking and trust network. Only four (1,3,5,6) of the appointed administrators (1,2,3,4,5,6,7) are informal leaders as well within the network (Figure 4,5). Seven more actors have been identified as informal leaders within the network although they do not have administrative duties (Figure 6,7). Five sub-groups have been formed within the network. The most efficient one among the sub-groups is the group in which actors both have administrative duties and have assumed leadership roles within the network as well. Actors no: 27 and 25 serve as bridges and connect the groups with one another (Figure 8.1, 8.2). A total of 45 cliques have been identified within the network, the smallest one consisting of 3 people (Figure 9.1, 9.2). In the study, the positions of appointed leaders in the network within the social network and the informal leaders have been identified. As a result, appointed leaders assuming efficient roles within the network depends on their level of influencing the followers. It has been shown through empirical findings based on social network analysis as well that being appointed cannot achieve this on its own.

Keywords: Leadership, Complex Networks, Social Network Analysis, Formal and Informal Organization.

TEACHER CHARACTERISTICS AND SENSE OF TEACHER EFFICACY: A META-ANALYSIS STUDY

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ABSTRACT: The educational literature has demonstrated that teachers' sense of efficacy is affected by teacher characteristics. In the light of teacher efficacy literature, the following hypotheses were tested: H1. There is a positive correlation between teacher characteristics and teacher efficacy. H2. There is a positive correlation between teacher characteristics and teacher efficacy in student engagement. H3. There is a positive correlation between teacher characteristics and teacher efficacy in instructional strategies. H4. There is a positive correlation between teacher characteristics and teacher efficacy in classroom management. Meta-analysis was used as the research method that combined the research findings of the studies conducted on the teacher efficacy topic in Turkey. An extensive literature search was conducted to identify both published and unpublished reports that examined the relationship between teacher efficacy and teacher characteristics. The search for studies to be used in the meta-analyses involved computer and manual methods. The computer search involved scanning the Council of Higher Education (YÖK), Google Academic, and Turkish National Academic Network and Information Center (ULAKBİM) databases using the key words efficacy, self-efficacy, and teacher efficacy. The manual search was conducted by published studies and dissertations. The initial search identified 37 studies. The studies finally used in this study should conform to the following criteria: (1) the study has to be an empirical research; (2) To be included in analyses; a study had to report parametric statistics with relevant variables. (3) The study had to report on correlations or any other statistic that could be converted to a correlation coefficient, e.g., independent group t test or one-way ANOVA; (4) ANCOVA, partial correlations, regression coefficients, or path coefficients were excluded from the analysis; (4) Because of multiple methods of data collection, sometimes two studies were reached by the same author. For example, when one version of a study was collected as a dissertation and another version was found in a publication. If the two versions had reached, unpublished one was only used. In total, research reports have identified providing usable data from 18 published articles and unpublished dissertations. Dependent variables included in analysis were teacher efficacy in student engagement, instructional strategies and classroom management. This study mainly focuses on teacher characteristics as a potential moderator. Demographic characteristics of participants included in this meta-analysis were experience, gender (males coded "1"; females coded "2"), education, subject, and experience in the school. In this study, as indicator of effect size is chosen the correlation coefficient. If necessary, an average correlation was used. To be included in the analysis, independent group t test or one-way ANOVA statistic were converted to a correlation coefficient. Random effects model was preferred according to heterogeneity test. Three publication bias tests were completed to evaluate the potential presence and degree of potential publication bias: (a) Egger's test of the intercept; (b) the moderate and severe a priori weight-function model technique; (c) the trim and fill test supplemented with the contour-enhanced funnel plot. All analyses were conducted using computer programs.

Keywords: Teacher Characteristics, Teacher Efficacy, Meta-Analysis.

THE IMPORTANCE OF EE (ENVIRONMENTAL EDUCATION) IN LLE (LIFELONG LEARNING EDUCATION)

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ABSTRACT: This article talks about a research work that pretends to illustrate the needs of information and knowledge regarding on how adults have to behave accordingly with their environmental concerns. It is important to practice Environmental Education (EE) in all age groups for the understanding of contemporary dilemmas that exist in the environment. Adults, being elements in society that have power of decision and to perform immediately changes, should be conveniently clear. Society in general must be prepared for understanding the existing environmental problems. Most of the time EE has been focusing on a young target forgetting the necessity of immediate changing behavior on adults, environmental concern behavior can be more effective in this group and the consequences of human behavior are minimize and the ability of adopting news ways of living adapting ourselves to different environmental conditions is possible to carry out. Like Jacobi (2003)i refers "the posture of dependence and lack of responsibility of the population comes mainly from misinformation, a lack of environmental awareness and a deficit of community practices based on participation and involvement of citizens to propose a new culture of rights based on motivation and the co-participation of the environmental management of cities". In this perspective adult education is fundamental and within EE one as to found the best methodology and focus on the imminent needs so we may be actual. The research presented here identifies the information and knowledge needs of adults and designs a path for lifelong learning on environmental education.

Keywords: Environmental Education; Adult Environmental Knowledge; Lifelong Learning Education.

METHODOLOGY OF THEORETICAL PHYSICS IN ECONOMICS: NON-RELATIVISTIC PHYSICS AS REDISCOVERED APPROACH TO ECONOMICS

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ABSTRACT: This article is motivated by research on the consilient use of the methodologies of theoretical physics in economics and social physics. Throughout the course of the entire twentieth century there has been a gradual increase in the application of physical/mathematical methods in economics. This phenomenon has resulted in improved conditions for the application of theoretical physics in basic and applied economic research. These improved conditions for the application of physics in economics culminated at the turn of the 21st century in the rise of econophysics as an independent scientific field. While solidifying the position of econophysics in the hierarchy of science, the foundations were also laid for the rise of physical economics and sociophysics. Analyses of retail markets conducted in the 1920s and 30s in the United States confirmed two qualitative natural relations that help describe the flow of retail trade from smaller cities and towns to larger cities. The first qualitative rule was at the time formulated as follows: under similar circumstances, the larger city the more outside trade it draws. The second qualitative rule stated that a city draws more trade from nearby towns than it does from distant ones. The national study which was begun in the United States in the autumn of 1927 was tasked with determining the specific functional expression of the aforementioned qualitative rules depending on population size and distance from the attracting city. This three-year national study showed, in addition to other important findings, that outside trade increases at about the same rate as the population of a city increases. Data collected in the national study from 1927 to 1930 show that trade in the area outside a city decreases inversely to the square of the distance from the city. The article examines one possible area of consilience in theoretical physics by deriving Reilly's law of retail gravitation in a direct manner from Newton's law of gravitation. This relationship is also the basic relationship for deriving the law of demographic gravitation directly from Newton's law of gravitation and Newton's laws of motion (law of inertia, law of force, law of action and reaction). Contributions of the Czech School of Economics to the field of physical economics are also documented.

Keywords: Consilience, Law of Retail Gravitation, Newton´s Law of Gravitation, Newton´s Laws of Motion.

THE EFFECT OF CULTURAL AND SPORTIVE ACTIVITIES ON THE SELF-ESTEEM AND HOPE OF THE CHILDREN THAT HOLD THE LIKELIHOOD OF INVOLVING A CRIME

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ABSTRACT: In this research, children who hold the likelihood of involving in a crime were included in sportive and cultural activities with the aim of helping them have positive attitudes; and the effect of these activities on their hope and self esteem was investigated. The sample of the research consists of 41 students aged between 8 and 14, who are not randomly. The data was collected during the project called 'Our future is safe with sport.' Personal information form, Scale of hope in children and Cooper Smith self esteem inventory were used as the data collecting tools and were conducted both at the beginning and at the end of the project as pre-tests and post-tests. The program was performed two days a week and two hours a day. These activities were judo, table tennis, ice skating, gymnastics, and teakwando. The children were also taken to different cities every two weeks. The research lasted eight weeks. The data was analysed using SPSS 18.0 package programme. Descriptive statistic, paired samples t-test and corrrelation were used to analyse the data (p<0.05). It was observed at the end of the research that there was a numerical increase in the effect of these sportive and cultural activities on the children. However, this effect was observed to have less significant effect statistically. Yet, these children were observed to be showing better a ttitudes, communicate, solve a problem, taking responsibilities and attending their schools. It is recommended to do longer research for this kind of work.

Keywords: Crime, Child, Sportive-Cultural Activities, Hope, Self-Esteem.

THE EFFECT OF RECREATIVE ACTIVITIES ON THE SELF-ESTEEM AND LONELINESS LEVEL OF THE PRISONERS

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ABSTRACT: The purpose of this research is to investigate the effects of recreative activities on the self esteem and loneliness level of prisoners. The sample of this research consists of 45 female prisoners, were selected randomly, at Kandira prison and detention house. Twenty-three of these women were in the experimental group and twenty-two of them were in the control group. These prisoners were given personal information form, self esteem and UCLA Loneliness Scale as pre-tests and post-tests. The programme lasted two hours a day, two days a week and twelve weeks. The activities were music, dancing, meditation, sportive activities, videos, entertaining competititons. The data was analyzed with Wilcoxon and corelation tests in SPSS 18 package programme (p<0.05). The prisoners were aged between 20 and 59 and they were sentenced for less than one year and for 10 years. A statistically positive and significant connection was observed between self esteem pre-test and post-tests scores for the convicts in the control group (p=0,42), and was determined between loneliness pre-test, post-test scores (p=0,001) in the experimental group. A statistically negative connection was calculated in the correlation analysis that was done between self esteem pre-test and post-test levels (,002) and loneliness pre-test and post-test levels (,012). Recreation activities were determined to have positive effect on increasing the self esteem levels and decreasing loneliness levels of the prisoners. It is recommended that these activities should be applied to prisoners who are different number and different group.

Keywords: Recreation Activities, Self Esteem, Loneliness, Prisoner.

INTERGENERATIONAL LEARNING AMONG ELEMENTARY SCHOOL TEACHERS

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ABSTRACT: The purpose of this qualitative study is to identify on which topics intergenerational learning takes place among elementary school teachers of different generations. If intergenerational learning is present among colleagues, the content of this learning will be specified. For this purpose, in 2013-2014 school year, in the district of _zmit in the province of Kocaeli four elementary schools where different generations work together were, therefore, chosen and 39 teachers of three different generations in these schools were interviewed. Semi-structured interview technique was used during this face-to- face interviews. Data of the study, which was designed using phenomenological pattern, was analysed with descriptive analysis method. The results indicated that younger teachers learn about topics such as classroom management and handling problems with parents from the experiences of their older colleagues. On the other hand, older teachers learn about the new teaching methods and techniques, teaching materials and the use of technical equipment from their younger colleagues. It was clearly seen that intergenerational learning proceed more functionally at schools where collaboration and knowledge-sharing are important values; where there aren't any prejudices based on age and where there are individuals who are open for development.

Keywords: Intergenerational Learning, Elementary School, Teacher.

PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION: TEACHERS' DEFINITIONS

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ABSTRACT: In this study, teachers' understandings and definitions of effective parent involvement in Turkey's educational context were examined. This inquiry is an important first step to reach shared understandings between the parties and hence to canalize school- parent partnership improvement efforts to the right direction. The findings of this study is also aimed to guide literature discussions related to the new paradigm of parental involvement and the role of parent-school partnership in parents' life long learning.The study was conducted in the qualitative phenomenological research design. Participants were thirty-eight teachers selected from five middle schools having differing parental demography in Turkish educational system. Data were collected through in-depth semi-structured interviews lasting about two hours each. Descriptive analysis methodology was utilized to analyze the data. Following Creswell's (2009) advise about the use of theory in qualitative inquiries, the researchers used Epstein's (1992) "effective parent involvement typologies" framework as a guide to code and summarize the participants' descriptions. Throughout the analysis the researchers were also open to any new concepts or emerging theme which has not been mentioned in Epstein's framework. Results indicated that teachers' understandings related to parental involvement is mostly limited with activities such as parents' visits to schools, information exchange and advice from teachers by means of any communication channels, and parents attendance at meetings. Activities that parents are expected to being involved voluntarily are generally limited with their being audience. As to the involvement to decision making, it can be said that it is seen as in the school administrations' role boundaries and not as much in the scope of parents' role. Likewise, teachers do not regard parents and the school as a life long learning medium for the families and the local community; and collaborating with the community is limited to school trips and seminars that are conducted at school. These findings provide important inside about where teachers draw the line between parents and the school. Future studies investigating the parents' side of the issue are needed to see the complete picture of the phenomenon. School reform initiatives modeling different cultural traditions of school-parent partnerships need to be reformulated and developed based on these complete understandings.

Keywords: Parental Involvement, Parent-School Partnership, Family's LLL, Teachers' Perception.

USING FILMS TO TEACH PROVERBS AND IDIOMS AS THE CULTURAL DIMENSION OF LIFELONG LEARNING ABSTRACT

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ABSTRACT: Proverbs and idioms, the culture-transmitting parts of a language, play an important role in teaching Turkish as a foreign language. Proverbs and idioms may offer access to a nation's culture, thoughts, life experiences, traditions, morals and attitudes to life. Teaching proverbs and idioms is the process of acquiring the culture along with the language. Films include many proverbs and idioms used in daily life. These cultural bits may be conveyed through films to learners of Turkish as a foreign language. The purpose of this study is to measure the efficiency of teaching learners of Turkish as a foreign language, through television series, the proverbs and idioms which can be considered important socio-cultural instruments in terms of the lifelong learning approach. An experimental pattern with pre-test and post-test experimentcontrol groups are used in this study. The research data were obtained from 137 foreign students at B2 level who study at Fatih University TOMER and Gazi University TOMER. The experiment and control groups were chosen randomly. 81 students were included in the experiment group, and 56 students in the control group. Using the responses of the students to the pre-test and post-test questions, their competence of using proverbs and idioms was examined. The experiment group was taught proverbs and idioms through TV series for eight weeks. The control group continued with their regular curriculum, and no additional practice was made to teach proverbs and idioms. At the end of the courses, both the experiment and control groups took a final test, and their success rates before and after the training course was observed. The data derived from the study were analyzed using the SPSS software (Statistical Package for Social Sciences) for Windows 22.0. Numbers, percentages, means, and standard deviations were used as descriptive statistical methods in the assessment of the data. As the research variables showed a normal distribution, parametric statistical methods were used in the research. A coupled group t-test was used for comparing the quantitative continuous data between two dependent groups (repeated measurement). A t-test was used for comparing the quantitative continuous data between two independent groups, and a one-way Anova test was used for comparing the quantitative continuous data between more than two independent groups. A Scheffe test was used as supplementary post-hoc analysis to identify the differences after the Anova test. The findings were assessed in a 95% confidence range and on a 5% significance level. The difference between the group means was not found to be statistically significant after the t-test that was conducted to identify whether the pre-test points of the students participating in the study showed any significant difference from the group variable ($t(1-135)=-0,347$; $p=0,729>0,05$). However, the difference between the group averages was found to be statistically significant according to the t-test results that was conducted to find out whether the latest test means showed any significant difference compared to the group variable ($t(1-135)=6,718$; $p=0,0000,05$). The difference between the group averages found by the one-way variance analysis (Anova) that was conducted to find out whether the average post-test scores of the students participating in the study showed a significant difference on the basis of nationality was not found to be statistically significant ($F(1-135)=2,262$; $p=0,066>0.05$). It was observed that while the level of success of the experiment group and control group was equal before watching the films, the experiment group's level of success increased after watching them. These findings suggest that this practice is more successful than the classical method of teaching proverbs and idioms. It was further found that the inclusion of proverbs and idioms as a part of lifelong learning in courses is very useful.

Keywords: Lifelong Learning, Proverbs, Idioms, Turkish as a Foreign Language.

A DIFFERENT VIEW TO LIFELONG EDUCATION: THE INVESTIGATION OF NATURE OF SCIENTIFIC KNOWLEDGE AND SOME PSEUDOSCIENTIFIC FACTS

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ABSTRACT: In early childhood, people gain some beliefs that can affect the whole lives. Gaining pseudoscientific beliefs can cause differences on child's nature of scientific knowledge. Giving importance on prevent gaining pseudoscientific knowledge may help qualified lifelong learning abilities. In this study, it was aimed to investigate the elementary school students' nature of scientific knowledge and views about some common pseudoscientific ideas. Also some variables' impacts on data collection tool scores were searched, too. The study was conducted on 2014-2015 educational year with 236 5th, 6th, 7th and 8th grade elementary school students. In the study, Nature of Scientific Knowledge Scale was used as the data collection tool. The scale has 48 questions and 6 subdimensions; amoral, creative, developmental, parsimonious, testable, unified. 24 positive and 24 negative items were involved in the scale. The other data collection tool was designed by the researchers as a survey. Questions of this survey were designed according to the literature to figure out students' views about some pseudoscientific ideas, for example "Science gives all the answers of the questions". Students gave yes or no answers to the questions according to their opinions on the ideas. SPSS 20.00 programme was used for data analyze. It was found that 7th grade students showed higher total scale scores than the other grade students. Girls' total scale scores were found higher than boys' total scores. Survey questions were also analyzed according to grade level. At the end of the study the findings were discussed according to literature and some suggestions were given.

Keywords: Nature of Scientific Knowledge, Pseudoscience, Elementary School Students, Lifelong Education.

THE MODEL OF UNDERSTANDING EDUCATION AND LIFELONG LEARNING IN TURKISH MODERNIZATION OF AHMET MITHAT

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ABSTRACT: The literary works of Ahmet Mithat Efendi like novels, stories, drama, travel writings in addition to subjects over education, pedagogy, sociology, philosophy and other fields have taken a vital place in Turkish literature. While the first Turkish modernizers gave priority to take the country out of the hard situation by reforming military and political areas, Ahmet Mithat argued that the social change and transformation can be achieved by educating individuals. Ahmet Mithat who tried to improve his educational background by spending personal efforts, alwyas attempted to make education a constant activity for himself and people around him even during the times he was outside Istanbul for journalism, writing, familial issues and other reasons. The purpose of this paper is to show what kind of social benefit based theoretical methods were employed to concretize Ahmet Mithat's educational view in his novels and stories by associating it with lifelong learning. In this study, the aim is to show by which theoritcal methods lifelong learning is concretized in Ahmet Mithat's novels and stories that are based on social benefit, and to demonstrate its relationship with educational conception. In the study, Ahmet Mithat's novels which are especially handling directly family and education subjects like "Çingene", "Felatun Bey ile Rakim Efendi", "Diplomali Kiz" are taken as basis. To achieve this aim, a survey research has been made while scanning the works mentioned above. Moreover, the relationship between the given data and lifelong education has been tried to be put forward. At the end of the paper, Ahmet Mithat Efendi's novels has been examined and it's been evident that his lifelong learning approach is enough for educational process. Ahmet Mithat who aimed to build his own audience and to educate them has achived two things in his novels: Firstly, the idealized characters told in Mithat's novels and stories, who tried improving degree of their knowledge and enriching their lives, reached the sucess in different fields were given in theoretical level. This technique which is used by the author in his novels has an aesthetic basis as a social aspect of literature. Secondly, the author gives encyclopaedic information to the audience by going out of the fictional text. Furthermore, since the author is using traditional storytelling as a way to establish a dialogue with the audience, it's obvious that he views the reader as the subject of the lifelong learning. His style which is criticized to be a dry didacticism is mostly originates from his perception of authorship, which is regarded as a school.

Keywords: Lifelong Learning, Ahmet Mithat Efendi, Modernization, Çingene, Felatun Bey ile Rakım Efendi, Diplomalı Kız

RESEARCH PRODUCTIVITY:
EXPLORING THE ROLE OF GENDER AND ACADEMIC SENIORITY

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ABSTRACT: The important components of the academic advancement process are different dimensions of research productivity. Despite the fact that female academics do advance, they do not advance as quickly and with as much ease as male academics. To measure research productivity as a starting point for advancement, several metrics have been used, including "Total Number of Publications", "Total Number of Citations", the "H-index", "Research Funds Granted", and other similar ones. However, researchers most frequently use the "H-index" as a metric that objectively evaluates the research productivity of academics. The current study thus uses the "H-index", "Citation Score", and "Research Funds Granted" to evaluate whether there are gender differences in research productivity, simultaneously ascertaining differences between natural vs. social sciences. To analyze gender differences, an independent-sample t-test was used. However, the primary aim of the current study was to simultaneously examine the impact of gender and academic position on research productivity, ascertaining the gender moderator effect. Thus, a two-way ANOVA was also conducted. The data were taken from the Sicris database and sorted according to gender and academic seniority for both academic fields. An independent-sample t-test did not show any statistically significant gender differences except for the "Research Funds Granted", which was statistically significantly higher for social science male academics compared to their female colleagues. When examining research productivity on both variables separately and controlling for academic seniority, statistically significant gender differences in the "Citation Score" were found within the natural science field. Research productivity differences become narrower in the later stages of an academic career. However, a statistically significant moderator effect of the "Citation Score" and "H-index" was identified within the social science field. The research results thus indicate the existence of a gender moderator effect in relation to academic position and research productivity that might have implications for interventions. This means that career advancement in academia might be friendlier for male academics than for female academics. It is essential to assure equal opportunities for all academics on the basis of on the accomplishments of an individual, and to try to overcome gender stereotypes. However, the rather contradictory research results of the current study clearly demand further research.

Keywords: Women, Research Productivity, H-index, Research Funds Granted, Academic Seniority

LEVERING STRATEGIES TO ENHANCE THE LEARNING RESULTS OF OLDER VS. YOUNGER WORKERS

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ABSTRACT: Organizations' success increasingly depends on knowledge, knowledge management, and employees' human capital. Cognitive skills are increasingly important due to rapid technological change while physically demanding jobs are decreasing (Skirbekk 2008; Spitz-Oener 2006). In an environment that is largely influenced by demographic change it is very important to leverage different strategies that contribute to the enhancement of learning motivation and consequently learning results. The aim of the current study is to identify the means of assuring a supportive learning environment to gain the highest learning results aligning strategies to the needs of the workers of different age-groups. This paper develops and tests a path model of the factors affecting learning results using a structural equation modelling approach. Drawing from the relevant literature two sets of factors have been investigated reflecting intrinsic/extrinsic motivational factors and factors of organizational support. The model is fitted to the empirical data obtained from surveys sent to three different organizations. The research results indicate that older workers' intrinsic motivation factors are stronger predictors of learning results than of their younger colleges. The older workers' learning motivators are neither promotion nor gaining respect. However, they do need stronger support for learning from their supervisors as well as from their colleagues. On the other hand, the younger workers' learning results are to a greater extent predicted by factors of extrinsic motivation in comparison with older workers. The results suggest that there might be a strong correlation between the organizational support of older workers and their learning results. The findings thus represent a significant contribution in terms of combating age-stereotypes in the workplace, especially those stereotypes that pertain to older workers' continuous learning at work.

Keywords: Older Workers, Younger Workers, Learning Motivation, Organizational Support.

SOCIAL EXCLUSION PERCEPTIONS OF YOUNG PRESCHOOL TEACHERS

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ABSTRACT: The aim of the research is to determine social exclusion perceptions of preschool teachers with 10 years of experience. 150 preschool teachers participated in the research. 8 of them were males and 142 of them were females. 124 of teachers had 1-5 year of experience and 26 of them had 6-10 year of experience. T-test and correlation analysis were used in analyzing the data. According to this sudy, teachers working in Southeastern Anatolia Region have higher social exclusion perceptions in social rights and social participation dimensions and teachers working in Mediterranean Region have higher social exclusion perceptions in Cultural integration dimension. Teachers working in city centers have higher social exclusion perceptions in social rights dimension and teachers working in counties have higher social exclusion perceptions in cultural integration dimension. It is also seen that this difference causes a significant difference.

Keywords: Social Exclusion, Young Teachers, Experience.

YAŞAM BOYU ÖĞRENME BECERİLERİNİN ÜÇÜNCÜ SINIF HAYAT BİLGİSİ DERS KİTAPLARINDA YER ALMA DÜZEYLERİNİN BELİRLENMESİ

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ÖZET: Günümüzde küreselleşme ve sanayileşme ile eğitime bakış açısı değişmiş ve bu durum yaşam boyu öğrenme kavramının literatürdeki yerini almasını sağlamıştır. Bu kavram ile birlikte toplumlar kendini geliştiren ve yaşam boyu öğrenme becerilerini kullanan bireylere ihtiyaç duymaya başlamıştır. Bu durumdan yola çıkarak yaşam boyu öğrenme becerilerinin eğitim ortamlarında kazandırılması önemli görülmektedir. Bu çalışmanın amacı, eğitim-öğretim ortamlarında sıklıkla kullanılan materyallerden biri olan ders kitaplarında yaşam boyu öğrenme becerilerinin yer alma düzeylerini belirlemektir. Araştırmada biri devlet diğeri özel olmak üzere 2 ilkokulda okutulan 3. sınıf Hayat Bilgisi ders kitapları incelenecektir. Verilerin toplanmasında nitel araştırma yöntemlerinden doküman incelemesi yöntemi kullanılacaktır. Toplanan verilerinin analizinde içerik analizi yöntemi kullanılacaktır. İçerik analiziyle, araştırmacılar tarafından önceden belirlenen temalara uygun kodlar oluşturulacaktır. Elde edilen bulgulardan hareketle sonuç ve öneriler geliştirilecektir.

Anahtar Kelimeler: Yaşam Boyu Öğrenme, Ders Kitapları, Hayat Bilgisi, Beceriler.

EFFECT OF GENDER, SCHOOL TYPE, SCHOOL ACHIEVEMENT LEVEL AND CLASS DEGREE ON LEARNING STYLES OF STUDENTS

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ABSTRACT: Since 2004, constant changes in the primary school curriculum, for particularly emphasize the Importance of Individual differences in learning, they were penetrated in all topic contents and activities. Learning style is one from the individual differences. In this study, after determining students' learning styles, school type, school achievement level, gender and class degree of the students are investigated whether are the factors affecting learning styles. The research was carried out with a total of 472 secondary school students (231 female, 241 male students) from 5th, 6th, 7th and 8th grades of 6 state and 2 private schools in İzmit. The data was collected within the spring semester of 2013-2014 by Kolb's Learning Style Inventory. This inventory, which identifies four different learning styles, namely accommodator, diverger, converger, and assimilator, was used. According to the results of this study, Learning styles of 472 students were found to be of the type: the assimilator (27,8%), the converger (24.6%), the diverger (26.9%), and the accommodator (%20.8). Students' learning styles did not display difference according to the gender and school achievement level but it varies according to the the class degree.

Keywords: Learning Styles, Secondary School Students, Kolb's Learning Style Inventory.

PSİKO-SOSYAL GELİŞİM TEMELLİ EĞİTİM PROGRAMININ ANASINIFINA DEVAM EDEN ÇOCUKLARIN PROBLEM ÇÖZME BECERİLERİNE ETKİSİ

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ÖZET: Bu araştırmada psikososyal gelişim temelli eğitim programının, anasınıfına devam eden çocukların problem çözme becerilerine etkisinin ortaya konması amaçlanmıştır. Araştırmada, "Ön Test- Son Test-Kontrol Gruplu Seçkisiz Desen" kullanılmıştır. Deneysel modelle gerçekleştirilen bu araştırmada, bağımlı değişkeni; anasınıfına devam eden çocukların problem çözme becerileri, bağımsız değişkeni ise psikososyal gelişim temelli eğitim programı oluşturmaktadır. Çalışmada, deney grubuna seçilen çocuklar bulundukları ortamdaki yaşantılarına ek olarak, psikososyal gelişim temelli eğitim programı alınırken, kontrol grubundaki çocuklar Millî Eğitim Bakanlığı (2013) 36-72 Aylık Çocuklar İçin Okul Öncesi Eğitim Programı'nın uygulanmasına devam edilmiştir. Çalışma grubu olarak, Ankara ili Keçiören ilçesinde bulunan sekiz Şubesi olan bir ilkokulunun anasınıf amaçlı örnekleme (Benzeşik Örnekleme) yöntemi ile deney ve kontrol grubu olarak belirlenmiştir. Deney ve kontrol grubu olarak seçilen İlkokulun anasınıfı sabah grubunda 20, öğleden sonra ki grubunda 20 çocuk olmak üzere toplamda 40 çocuk yer almaktadır. Okulun öğleden sonra eğitim alan grubu deney, sabah eğitim alan grubu da kontrol grubu olarak tercih edilmiştir. Bu çocukların hepsi çalışma grubunu oluşturmaktadır. Bu araştırmada veri toplama aracı olarak Genel Bilgi Formu ve Problem Çözme Becerileri Ölçeği kullanılmıştır. Genel bilgi formunda çocukların yaşı, cinsiyeti, kaçıncı çocuk olduğu, kardeş sayısı, anne-babasının öğrenim durumu, anne-babasının yaşıyla ilgili bilgileri içeren sorular yer almaktadır. Problem Çözme Becerileri Ölçeği (PÇBÖ), Aydoğan, Ömeroğlu, Büyüköztürk, Özyürek, (2012) tarafından Problem Çözme Becerileri Ölçeği Rehber Kitabı olarak yayımlanmıştır. PÇBÖ, 4-7 yaş ve 8-11 yaş olmak üzere iki formdan oluşmaktadır. PÇBÖ 4-7 yaş formu, spesifik, gözlenebilir ve ölçülebilir davranışları içeren 50+2 (örnek) maddenin yer aldığı 10 alt ölçekten oluşmaktadır. Ulaşılan sonuçlara göre; Deney ve kontrol grupları arasında problem çözme becerileri ölçeği toplamı ve alt ölçekleri öntest puanları istatistiksel olarak anlamlı bir farklılık yoktur(p<.05). Psikososyal gelişim temelli eğitim programı alan deney grubundaki çocukların problem çözme becerileri ölçeği toplamı ve alt ölçekleri sontest puanları, kontrol grubunun sontest puanlarından anlamlı derecede yüksektir(p<.05). Psikososyal Gelişim Temelli Eğitim Programı alan deney grubundaki çocukların problem çözme becerileri ölçeği toplamı ve alt ölçekleri sontest puanları, anlamlı derecede öntest puanlarından yüksektir(p<.05). Kontrol grubunda yer alan çocukların problem çözme becerileri ölçeği toplamı ve alt ölçeğinden aldıkları öntest sontest puanları arasında istatistiksel olarak anlamlı bir artış yoktur(p<.05). Deney grubuna sontestten üç hafta sonra uygulanan kalıcılık testi ile eğitimin etkisinin korunduğu görülmüştür(p<.05). Araştırma sonucunda, çocukların problem çözme becerilerini destekleyen eğitim programları, problem çözme becerilerini önemli ölçüde etkilediği görülmektedir.

Anahtar Kelimeler: Anasınıfı, Psiko-sosyal,

BETTER UNDERSTANDING QUALITY MANAGEMENT ISSUES IN EDUCATION FACULTIES: EXPERIENCE FROM FACULTY MEMBERS

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ABSTRACT: Managerial issues can be described as the management difficulties, problems, debates, discussion and important managerial topics. Instructors, lecturers and/or academicians (Faculty members/FMs) generally face managerial issues while they teach whether part time or full time at education faculties (EFs) in North Cyprus (NC). Such kind of managerial issues have strong effect on shaping life long education of FMs. Being a FM is a life log process and universities need to support this process. The current study aims at identifying the factors and frequency of factors contributing to quality management issues (QMIs throughout EFs in NC. Interpretive methodology under qualitative research paradigm was used. Data collection procedure was administered through focus group interviews (FGIs) and then thorough in-depth interviews (I-DIs). FGIs were administered with 46 Faculty members using semi-structured interview form-1 and I-DIs were administered with 81 FMs using unstructured interview form-1. Compared results indicated that FMs face academic-based QMIs regarding full-time, part-time, retired, political, flying FMs, new FMs, managing performance issues. Results also reveal that FMs face administrative and trainee based QMIs in terms of managing family-university relationships, gambling/drinking, trainees-managers and office hour issues. Similarly, results indicate that FMs experience financial issues in terms of managing ethical worries and low payments of part-time FMs' issues. Also, identified quality based QMIs are on managing academic autonomy, cooperation, plagiarism, infrastructure and privileges. To conclude, the study provided data regarding how FMs perceive QMIs academically, administratively and trainee based, financially as well as quality based.

Keywords: Quality Management Issues, Life Long Education, Education Faculty, Total Quality Management

PRE-SERVICE TEACHERS' PERCEPTIONS ON BEING A TEACHER THROUGH A METAPHORIC PERSPECTIVE

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ABSTRACT: Changing needs of a society require higher education institutions promoting newly developed and improved academic and social skills on teachers. This requires a shift from traditional teacher perception to modern teacher perception, which leads to a change in the roles of both teachers-students, skills required for new generations, types of activities to design and the approaches to be implemented. This study aims at identifying the perceptions of pre-service teachers regarding being a teacher through a metaphoric perspective. The study adopted qualitative research paradigm wherein an interpretive methodology was adopted. Phenomenology was used as the research design within interpretivism. Data collection was completed in two separate phases. Initial data and then later data were collected qualitatively within the format of using metaphors from 100 (50 each time) fourth year students studying at various Education Faculties (EFs) in North Cyprus (NC) who already completed their internship periods. Data were analyzed through content analysis method. Students were asked to write in detail about the positive metaphors of being a teacher concept; about negative metaphors of being a teacher concept; adopted roles of teachers metaphorically and expected roles of teachers metaphorically. The study provided data regarding the positive and negative metaphors on being a teacher, metaphors on adopted roles of teachers and metaphors on expected roles of teachers. The study has importance in describing the teachers as having a leading figure, empowering figure, adventurer figure, human being and non human being positively. On the other hand, teachers are described as being an emperor, house-ware, and foreigner figures negatively. The contribution of the study is also on the importance of understanding the changing roles of the teachers. It can be concluded that teachers can be much more effective when teachers are perceived as leaders but not managers; and when they are inspirer and life-log learners rather than being a parent for students.

Keywords: Adopted Roles of Teachers, Expected Roles of Teachers, Metaphor, Pre-service Teachers

THE EVALUATION of CURRICULUM VITAE WRITING SKILLS of UNIVERSITY STUDENTS' for LIFELONG

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ABSTRACT: Writing, together with the speech, constitutes narration aspect of core linguistic ability. Writing is not merely a way of recording the events, situations or activities, but it is as well an act of interpretation of these facts with subjective/objective approach. Writing is a planned process that enhances the thinking, comes into existence within a certain time limit, and requires conformity with various rules of the language. According to the findings obtained through the researches in the literature; students usually think that writing act is more difficult than the act of speech and this matter causes them to abstain from writing. In this study; "Resume" texts written by the students in 2014-2015 academic years within the context of Turkish Language-I course - who continue their education in Sakarya University in different departments and attend Turkish Language course by way of distance training- have been assessed in terms of various criteria, and determination of their level of writing abilities is sought. As the consequence of the research, it is concluded that "immediate feedbacks" is to be allowed in the distance training implementation in order to enhance the levels of writing abilities of university students.

Keywords: Writing Ability, Textualization Process and Distance Training.

WHAT'S THE ROLE OF ICT REGARDING SPECIAL NEEDS EDUCATION (SNE)

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ABSTRACT: This article talks about a research project related to the use of ICT by future education teachers. The project wants to get their perception on the use of ICT with special needs students. Nowadays the use of ICT is very well disseminating in HEI education within the borders of Europe, either professors or students work with this tools. If we think about projects concerning ERASMUS+, they require ICT intervention and we know that most part of professors/investigators in HEI are truly experts on this. According to society and the evolution of new technologies, we identify that a big percentage of students (future teachers) will say that are strongly connected to the use of technology in school environment. ICT is supposed to be an extension of the students at the present time, but on the other hand, when we look to the education curriculum in HEI across Europe, we see a gap to be fill when we talk about ICT with special needs student. So we have two clear different points of view. Facing this we want to organize a project that will create a network of HEI across Europe with a common purpose, acting like a driving force to analyze the present and according to that, propose a guidance to the future in a reform of HEI curriculum related to the use of ICT for special needs students in a teachers education programs. The project will have at least one institution from the following countries: Spain, Portugal, France, Italy, Greece, Belgium, Holland, Denmark, Germany, Lithuania, Latvia, Czech Republic, Austria, United Kingdom and Turkey. The first phase will analyze the state of mind in all HEI by questionnaire, like these partners will have a clear view of what is going on. Second phase goes keen on different actions according to the needs found in the HEI. Clear we have the notion that Special education among HEI curriculums it's forgotten, we as investigators need to work on this aspect very soon, society demands that.

Keywords: Special Needs Education, ICT Education, Lifelong Learning Education.

THE EDUCATIONAL FUNCTIONS IMPOSED TO FOLK TALES IN SCHOOLBOOKS FOR CHILDREN'S LITERATURE COURSE

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ABSTRACT: The aim of this study is to investigate the educational functions which imposed to folk tales in school and reference books for Children's Literature Course in Turkish Universities. The document review, one of the qualitative data collection methods, is conducted in the study. Document scanning method was used to collect data. According to the investigation of twelve children books, it is said that folk narratives, in the context of mother tongue acquiring process, contribute to get opportinies of cultural continuity, common transfers in mother tongue from past to future and intergenerational lianguage unity, developments in cognitive and social fields, self-expression skills and creativity. In those twelve books examined in this study, positive attitudes about contributions of using folk narrative genres in education are exhibited and the use of folk narratives in the education of native language and literature is recommended.

Keywords: Folk Tales, Children's Literature, Native Language, Culture.

STEM IN IN-SERVICE TEACHER TRAINING

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ABSTRACT: STEM (Science, Technology, Engineering, Mathematics) is a new educational approach started to be used through technological innovations which is based on interdisciplinary education system, correlation and problem solving skills instead of classical learn-by-rote education system. To be able to apply STEM education, to guide students into this approach and to improve this approach the role of teachers is very important. It is essential that STEM teachers in teaching the scientific process skills and competencies to students should provide quality education, can create an environment for it, be able to identify and acquire suitable materials and methods for the required qualification and be able to use scientific thinking processes effectively. In this sense, teacher training is the most important step of STEM education method. STEM education method is being applied by Kayseri Provincial Directorate of National Education which is first and only one in Turkey. STEM applications are applied actively in 38 schools in Kayseri, selected as pilot schools, as classroom activities and extracurricular activities. 210 teachers who are applying STEM education method in the STEM schools are given in service training to be able to apply STEM in required way. In service teacher training took place in three stages; on the 1 st stage STEM and its application fields are introduced, and on the 2nd and 3rd stages STEM applications (Science, Mathematics and Robotics practices) and how to do these applications in the classes in an interdisciplinary way is given. Also, an online portal is formed so that teachers have chance to follow the applications of Kayseri STEM team on this portal and share their own application examples with each other. There is a STEM centre in Kayseri. Teachers can visit this centre and take active role in the applications. This is very important for sharing ideas with each other, doing practices, to provide sustainability of STEM education method and constant correlation within STEM team and STEM teachers in Kayseri.

Key words: STEM, Teacher, Education

A COMPARATIVE ANALYSIS OF HANDLING LEVEL OF LIFELONG LEARNING COMPETENCES in SOCIAL EDUCATION CURRICULA, TURKEY AND IRELAND SAMPLE

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ABSTRACT: Developing and ever-changing information technology brings together many innovations by renewing the human profile societies need in a significant way. "Lifelong Learning Understanding" which is one of the most important of these innovations, makes it necessary to change the basic competences and skills stand in the curricula. Accordingly, the education curricula are expected to provide lifelong learning understanding. In this study it was aimed to analyze the handling level of the lifelong learning competences in the social education curricula of Turkey and Ireland comparatively. Eight key competences, recommended EU member countries to conduct their educational policies within the context of lifelong learning by the European Union (EU), was used as references in the analysis of the curricula. It has been tried to determine whether lifelong learning competences are included in the curricula or not and which competences have been mentioned the most and which has been mentioned the least. Data required was collected in accordance with "document analysis" method, which is one of the qualitative research methods, and utilized from "content analysis" technique for the analysis of the collected data. According to the findings of the study it was found that the most frequent competences were mathematical competence and basic competences in science and technology in TSCC. It was also seen that the competences of communication in the mother tongue, social and civic competences, the learning to learn competence, and mathematical competence and basic competences in science are of leading importance in SPHE. Absence of the communication in foreign languages competence in TSSC can be said as the most prominent difference between the ISSC and TSSC.

Keywords: Lifelong Learning, Lifelong Learning Competences, Social Education Curricula.

A CROSS-CULTURAL STUDY OF AGEING AND LIFELONG LEARNING: HONG KONG AND AUSTRALIA

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ABSTRACT: This paper is about a study that aims to obtain knowledge and develop understanding about the conceptualizations of successful ageing and elder learning by senior adults in two different cultures: Hong Kong and Australia. The goal of the study is therefore to describe and conceptualize the meaning of ageing and learning as they are experiencedby elders fromHong Kong and Australia. Survey data gathered fromtwo large groups of elders, one from Hong Kong (n=519) andthe other from Queensland, Australia (n=421) were used for within-group analysis. Comparison of the respective findings from each locationindicates more commonalities than differences between elders living in these two different cultural contexts in terms of their conceptualizations of the meaning of ageing and learning.

Keywords: Cross-cultural study, Ageing, Lifelong Education

EXAMINATION OF THE PROFESSIONAL DEVELOPMENT STUDIES FOR THE DEVELOPMENT OF TECHNOLOGICAL COMPETENCE OF TEACHERS IN TURKEY IN THE CONTEXT OF LIFELONG LEARNING

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ABSTRACT: Education is one of the keys in the improvement of the communities and increasing welfare level, increasing the social quality in other words. When quality in education is mentioned, one of the primary subject matters in Turkey and in other countries of the World is to improve the quality of the teachers. Presence of findings of several researches showing importance of teacher competences on the development of the students has been a reason for concentrating on the teacher competences and professional development of the teachers since 1970's. Teacher competences are important only when they are evaluated within the frame of certain standards. Especially, technology-related knowledge, skill and attitude in improving competences related to the teaching profession as well as in all other professional areas towards requirements of the information age are seen to be in the forefront today. Technological competences are important for the teachers both for the effectiveness and success of their teachings and sustaining their professional development. Unique conditions of the informatics age necessitate training individuals who can think critically and have gained the skills of showing different approaches to solving problems. This situation brings forward the requirement of lifelong lasting learning. Lifelong learning can be defined as all kinds of activities the individual has been involved all along his life to improve his knowledge, skills, interests and competences with an individual, communal, social and economy related approach. Lifelong learning is important for the individuals constituting the society as well as for the improvement of the competences of the teachers. It can be stated according to this information that, concepts like technological competences; technology culture and lifelong learning skill in improving qualities of the teachers and providing professional development for them have turned to be most emphasized concepts. For this reason, it is thought that it will be efficient to bring forward the relation between such concepts and investigate the works carried out in our country in this respect. The purpose of this research is to investigate the studies carried out in Turkey in order to improve technological innovations towards lifelong learning needs of the teachers. Primarily, what the technological competence means for the teaching profession, relation of technological competences with technological literacy, place and importance of technological competences within technological innovations and standards both in Turkey and in the World, what lifelong learning is and importance of lifelong learning in the professional improvement of the teachers in the information age are explained in the context of the research. Later on, a situation table is put forward by investigating the works carried out intended to improving the teachers' professional competences specific to their technological competences. In the discussion part of the work, works towards improving technological competences of the teachers are evaluated and in the last section proposals on what should be done in the future are presented. The study is expected to contribute to the literature as it has scrutinized the studies towards professional improvements of the teachers approximately over the last ten years, investigating the concepts as basis to the teaching profession in the information age (technology, professional competences and lifelong learning). The research is limited to online sources and the sources of the MEB which is an authorized organization in Turkey on regarding professional improvement of the teachers and lifelong learning. In the end of his research, it can be stated that there have been quite a lot of endeavors to improve technological competences of the teachers in Turkey. Nevertheless, when evaluated with an integrative point of view, it can be stated that technological competences of the teachers in Turkey have not reached the quality to meet the requirements of the information age. It can also be said there is no open and clear evidence that the in-service training programs intended to improve technological competences of the teachers in Turkey are to the quality to support lifelong learning. It seems that during the process of nearly 25 years in the world, planned studies have been carried out to ensure the integration of area knowledge with the pedagogical knowledge of the technology, that is, integration of education with technology and the development of teacher qualities in this regard. It seems that though teaching professional standards showed differences according to features of the countries in Europa and in many countries of the world, they are presented more flexibly and toward application and in a way intended to provide teachers to increase their technological competences and apply as such toward

obtaining technological competences and arranging their professional improvements and teaching processes. Besides, it is clear that the teachers' technological competence in-service trainings showed quantitative increase in Turkey after 2005 and with Fatih project in 2010. But such studies seem not to be in the quality to establish a country policy in the long run. Various studies on the professional improvement and technological competences of the teachers present proofs to support this view. The researchers stated that, despite being an important effort in Turkish educational system, Fatih project lacked planning, application and evaluating stages. Within this content, the following proposals can be forwarded for the things to be done to bring the teachers in Turkey to the level of the requirements of the 21st century, according to research findings and those mentioned under the discussion and conclusion headings of this study: **In-service training programs toward teacher competences should be handled especially according to the teaching areas; they can be planned considering the features of the teaching areas, their requirements for technological means, and the levels of using them. **The in-service training programs should include also distance training in order to support lifelong learning. This is thought to be effective for providing sustainability of the in-service training. Primarily need analysis is thought to be useful before in-service training programs are implemented, as specified also in various forms in different researches. **Yet, as mentioned in several different researches on teachers' competences should also be re-evaluated within the framework of NETS with acceptance of international standards, and be presented as applicable and evaluable criteria toward requirements of the information age. **On the other hand, bringing together all works and studies made by different organizations in collaboration with MEB on the common ground, running such collaboration systematically and in a more extensive way in the leadership of MEB, forming country policies considering proper samples in providing technological integration in education are thought to be a requirement.

Keywords: Teacher In-Service Training, Technology Usage Skills for Teaching, Lifelong Learning.

ROLE OF LOCAL ADMINISTRATIONS IN LIFE LONG LEARNING ACTIVITIES

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ABSTRACT: Globalisation and change processes related to globalisation have had an impact on many areas including the meaning and function of the concept of knowledge. Particularly developments in the Information and Communication Technologies have fundamentally changed the traditional knowledge perception. The fact that already acquired knowledge fall short against continuously renewed and reproduced knowledge has resulted in change how people approach learning. People started learning continiously. This process, named as "life long learning", has become one of the main approaches in educational policies. Many countries in the world have been developing various strategies and set targets for life long learning. Life long learning policies of Turkey have been shaped in response to Turkey's membership process to the European Union. In this respect, in the fundamental level, life long learning strategies are about strengthing the relationship between educational system and employment policies. Life long learning activities are run not only by schools but also NGOs, local administrations and private organisations. Local administrations (municipalities) have undertaken important responsibilities in life long learning activities taking place in Turkey. The local administrations run many courses in centers that are easily accessible and for free. They do not only include vocational courses but also personal development courses such as language, computer, handicraft, and child care courses. The importance of local administrations in providing life long learning could be seen even better when we consider the fact that participants of the courses run by the administrations usually come from disadvantaged backgrounds including women, migrants, disabled and young people. This study, based on the literature, focus on life long learning activities run by local administrations in Turkey. In this respect, in the case of KAYMEK, organised and run by Kayseri Metropolitan Municipality, the life long learning activities that are provided to disadvantaged groups particularly to women will be evaluated. According to the results, local administrations have had a very important function in life long learning activities taking place in Turkey. Those who come from disadvantaged backgrounds including women, young people, migrants and disabled people appear to be attending these activities in large proportions. KAYMEK courses were started to be provided in the year of 2005-2006 with 374 attendees in Kayseri. It has now reached 15 center and 8002 trainees in the year of 2014-2015.

Keywords: Life Long Learning, Local Administrations, Disadvantaged Gruops, Women.

DISASTER PREPARATION: PARTICIPANT OPINIONS FOR THE MANAGEMENT OF POTENTIAL POST-EARTHQUAKE INDUSTRIAL EMERGENCIES

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ABSTRACT: It is inevitable to experience disasters by the region we live in. However, it is quite important to foresee and manage the following chaos to occur. As in all over the world, scenarios which might occur after disasters are also planned in our country and various drills are carried out in this regard. In this study, a drill activity was organized for the management of potential post-earthquake industrial emergencies by the researchers within the scope of the 5th International Earthquake Symposium. A total of 18 people including engineers/technical staff employed in various industrial institutions in Kocaeli region, Disaster and Emergency Management Presidency (AFAD) Kocaeli Provincial Directorate and Kocaeli University participated in the activity voluntarily. After the drill, the participants were asked some questions by the researchers to get their opinions. Evaluating the responses to the questions, it was determined that each individual participating in the activity had participated at least one disaster drill activity and all of them believed that the drills were useful and necessary. It was found out that the participants had the opinion that this study, carried out for the building of a drill scenario, met their expectations or partly satisfied their expectations. In disaster and emergency drill scenario building, the participants specified the benefit of collaborative teamwork and knowledge sharing with people from different public and private institutions and organizations and brainstorming in positive aspects and the time being limited, corporate identities coming to the fore and there being few different institutions participating in the drill in negative aspects. In this study, it was observed that although both public and private sectors had trainings, plannings and drill studies carried out for disaster and emergency management, they had difficulty in forming a common language. It is recommended that private sector and public institutions cooperate for disaster and emergency management.

Keywords: Disaster, Emergency Management, İndustrial Emergency, Practice.

THE POPULARIZATION OF THE OTTOMAN TURKISH in TURKEY: THE ISSUES BROUGHT AND THEIR SOLUTIONS

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ABSTRACT: In the last years we have witnessed profound increase of interest in the Ottoman Turkish. It has resulted in teaching the language also outside universities. In the previous decades the tuition had been offered by academic departments of Turkish language and literature, history, information and document management and in the social sciences high schools. Presently, classes and materials for learners are also offered by various civil society organisations (NGO), municipal departments and institutions of the Ministry of Education. Much more books are published as well as sInternet websites encourage to learn and read the language too. Social media like Facebook flourish with fan-pages and discussion groups. Their members share not only copies of printed works and manuscripts available in the pdf-format and self-tuition manuals but they teach Ottoman Turkish to each other as well. The number of printed titles is also increasing. The paper analyses selected texts on the Ottoman Turkish and the academic and non-academic knowledge they present, as well as the teaching methods and techniques they offer. Main problems are pointed out and the solutions are offered.

Keywords: 'Ottoman Turkish', 'Teaching Method', 'Non-Formal Education'

THE DIFFERENCE BETWEEN PRODUCTIVITY AND INDIVIDUALITY SKILLS OF CREATIVTY OF THE STUDENTS WHO HASN'T CHANGED THEIR HOMEROOM TEACHER WITH THE SAME SKILLS OF THE STUDENTS WHO HAS CHANGED

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ABSTRACT: The aim of this research was to determine whether there is a difference between productivity and individuality skills of creativity of the students who hasn't changed their homeroom teacher with the same skills of the students who has changed their homeroom teacher. The population of the study consisted of the 5th grade students having primary education in Istanbul, Turkey in 2008-2009 Education Year. The sampling of the research was 85 students, 41 of whom are the students of A Primary School in Uskudar and 44 of whom are the students of B Primary School in Zeytinburnu. In this research survey model was used and The Scale of "Productivity of Association" was used to collect data. The data collected was analized through SPSS 15.0 software using t-test and Pearson correlation. The main problem of this research is given below: Is there a difference between productivity and individuality skills of creativity of the students who hasn't changed their homeroom teacher with the same skills of the students who has changed their homeroom teacher? The sub-problems of this research are; 1. Is there a difference between the productivity skill levels of the students who hasn't changed their homeroom teacher with the same skills of the students who has changed their homeroom teacher? 2. Is there a difference between the individuality skill levels of the students who hasn't changed their homeroom teacher with the same skills of the students who has changed their homeroom teacher? 3. Is there a relation between the productivity and individuality skills levels of the students who hasn't changed their homeroom teacher? 4. Is there a relation between the productivity and individuality skills levels of the students who has changed their homeroom teacher? The results are; 1. No difference between the productivity skill levels of the students who has changed their homeroom teacher and who hasn't was identified. 2. The individuality skill levels of the students who has not changed their homeroom teacher were higher. 3. No relation between the productivity and individuality skill levels of the students who has not changed their homeroom teacher was identified. 4. No relation between the productivity and individuality skill levels of the students who has changed their homeroom teacher was identified.

Keywords: Creativity, Productivity, Individuality, Teacher Exchange.

OKULÖNCESİ EĞİTİMİ ÖĞRETMENLERİNİN BİLİMSEL SÜREÇ BECERİLERİNE İLİŞKİN GÖRÜŞLERİ VE SINIF İÇİ UYGULAMALARI

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ÖZET: Bu çalışmanın amacı, Okul Öncesi Eğitimi Öğretmenlerinin Bilimsel Süreç Becerileri ne ilişkin görüşleri ve bu öğretmenlerin sınıf içi bilimsel süreç uygulamalarına ilişkin yaptıklarını belirlemektir. Çalışmanın örneklemi; Amaçlı Örneklem Yöntemi ile belirlenmeye çalışılmıştır Araştırmada hem nicel, hem nitel araştırma yöntemleri birlikte kullanıldığı için, araştırmanın amacına uygun olarak araştırma yöntemi Karma Yöntem olarak belirlenmiştir. Karma Yöntemin kullanıldığı bu çalışmada veriler; ölçek, anket, mülakat yolu ile araştırma kapsamına giren öğretmenlerden elde edilmiştir. Bunun için araştırma, Kütahya il merkezinde görev yapan 81 okul öncesi eğitim öğretmen üzerinde ölçek ve anket çalışmaları yürütülmüştür. Ayrıca 10 öğretmenle de mülakat yapılmıştır. Araştırmadan elde edilen veriler üzerinde yüzde, frekans, ortalama, standart sapma değerleri hesaplanmış ve tablolar halinde gösterilmiştir. Ayrıca öğretmenlerin bilimsel süreç becerilerini kullanma düzeyleri ise görüşme analizleri ile saptanmıştır. Araştırmanın sonuçlarına göre; okul öncesi eğitimi öğretmenlerinin bilimsel süreç becerilerine ilişkin bilgi düzeylerinin orta düzeyde, aşinalık ve farkındalıklarının da düşük olduğu ve sınıf içi uygulamalarda ise yetersiz kaldıkları belirlenmiştir.

Anahtar Kelimeler: Bilimsel Süreç Becerileri, Okul Öncesi Eğitim, Okul Öncesi Öğretmeni.

XX. YÜZYILIN BAŞINDA OSMANLI DEVLETİ'NDE EKONOMİK DÖNÜŞÜM VE SİYASİ BLOKLAŞMA

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ÖZET: Son dönemde Osmanlı Devleti'ni Batı'ya yaklaştıran ve etkilenmeye müsait hale sokan gelişmelerin başında ekonomik dönüşüm gelir. Ekonomik gelişmeler ve ardından yaşanan dönüşüm, dış politikada diplomasinin önemini artırmış ve Avrupa arenasında siyasi bloklaşmalarda önemli rol oynamıştır. Avrupalı devletler için, Osmanlı'nın iç dinamiklerindeki gerilemeler, amaçlarını gerçekleştirmede dolaylı veya dolaysız etkide bulunurken, I. Dünya Savaşı öncesi siyasi gelişmelerine neden sonuç ilişkisi içinde etki etmiştir. XX. yüzyılın başında Osmanlı Devleti'nde yeni bir dönem başlamış ve yönetim kadrosunda bir zihniyet değişimi yaşanmıştır. Ekonomik sorunlara paralel olarak askerî alanda yaşanan sıkıntılar, Devleti Avrupa'da denge siyaseti takip etmeye zorlamıştır. Avrupa ülkeleri arasındaki çıkar çatışmaları ve değişen dış politikalar, Osmanlı-Alman yakınlaşmasını gündeme getirmiştir. Değişen savaş teknolojisi, yerli silah ve hammadde üretiminin yetersiz oluşu ve Osmanlı topraklarında yayılma eğilimi gösteren Alman ticareti; kültürel, diplomatik ve ideolojik etkileri de beraberinde getirmiştir. Alman ekonomisinin diplomat ve bankacılık hizmetleriyle Osmanlı Devleti üzerinde askeri ve idari alandaki ıslahatlara dâhil olması ve özellikle Bağdat Demiryolu Projesiyle silah ticareti ve teknik malzemenin Osmanlı ülkesine girişinin hızlanması, iki devlet arasında giderek daha geniş ölçekli bir ilişki ve işbirliğinin gelişmesine imkân tanımıştır. XX. yüzyılın başında bu ilişkinin boyutu, iki devleti müttefik yaparak, I. Dünya Savaşı öncesi siyasi bloklaşmalar içerisinde bir yer edinmesine sebep olmuştur. Bu araştırmada Osmanlı Devleti'nin son döneminde yaşanan ekonomik dönüşümün siyasi sonuçları üzerinde durulacak ve Osmanlı Devleti'ni I. Dünya Savaşına götüren sebepler analiz edilecektir.

Anahtar Kelimeler: Ekonomi, Diplomasi, Ticaret, Siyaset, Osmanlı, Almanya, I. Dünya Savaşı.

INFLUENTIAL FACTORS IN POLITICAL AND CIVIC PARTICIPATION OF UNIVERSITY STUDENTS

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ABSTRACT: Citizen's civic and social participation are important for two ways. First one is related with social adaptation and harmony. As participation increases, all segments of society are considered which enables social resolution and better and balanced society. Secondly, political participation is not only important for a balanced society, it is also important because it leads prevention of personal problems and development of healthier individuals. In this study, factors such as family, school, citizenship attitudes, and individual characteristics related to media, trust and participation have been investigated in the perspective of model using Structural Equation Modelling (SEM). In the study, trust was considered as predictor of participation in the family and at the school and individual participation features were considered as the predictor of participation. Various researches conducted in Turkey showed that youth participation in Turkey is low in general. Low level of participation is an important problem for contemporary democracies. Therefore, researching factors contributing participation becomes important. This study is thought to contribute to literature as it considers various variables and it also investigates the topic through path analysis in SEM. This study is a descriptive study. The data was obtained from university students and a cross-sectional design was used. 16 factors underlined in the literature which are thought to influence civic and political participation were determined and a 146 item scale covering all these factors was developed based on Flanagan et al. (2007) scale. In addition, General Self Efficacy Scale was also used which was originally developed by Jaruselam and Schwarzer and adapted to Turkish by Aypay (2007). 330 university students were administered these two scales. Factors contributing to university students' participation were investigated via path analysis in the SEM. In this analysis two models, one basic and one alternative models were suggested. Models "family", "school climate", "citizenship attitude", "media", "trust" and "participation" were tested before the confirmation of these models. Basic and alternative models were tested in the path analysis. Analysis showed that all testing models except "media" were confirmed when all the testing models by data was analyzed during the confirmation of the models. Later, suggested structured model was tested. In the tested alternative model subscales (trust to political institutions, trust to non political institutions, trust to social institutions) no significant t values with "trust" was found. Therefore, this variable was taken from the basic model and family, school climate evaluations, citizenship attitude and Individual Characteristics Feature Variables relationship with participation were investigated. At the end, family, school climate evaluations and citizenship attitudes features were found positively effecting individual characteristics and individual characteristics were effecting participation positively. t values obtained thru relationships between latent variables were significant. This study suggests a model based on determination of factors influencing civic and political participation of university students. General findings pointed out that individuals' participation to family decisions during their earlier, life, parents' civic and political participation, participation experiences at school, political communication with teachers and friends, participation sensitive class activities, the perceived level of critics of political knowledge, levels of civic responsibility, sensitivity to own civic society and perceived understanding of civic and political issues, interest for politics and civic issues, level of general self efficacy. Individuals interest for politics and civic issues, general self efficacy, sensitivity for social problems and perceived political efficacy, influence their participation ideas and behaviors. In this content, opportunities and resources presented for youth are necessary for individual as well as societal development. **Keywords:** Political Participation, Civic Participation, Predictors of Participation

Keywords: Political Participation, Civic Participation, Predictors of Participation.

HIGH OR LOW CONTEXT CULTURE IN THE EFL CLASSROOM?

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ABSTRACT: Intercultural communicative competence (ICC) and high-low contextculture situations are important for both EFL/ESL teachers and students. In EFL context, the tertiary level students in Turkey are being taught by the supervision of both native and non-native English speakers, which might be challenging for the foreign language students as it causes communication breakdowns in the classroom. By regarding cultural values, there is a need to examine how EFL tertiary level students successfully negotiate the cultural differences and how both native and non-native English speaking teachers might respond to them in classroom situations. This study sought to investigate what culture group the EFL tertiary level students belong to and to explore to what extent high and low-context culture situation affect the EFL tertiary level students' communication in classroom. The participants of the study included 50 EFL tertiary level students, and 15 native and non-native English instructors at a state university in Turkey. The data were collected using "High or Low Context Culture Questionnaire" (Hall, 1976), and semi structured interviews. A coding and classifying approach (Gay, Mills, & Airasian, 2012) was used for the data analysis. Three categories of cultural conflicts; misperception, misinterpretation, misevaluation in communication were identified. The result of the present research is important for EFL tertiary level students, TESOL and ESOL teachers. Building ICC helps EFL/ESL students perceive information across cultures, develop strategies in communication and overcome challenging situations in various contexts. Future research in other EFL/ESL contexts would help to expand the findings of the present study.

Keywords: High-Context Culture, Low-Context Culture, EFL Students,

ATTITUDES TOWARDS JOB IN EDUCATIONAL INSTITUTIONS

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ABSTRACT: The current study aims to evaluate employees' attitudes towards work in educational institutions. Based on the purpose, following questions of sub-purpose are put forward: 1.What are employees' attitudes toward work in general? 2.In what dimensions, do the employees consider their duties? 3. Do employees' considerations differ based on employee demographic characteristics below? a) Gender, b) Education levels, c) Age, d) Seniority (length of service), e) Income. 4. Is there a significant difference between employees' and administrators' attitudes toward work? An attitude scale was developed in order to reach the research sub-purposes. The scale was administered to the selected sample to obtain the research findings. Survey model, a quantitative research method, was used within the current research. The research population consists of education employees working in schools under Department of Education in the town of Corlu, city of Tekirdag. 312 administrators, 1878 teaching and 480 supportive staff worked in 98 schools in the town of Corlu when the research was conducted. 215 participants within the research sample were selected through non-proportional quota sampling among the teachers working in schools in the town. A scale to measure attitudes toward work was used as the data collection tool within the research. Some statistical analyses were needed in order to define the research sub-dimensions. SPSS 21 software package was used to analyze the data. One-way variance analysis (ANOVA), t-test, Tukey, and LCD tests were used in the analyses. Results and recommendations have been put forward regarding to the findings of the study. Results are below: 1. Attitudes of employees working in educational institutions work has appeared in five different sizes. These dimensions by employees; There is exciting work, the work to be loved, to be adopted by the society of work, Work is exhaustive and no good working conditions. 2. Work for the understanding of attitudes toward the fourth of the five dimensions of the work is exhausting, the highest average attitude, while the lowest average no good working conditions. In addition, the attitudes of employees regarding work dislike the average was higher. 3. In determining employees' work attitudes seems to be an important determinant of age. Employees' work attitudes with increasing age was high. 4. Employees' attitudes towards gender work also seems to be an important variable in the determination. Female employees' work attitudes comes at a higher level. 5. Level of education in determining attitudes towards the work that there is no statistically significant effect was detected. 6. Attitudes towards seniority of employees hired as a significant variable in determining emerges. Severance progresses attitudes have been identified as the statistical rise. 7. With the income of employees at work, work attitudes can be seen that there is a significant relationship between. 8. In the light of the findings in the attitudes of employees' tasks for the work was found to be a decisive factor. Employees principals, teachers and auxiliary staff to work with is that there is no significant difference between attitudes is remarkable.

Recommendations: 1. Five dimensions that emerged in the results of research essential for employees of educational institutions and certain incentives must be seen to be activated. 2. Particularly effective on the job for young workers organizing seminars, and work in partnership with experienced employees can get help on any issue should be taken into functions such as setting up special units. 3. Create differences in attitudes towards gender work should not be overlooked, especially women in business should open the way to development. 4. Study of seniority, experience is very important in gaining the importance of attitude. This experience should be utilized. 5. Research on attitudes towards work are discussed in the context of educational organizations. Other organizations (health, defense, special, etc.) also investigated attitudes of employees to work in different organizations can be examined attitudes towards work that may arise.

Keywords: Attitudes, Job, Educational Institutions.

ESTABLISHMENT OF EDUCATIONAL MODULE "CLIMATE CHANGE" IN THE UNIVERSITY OF LIEPAJA

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ABSTRACT: Increase of awareness and high knowledge base of society in field of climate change and environment in general in global and local ranges is vital to prevent future possible increase of climate changes in the world. In order to more involve society in prevention of future climate changes national government come up with National Climate Policy which includes possibility for educational institutions such as University of Liepaja to develop educational programs including lifelong and distance education programs. To achieve given objective educational module Climate Change is created by University of Liepaja. Goal of activity is to increase knowledge and capacity of governmental institutions, municipalities, scientific and educational institutions, private businesses, societies and foundations as well as separate members of society. Besides overall information on greenhouse gas emissions and adaptation to climate change University of Liepaja concentrate more on practical questions, since in our opinion practical knowledge on how to use renewable resources, reduce greenhouse gas emissions or even reuse them in industry will create larger impact on achieving the objective. Therefore University concentrate on following topics: practical use of different technical solutions in industry, technical equipment used in industry of renewable energy, technologies used to prevent greenhouse gas emissions and mathematical modelling of possible scenarios when pollution occur in populated areas. Developed materials will be available for society, specially for the members of target group for educational purposes. Materials also can and will be used for distance education. Investigation of distance educational process of natural sciences will be investigated in future within doctoral thesis on the given topic.

Keywords: Lifelong Distance Education; Natural Sciences, Climate Change.

SCHOOL PRINCIPALS' TRANSFORMATIONAL LEADERSHIP BEHAVIOURS AND THEIR EFFECTS ON TEACHER COMMITMENT

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ABSTRACT: Transformational leadership has been a substantial issue discussed in many researches. It is stated that transformational leadership is the ability to get people to want to change, improve, and be led and also involves assessing associates' motives, satisfying their needs, and valuing them. In addition, it is the leader's ability to increase organizational members' commitment, capacity, and engagement in meeting goals. Transformational leadership has some characteristics and they largely fall into four circumscribed areas in educational settings as idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. In this regard, idealized influence is defined as considering the needs of others before their own personal needs, avoiding the use of power for personal gain, demonstrating high moral standards, and setting challenging goals for their followers. Inspirational motivation motivates and inspires those around them by displaying enthusiasm and optimism, involving the followers in envisioning attractive future states, communicating high expectations, and demonstrating commitment to the goals. Individualized consideration represents the leader's effort to behave individuals as if they are special people and act as a coach or mentor to develop their followers' potential. Finally, intellectual stimulation means the leader's effort to stimulate followers to be innovative and creative. These components create "additive" effect if leaders combine these components to reach "performance beyond expectations. It is claimed that principals' transformational leadership behaviors have positive and direct effects on teachers' performance and their work engagement or commitment. In this respect, organizational commitment is regarded as a mental contract connecting the individual's identification and attribution with the organization and performing his duty. It also facilitates voluntary cooperation within an organization and means the degree of one's identification with, and participation in, a certain organization and includes three characteristics: (a) one believes in, and accepts, organizational goals and value (value commitment), (b) one is willing to make an effort (effort commitment), and (c) one has a strong desire to remain a member of the organization (retention commitment). It is essential for managers and leaders to pay more attention to the employee's organizational commitment. As organizational commitment is deeply influenced by the leadership style used, it has typically been viewed as the relative strength of an individual's identification with the involvement in an organization as well as his or her willingness to extent effort and remain in the organization. For this reason, this study purposes to determine the effects of school principals' transformational leadership behaviors on teacher commitment. The research was conducted with qualitative research design. In this regard, the participants of the study were 40 teachers from 10 schools in Istanbul, Turkey. Results reveal that, in general, transformational leadership behaviors are positively related to teacher commitment. It was also determined that while inspirational motivation, intellectual stimulation and individualized concern behaviors of principals are positively related to teacher commitment, idealized influence is not related to teacher commitment. In can be recommended that school principals should perform transformational leadership behaviors to improve teachers' commitment at schools.

Keywords: Transformational Leadership, School Principals, Teacher Commitment.

LIFE-LONG LEARNING COMPETENCY PERCEPTIONS OF TEACHER CANDIDATES ACCORDING TO TEACHER TRAINING PROGRAM

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ABSTRACT: Life-long learning has a superior place among studies carried out in the field of education around the world as "life-long learning" is a concept that can be realized anywhere, and removes any limitation such as place, time, age, education level etc. Learning opportunities have remarkable importance in the education process and take place via life-long learning. The purpose of this study is to analyze the competency perceptions of teacher candidates relating to life-long learning in terms of several variables within the scope of a teacher training program. The sample of this study consists of 965 teacher candidates having education in the 3rd and 4th grades in the Faculty of Education of Celal Bayar University in the 2014-2015 academic year. The study is a descriptive study in a screening model. "The Life-long Learning Competency Scale", developed by researchers as a data collection tool, was used in the study. Analysis of the data was performed with a SPSS 17.00 program. The competency perceptions of the teacher candidates relating to life-long learning were examined with respect to gender, grade of education, department, and academic average . From the results obtained from this study, it is seen that a significant difference has been created in the "personal enterprise and entrepreneurship competency perception" attitudes of teacher candidates in terms of the gender variable. Also, significant differences were found between the "learning to learn competencies perceptions", the "communication competency perceptions", the "personal enterprise and entrepreneurship competency perceptions", and the general "life-long learning perceptions" in terms of the department variable. Hence, the reasons for these differences should be sought in detail by studies carried out in the future, and teacher-training institutions should make the required arrangements in this direction.

Keywords: Life-Long Learning, Teacher Candidates, Teacher Training Program.

EXAMINING DIGITAL COMPETENCE OF TEACHERS WITHIN THE CONTEXT OF LIFELONG LEARNING BASED ON OF THE TWENTY-FIRST CENTURY SKILLS

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ABSTRACT: Undoubtedly, the twenty-first century has witnessed rapid changes and developments in the information world. As science and technology develop, sharing information and knowledge has been accelerated. Digital tools are of paramount importance and play an important role in the production and sharing of this information. The world has become a global village by means of digital tools. Digital skills are also an important sub-dimension of lifelong learning. Within this context, our teachers to educate the people of our age are required to acquire and use these skills throughout their lives in order to catch our era in which the information production and sharing are accelerated. The aim of this study is to assess digital competence of teachers within the context of lifelong learning and in the light of the twenty-first century skills. Scope of this study includes teachers in service at high school and junior high school in Diyarbakır, during the spring semester of 2014-2015 academic years. The sample of the study consisted of 286 teachers randomly selected from the population. One of the descriptive research models, survey model has been used in this study. As data collection tool, a scale developed by researchers was used. Developed scale consists of 30 items and three-dimensional. SPSS software was used for analyzing the data. In data analysis, digital qualifications of teachers was both examined overall and compared in terms of gender, level of education, branch, school type, institutions, seniority and whether to take computer lessons or courses variables. According to the results obtained, it was observed that teachers have digital qualifications at 'Adequate level (=3,5)', male teachers are more qualified than female teachers and having studied computing either in university or another institution significantly increases digital qualifications. The results obtained were compared with similar studies in literature and the following suggestions were developed: 1- Teachers, especially senior teachers, should participate in in-service training in line with the teacher's profile required by the 21st century. 2- Universities should renew their programs according to the needs of the era and should teach especially prospective teachers "learning to learn." 3- In this field, more detailed, more versatile studies on larger samples should be carried out and the findings should be presented to the attention of policy-makers in particular.

Keywords: Teacher Skills, Lifelong Learning, Digital Competence

DIFFERENCES IN MOTOR AND FUNCTIONAL ABILITIES BETWEEN FEMALE STUDENTS OF UNIVERSITY OF ZAGREB

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ABSTRACT: The aim of this study was to determine the differences in motor and functional abilities of female students of the Faculty of Kinesiology, Faculty of Medicine and Faculty of Teacher Education. The sample consisted of a 255 female students, of which 78 students of Kinesiology, 84 students of Teacher Education and 93 students of Medicine. Sample of variables were six tests of motor abilities and test by Astrand for the assessment of maximal oxygen uptake. Central and dispersion parameters were calculated and normal distribution of variables was tested by Kolmogorov-Smirnov test. The significance of differences between groups was determined by univariate analysis of variance (ANOVA) and discriminant analysis. ANOVA and discriminant analysis showed statistically significant differences between groups of subjects in motor and functional characteristics. The structure of the first discriminant function of motor variables was best defined by tests for the assessment of explosive, static and repetitive strength, and the highest correlation with the second discriminant function has a test for the assessment of speed of movement. The best results were achieved by the FK female students. The FM female students were better in the general strength factor (explosive, static and repetitive strength), and more flexible than the FTE female students, who have faster movement and better coordination. The FM female students have a better aerobic capacity than the FTE students, while the biggest differences were found between these two student groups as opposed to the FK female students, who have significantly better functional abilities. It was concluded that there are significant differences in motor and functional abilities between the female students of the Faculties of Kinesiology, Teacher Education and Medicine. Female students of the Faculty of Kinesiology, who conduct systematic daily physical activity, have a significantly better motor and functional status, while the female students of the Faculty of Teacher Education and the Faculty of Medicine, as a result of lifestyle that does not include or insufficiently includes systematic physical activity, showed a lower motor and functional status. This research points to the need of the student population for organized and systematic physical exercise during the entire educational period, in order of thorough impact on their lifestyle.

Keywords: Motor Abilities, Functional Abilities, Students, Physical Activity, Health.

IMPACT OF REFLECTIVE PORTFOLIO ASSESSMENT IN YDS ENGLISH COURSE AS PART OF LIFELONG LEARNING PROPENSITIES OF ENGLISH LANGUAGE LEARNERS

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ABSTRACT: Learning a foreign language is a lifelong endeavor, which requires learners to approach it from a lifelong learning perspective. However, learners may not always be ready for such an approach. It is therefore essential to know to what extent learners are reflective and where they stand in their orientations toward learning. It is also necessary to determine language learners' readiness for lifelong learning (LLL) in order to support their language development. Portfolio assessment is one of the learner-centered assessments used to see that development. This study, with a class of 20 adult EFL (English as foreign language) learners who were studying to pass YDS foreign language exam in 2013–2014 academic year was conducted at the (SEM) Continuing Education and Research Center at Artvin Coruh Unıversıty, Turkey to see the impact of reflective portfolio assessment on their language development for the YDS exam. The YDS is an English language proficiency test, mostly taken by civil servants, academics and military personnel administered by OSYM in Turkey in order to evaluate the foreign-language skills, especially of governmental employees. The development and implementation of reflective portfolio assessment in the YDS English course was developed and described, and then a survey on the learner's perceptions toward the use of the portfolio assessment was conducted. Results showed that reflective assessment was beneficial for learners' linguistic development and revealed that learners had positive attitudes toward the use of the reflective portfolio assessment. The portfolio assessment promoted their learning autonomy and motivation. Student's critical thinking as well as problem-solving ability also developed and increased student's learning motivation and confidence through the use of reflective portfolios.

Keywords: Portfolio Assessment, Reflective Learning, Learning Motivation, Learner Autonomy.

THE EVALUATION ABOUT TERMS of CRIME in ADOLESCENT BASED on GUIDANCE COUNSELOR'S PERCEPTIONS in SCHOOLS

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ABSTRACT: The purpose of this study is the investigation high school guidance counselors' opinions in terms of the types of crime investigation and the contribution to other studies to be done. Data obtained through semi-structured interviews were analyzed by employing constant comparison method within the frame of qualitative research and 7 questions were asked in semi-structured interview form. As a result of the analyze, it is found that there is not a cooperation between school, family, and student for neither prevention of crime nor after the crime; current laws are not enough for new types of crime and schol guidance counselors find themselves incompetent in terms of intervention and prevention of the crime. At the end, some suggestions made about crime types, prevention and cooperation.

Keywords: Crime, Adolescence, Guidance Counselors.

DESIGN AND APPLICATION OF CENTRAL EXAMINATION SYSTEM FOR LIFE-LONG LEARNING WITH WEB-BASED DISTANCE EDUCATION

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ABSTRACT: In our age, information and communication technologies are intensely made use of to make a connection between student and teacher, and to establish an educational environment appropriate to the requirements of this era and society, in distance education. The fact that student, teacher and teaching material are distant from each other, as a factor that reveals the difference between distance education and traditional education, forces to use different methods in order for the evaluation activities to be conducted much more effectually. However, the reliability of on-line examinations is discussed in cases where important documents like certificates, diplomas, etc. are to be given by universities and other institutions that provide life-long distance learning. Among the reasons of this are the difficulty of detecting whether the person sitting for an exam is one who should sit for that exam, and whether he/she uses the instruments apart from the ones allowed for him/her use in the exam. For this reason, the universities providing distance learning are obliged to use central examination system in order to evaluate the success of students even though they had given the lessons to their students by means of web-based distance education method. Distance learning departments of many universities in our country have established more recently. Most of those departments haven't got a substructure based on central examination system. A sample application of central examination system (UZEMSS) which Distance Learning Departments of the Universities can use, has been developed and introduced with this study. Adequate and inadequate aspects of it have been specified thereby analyzing the systems existing firstly. Afterwards, an appropriate platform was searched for encoding of UZEMSS and open-source programing PHP language and MySQL data-base have been chosen. The tables in the system were formed using relational data-base model and encoding was made using the properties of object oriented programming.

Keywords: Lifelong Learning, Distance Education, Evaluation.

DIFFERENCES IN AEROBIC CAPACITY AMONG STUDENTS WITH REGARD TO THEIR LEVEL OF NUTRITIONAL STATUS

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ABSTRACT: Due to contemporary lifestyle, nutritional status of students is poorer and therefore it negatively affects the aerobic capacity. The purpose of this study was to determine the differences in aerobic capacity among students with regard to their level of nutritional status. The study included 281 students of the Faculty of Teacher Education, University of Zagreb. Aerobic capacity was measured by 20 meter shuttle run test and nutritional status was determined by the body mass index (BMI). Mean values of the BMI place the students into normal weight group, however, mean values of aerobic capacity show that students achieved poor results. Kruskal Wallis test for determining the difference between subsamples according to the level of nutritional status among students shows that the subsamples differ in four of the five variables that describe the morphological characteristics as well as in aerobic capacity. It can be concluded that the tested students' aerobic capacity is poor and students with normal body weight have better aerobic capacity than overweight or obese students.

Keywords: Body Mass Index, Functional Capacity, 20 M Shuttle Run Test, VO2 Max.

MONITORING THE EFFECTS OF WORK ON PHYSICAL EDUCATION CLASSES EXPRESSED THROUGH THE HEART RATE VALUE

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ABSTRACT: The aim of this study was to monitor the effects of performance during obstacle course work form by measuring heart rate in all parts of the physical education classes and rest phases too. Except this, the aim was also identification of possible adaptation changes caused by the implementation of this kind of work form. The sample consisted of 103 female students of Faculty of teacher education, University of Zagreb during their regular physical education classes for three weeks. The set of variables consisted of nine well-known and previously mastered tasks integrated in the structure of the obstacle course focused on improving the coordination of movement and aerobic-anaerobic abilities of the students. Data analysis was processed in 7.0 Statistics on the descriptive level, while statistically significant difference between means was tested by t – test for dependent samples. The results shown the heart rate values in all parts of the PE classes differed significantly at the beginning and at the end of the work. Throughout the second week there was only exception during the final part of the class when pulse values at the workout beginning was 102 beats/min and at the end of it 100 beats/min what was almost identical, but still in the low load zone which is consistent with the final part of the class. During all three weeks of work the highest exercise intensity was reached in the main "B" part of the class what shows the work was done in accordance with the curve of the physiological and emotional load.

Keywords: Abilities, Obstacle Course, Female Students.

RESCUING THE GHOST FROM THE MACHINE: TOWARDS RESPONSIVE EDUCATION, NOT EXPLANATORY MACHINERY SYSTEMS

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ABSTRACT: Rescuing the ghost from the machine: Towards responsive education, not explanatory machinery systems The significance of the "Bologna Turn" in European Higher Education, which supposedly refocused the process of teaching and learning and was expected to bring about a pedagogical reform, is discussed mainly by clarifying why it has not in fact realized the expected advances on performativity and standardization. We show how the "Bologna Process" falls into the mechanistic paradigm that Rancière (1987) acutely criticized and through which the educational intervening subjects are reduced to a functional dimension. We draw on Rancière's criticism to make clear the dynamics of the "deranging machine", while we call for Buber's "pedagogy of encounter" as having the potential for opening a new space to escape from the current situation by a "pedagogy of an inspiring way of speaking", as this may act as adequate conveyer for accomplishing the desired meaningful encounters. These issues lead us to consider why and how education requires a special "pedagogical tact": the tact for understanding that education is an antinomical process that flows from, through and towards a meaningful dialogue, so that one can recognize that autonomy is constructed in relation to dependency, freedom in relation to compliance and care in relation to some amount of constraint.

Keywords: Bologna Process, Performativity, Pedagogy of Encounter, Dialogism.

RESEARCH ASSISTANTS' PERCEPTION OF MISTREATMENT AND THE STRATEGIES THEY PREFER TO OVERCOME THIS MISTREATMENT

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ABSTRACT: The purpose of this study is to determine research assistants' perception of mistreatment from other faculty members and the strategies they prefer to overcome this mistreatment. The sample of this study includes 255 research assistants who work at seven faculties at Kocaeli University, Turkey. This study is in the descriptive survey model. In order to measure research assistants' perception of mistreatment, "Mistreatment Scale" developed by Harlos and Axelrod (2005) and adapted to Turkish by Günçavdı and Polat (2015); and in order to measure strategies which research assistants prefer to overcome this mistreatment, "Secondary Appraisal Scale" developed by Rogers (1998) were used as data collection tools. It has been found out that research assistants' perception of mistreatment from faculty showed. Also it has been found out that research assistants used "barriers" strategies mostly to overcome mistreatment. This research has given an idea about research assistants' experiences about being exposed to mistreatment, but this study is limited to students at Kocaeli University. In the future researches, the samples can be extended by taking research assistants who work at other universities as the sample.

Keywords: Mistreatment, Faculty, Research Assistants.

USE OF MOBILE TOUCH DEVICES AS PART OF LIFELONG LEARNING WITH SPECIFIC FOCUS ON TABLETS

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ABSTRACT: In recent years, mobile touch devices (touchscreen mobile devices) have been winning increasing recognition in the sphere of lifelong learning; they represent powerful tools for distributing educational content as well as being effective means for controlling knowledge and skills among students. As these portable touch devices become more and more affordable and their sales dominate the market for information and communication technologies, they also bring to the mass population several useful educational applications from various fields. Additionally, mobile educational applications provide interface with online environments based on LMS and MOOC. Parallel to this trend is the growing market for electronic textbooks – these are available to pupils and students as well as participants of lifelong learning programmes. It is heartening indeed to see that the introduction of mobile touch devices in education is supported by the state (ministries) in the form of heavy investments in this field. This paper deals with the new trends concerning the use of tablets in lifelong learning. It describes the advantages as well as the limitations of using these devices, and also focuses on the experience with using tablets in conventional frontal teaching.

Keywords: Mobil Devices, Lifelong Learning, Tablets,

CONFLICTS AND CONFLICT MANAGEMENT STYLES OF TEACHERS IN SCHOOLS

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ABSTRACT: The purpose of this study, in vocational high school teachers' use in resolving conflicts in the school environment in which they live their conflict resolution styles that differ significantly in demographic characteristics to determine. The universe of study, Istanbul Province, vocational high school teachers in the district of Şişli, sample, random selected 265 teachers from these schools form. Research is a quantitative research. Scanning pattern is used. The data collection tool Karip (2010), Holton and Holton (1992), adapted from "Conflict Management Strategies" is the scale. Data entered into a statistical software package SPSS for Windows 21.0, and statistical analysis was carried out using this program. For data analysis, the following steps were taken respectively. Of personal information relates to a variable frequency and percentage, mean (x) and standard deviation (SD) values were calculated. Used conflict management style and age, sex, marital status, educational status, total hours worked, worked in the organization working hours according to the variables show any differences to determine whether the independent groups t-test technique was used. Of the research; teachers in schools where they live in case of conflict conflict management and negotiation strategies to integrate most of the strategies are to use. They comply, respectively, avoidance, and the dominate is pursuing a strategy at least.

Keywords: Conflict, Conflict Management Style, Teachers.

AN EXCEPTIONAL CASE OF ELEMANTARY EDUCATION IN TURKEY: EDUCATION FACULTY STUDENTS' PERCEPTIONS ON MERGED CLASSES IN THE VILLAGE SCHOOLS

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ABSTRACT: The purpose of this study is to investigate the ways in which "merged classes experience in a village school" contribute to student's teachers' attitudes towards teaching and being a teacher. A qualitative design is used in the study which was done May 2015, the data collection lasted two weeks. For the first week students were informed about educational visit and were asked to plan some aged-adjusted activities. Students were assigned to some activities groups (such as outdoor act., paperwork act., playdough act., mental play act., artcraft etc.). For the second week, students were taken to 3 distinct village schools. The students were obliged to perform the activities the children who are students in village schools. The faculty students and the children had come together for nearly 3 hours and they performed planned activities. Afterwards the students were asked to report their reflections on their experience. The qualitative data was drawn from reflection reported by 109 students of Kültür University Educational Faculty. The formation and interpretation of categories was done by the researchers using the procedures of thematic analysis for the next step. There were 2 main themes that describing the student teachers' reflections by means of our research questions. As in the base of research question, student's teachers' perceptions have been categorised into two main themes and into six sub-themes. The reflections indicating the student's teachers' perceptions have been discussed in the scope of teaching training and an exceptional case of elemantary education in Turkey.

Keywords: Merged Class, Village School, Teaching Training.

AMERICAN SCHOOLS IN TURKEY: ROBERT COLLEGE

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ABSTRACT: The main objective of this study is to introduce information about the American schools established for missionary in Turkey and the best-known of them Robert College. In line with this basic objective, in the study answers are searched for the following questions; 1- The emergence of American missionary, what is their purpose and effectiveness? 2- The establishment of American schools in Turkey and what are the features of them? 3- What are the characteristics of Robert College? In the study, descriptive method was used within the qualitative research methods. The results which are obtained in accordance with the data obtained from related literature pointing to research problems are: 1- The primary aim of US schools is to spread Protestantism and by giving an average Western education to train pioneers and leaders. These schools have arisen and have spread since the end of the 18th century. 2- These schools had influence on the political structure of the Ottoman Empire, on organizing of non-Muslims in the Ottoman society and on becoming conscious against the state. 3- Missionary schools for girls and boys are structured in all of the Ottoman country. Robert College, opened 4-16th September in 1863, was a school with students and instructors of all ethnic backgrounds, basically had departments consisting mainly language, commercial and engineering sciences, major part of the income of which is paid by the American organizations spreading Protestantism and main purpose of which is spreading Protestantism.

Keywords: American Schools, Robert College, History of Education, Missionary, Foreign Schools.

RELATIONSHIP BETWEEN AGE AND SELECTED KINEMATIC PARAMETERS OF STANDING LONG JUMP TEST

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ABSTRACT: The aim of this study was to determine the relationship between age and selected kinematic parameters of standing long jump. The sample consisted of 120 male respondents aged from 4 to 18 years, divided into five experimental groups with 20 subjects in each, and one control group comprised of 20 students of the second year of the Faculty of Kinesiology. The sample of variables consisted of 21 kinematic parameters that are important in defining biomechanical model of standing long jump test performance. The relationship between age and selected kinematic parameters was determined by the polynomial regression analysis. After excluding parameters that are expected to be changed by age of the respondents (length of the jump, duration of the flight, etc.), according to the results of this research it can be seen that there is a statistically significant relationship between age and many other analysed kinematic parameters. In the preparatory phase of the jump two parameters are related to the geometry of the body ($F = 15.66$; $F = 4.37$) and four on segments velocities ($F = 5.62$; $F = 40.86$; $F = 6.30$; $F = 13.00$). In the take-off phase three parameters are related to the geometry of the body ($F = 16.78$; $F = 17.81$; $F = 12.98$), two on segments velocities ($F = 395.31$; $F = 5.62$) and one on the duration of take-off phase ($F = 13.02$). In the landing phase there is one more parameter related to the the geometry of the body during the jump ($F = 22.37$). In accordance with the results of polynomial regression analysis it can be concluded that standing long jump is a complex motor task that requires a high level of coordination abilities which, according to the results of this study, are developing with the age of respondents.

Keywords: Coordination; Kinematics; Motor Development; Standing Long Jump.

YAŞLI YETİŞKİNLER VE YAŞAM BOYU ÖĞRENME

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ÖZET: Son yıllarda yapılan nüfus sayımları neticesinde hem dünyada hem de Türkiye'de yaşlı nüfusun, teknoloji ve sağlık alanındaki gelişmelere bağlı olarak, hızla arttığı görülmektedir. 2009 yılında dünyada 700 milyonun üzerinde insan 60 yaş ve üzerine ulaşırken bu sayının 2050 yılında 2 milyarı aşması beklenmektedir. 2014 yılı itibariyle yaşlı yetişkinler (65 ve daha yukarı yaş) Türkiye nüfusunun %8'ini (>6 milyon) oluştururken, bu oran 2023'te %10,2 ve 2050'de %20,8 olarak beklenmektedir. Kaynak taraması yapılarak oluşturulan bu çalışmada, Türkiye'deki yaşlı yetişkinlerin aktif yaşlanabilmeleri için onlara sunulabilecek yaşam boyu öğrenme etkinliklerinden bahsedilecek ve bu fırsatlardan yararlanılmasının önemi vurgulanacaktır.

Anahtar Kelimeler: Yaşlı Yetişkinler, Aktif Yaşlanma, Yaşam Boyu Öğrenme.

COMMUNICATION TECHNOLOGY ADDICTION IN TEENS AND LEISURE EDUCATION

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ABSTRACT: The socialization process is basically a achievement process. In parallel with the biological and psychological development of sub-processes the individual adopts social assumptions. Social behavior patterns provide current gains related to rules of conduct, forms of communication, the construction of norms and values. Social gains realized in family, friends group, and working life can be defined in terms of school and formal structure and also informal relationships and environments. Both achievement areas complement each other. The time period defined as leisure time refers to the non-working and out of formal education hours. In contemporary society, this time has became more and more important in terms of socialization and personal development by making every day planned. However, today, the biggest obstacle in front of the leisure education is mobile phone communication technology, the internet and television that cover all the leisure time of young people. How we spend the leisure time has became a measure of social development nowadays. How Systematic transformation of the knowledge how we spend the leisure time shows us the importance and the need of the area including artistic, scientific, communicative success. Subject "Sociology of Leisure Time" to be dealt with principles and theories of sociological studies will reveal different aspects of leisure time education. Objectives of the study: The aim of the study is to compare leisure time education which contributes the socialization process and the use of technology which undermines social relations of the individuals. Significance of the Study: Leisure time education needs to recover young people from this technological usage addiction. If we cannot overcome this major obstacle, to get desired results from leisure time education will be difficult. Thus it will emerge a runaway socialization process. As a result, we come across faiulre of internalization of values and norms, decrease in the perception of reality of the young people, corrupt and inefficient use of language, weakening of face to face communication skills, reduced physical dynamism. In this case, it refers to the sociological aspects of leisure time education. The hypothesis of this study: The biggest obstacle of leisure time education is incorrect usage of communication technology training which causes addiction. Leisure time education can be seen as a true education if it can recover individuals from the adverse effects of technology. Methodology of the study: In this study, descriptive qualitative study, theoretical analysis and interpretation of hermeneutics method, the social nature of leisure time, problematic aspects of the leisure time education will be defined.

Keywords: leisure time, education, social activity.

STUDY OF THE PARENTS' ATTITUDES ABOUT CHILD ABUSE

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ABSTRACT: This study is a descriptive field study for identifying the effect of socio-demographic characteristics on parent's attitude about child abuse and neglect. The data of 107 parents (63 mother and 44 father) whose child study in pre-school institution and first grade of elementary school is used in this study. The tools for data collection are The Form of Parents' Socio-Demographic Characteristics, The Inventory of Child Abuse Potential (ICAP) The Scale of Emotional Abuse Awareness (SEAA) The Interview Form About Parents' Discipline Procedures. In the study group, %55,1 of the parents in the study group prefered the children-centered procedures based on equality and democracy. Any statistical difference at significance level was determined in terms of abuse scores (p=0.013). It is presented that (p=0.003) difference was between mothers' and fathers' ICAP abuse scores in the dual post hoc evaluations. The SEAA scores of parents' and groups were compared and any statistical difference at significance level was determined in terms of ''sub-dimensions of stolidity, intimidation, rejection/isolation''(p>0.05). Acquired findings contribute to the attitudes of parents about abuse and neglect of children in pre-school period.

Keywords: Attitudes, Parents, Child Abuse

VALUE ADDED: SCHOOL LEADERS CAN PROMOTE STUDENT ENERGY LITERACY

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ABSTRACT: The second highest expense beyond personnel salaries is energy cost to operate schools and other needed public facilities. Therefore, there is a growing practice for school leaders to seek ways to decrease energy expenses in their schools through effective management strategies (Schoff, 2009). In the school environment, students could be taught what is energy literacy and the importance of using less energy by turning off electrical and electronic devises when not in use, encouraging parents to purchase more efficient lights and appliances, controlling the thermostat, washing most laundry in cold water just to name a few things to do (Schelly, Cross, Franzen, Hall & Reeve, 2012). Energy literacy reflects a composite of the consumer's values and knowledge regarding the energy system that supports daily activity in the home, commerce and industry (Moore, Turcotte, Winter & Walp, 2013). Helemarie Hofman talks about the practical with technical energy knowledge in order for an individual to be energy literate. Hofman expresses how knowledge about an energy curriculum in schools and society are essential in preparing students to be more responsible as citizens for the use and conservation of energy. Students will gain knowledge about the important issues about energy in today's world and how energy is used. Therefore, by gaining more knowledge about energy, students can critically analyze and decipher real-world information about energy conservation in their own everyday lives (Hofman, 1980). Another author Joan Salmon asks the critical question regarding, what do everyday citizens need to know about energy and what purposes. What is suggested that both Hofman and Soloman both believe that informed citizenry need to know the critical importance of what are energy and the conservation factors of energy (Salmon, 2000)? The focus of this ongoing study will include the importance of energy literacy awareness, involvement of local governments, corporate sponsors, energy conservation plan, teaching principles, impact of the conservation program, and expected results and outcomes.

Keywords: School leaders, Curriculum Focus, Energy Conservation Practices, Government and Partnership Involvement, Teachers, Staff, Student Leadership.

ÖĞRETMENLERİN GÖREV YAPTIĞI İLİN ÇEVRESEL KOŞULLARI VE ÖRGÜTSEL BAĞLILIK ALGI DÜZEYLERİ

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ÖZET: Güneydoğu Anadolu Bölgesinin çevresel koşullar nedeni ile bazı kaynaklara ulaşılabilirliğin sıkıntılı olduğu bir il olan Şırnak ilinde merkeze bağlı okullarda görev yapan öğretmenlerin örgütsel bağlılık düzeylerini belirlemek ve ulaşım, konaklama, güvenlik, sağlık, kültürel yaşam gibi çevresel koşulların örgüt üzerinde etkisini belirlemek amaçlı gerçekleştirilmiştir. Öğretmenlerin örgütsel bağlılık düzeyini belirlemek için nicel araştırma yöntemlerinden betimsel tarama modeli, çevresel faktörlerin etkisini öğrenmek için nitel araştırma yöntemlerinden betimleme analizi kullanıldığından Karma model bir araştırmadır. Araştırmanın çalışma grubunu Şırnak ili merkezde bulunan ilkokul, ortaokul ve lisede görev yapan öğretmenler oluşturmaktadır. Araştırmada elde edilen sonuçlara göre öğretmenlerin örgütsel bağlılık düzeylerinin düşük olduğu görülmüştür. Bu durumun nedeni Şırnak ilinde görev yapan öğretmenlerin neredeyse tamamının beş yılını doldurmadan bir şekilde bölgeden tayin olmalarından kaynaklı olduğu söylenebilir. Bölgede beş yılın üstünde kalınmamasının nedenlerine bakıldığında ise, öğretmenlerin başta can güvenliği kaygılarının geldiğini görmekteyiz. Bunların dışında öğretmenlerin dil, altyapı, sağlık, seyahat, barınma gibi başka diğer sorunlarında tayin istemede etkili olduğu görülmektedir.

Anahtar Kelimeler: Örgüt, Örgütsel Bağlılık, Okul, Çevre.

THE INSPIRATION REGARDING LIFELONG LEARNING FROM "A RECORD OF LEARNING"

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ABSTRACT: Throughout the history of mankind, education has played an important role in cultural development. Especially nowadays, in the age of knowledge and economy, knowledge is constantly evolving and the issues of life are changing all the time. Only continuous learning can help a person relish life while also enjoying the fruits of technology and civilization. "A Record of Learning" is an ancient Confucian treatise, as well as the earliest monograph on education among the cultural relics throughout the world. Even now, this treatise continues to reflect its resplendent wisdom regarding education. Thus, this study explores the inspiration for lifelong learning in "A Record of Learning". The research methods adopted in this study include qualitative research methods of content and concept analysis. The result of this study is reflection, analyses and discussion on lifelong education. The expected effect of this study is to help those in the field of lifelong education deliberate on and apply the educational concepts found in "A Record of Learning".

Keywords: A Record of Learning, Lifelong Education, Thoughts for Lifelong Education.

HEALTH LITERACY IN PUPILS IN THE CONTEXT OF RESEARCH OF RESULTING CURRICULUM OF HEALTH EDUCATION

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ABSTRACT: Health literacy is one of the basic literacies that should be formed during the educational process in elementary school. Health literacy is a prerequisite for health promotion and a healthy lifestyle and for minimizing diseases and their development. Currently, a number of research studies points to risk behaviour of children and youth that can threaten their current or future health. In the Czech Republic in the second level of elementary schools, health literacy is primarily developed in the educational field of Health Education. The aim of the paper is to present the results of the following research study: "Research of the level of curriculum adopted by elementary school pupils in Health Education", which is a part of the project "Perception of subjective impact of health disability/presence of chronic disease and concept of health awareness and literacy (IGA_PdF_2015_003)". The research study aims to evaluate the level of the resulting curriculum adopted by pupils in grade 9 of elementary schools in the context of newly formulated Educational standards of Health Education. The research was carried out between March and June 2013. The research tool applied was a didactic test designed in compliance with the expected outcomes of the educational field of Health Education according to the Framework educational programme for elementary education, version 2013, and according to the developed Educational standards of Health Education. This presents the results of the second research stage based on a total of 250 pupils. The initial results show that the average achievement of the didactic test was 54%.

Keywords: Health Literacy, Health Education, Resulting Curriculum, Educational Standards.

LIFE EXPECTATIONS OF DISABLED PERSONS

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ABSTRACT: Disability is a restrictive and limiting mental-physical disorder in individual's life activities. It is also the limitations in the individual's ability and power. Disability is not only a health problem. It is a complex phenomenon that reflects the interaction between a person's body characteristics and the societal features. It is known that disabled people face many barriers in accessing social services. Disabled people are being ignored and disregarded by non-disabled people can have the same needs. The purpose of this study is to investigate the life expectancy of disabled person's dreams, fears, feelings, the activities they enjoy and hopes. This research was held in Turkey, in the provinces of Istanbul with the service area of the Physical Treatment and Disabilities Rehabilitation Center. The study group was selected randomly from disabled persons participating in workshops at this Center. The structured interviews were conducted with 10 persons consisting of mental, orthopedic and visual disability groups.

Keywords: Disability, Disabled Persons, Life Expectations.

COST IN COOPERATIVE LEADERSHIP: THE NETWORK APPROACH AS AN ORGANISING STRATEGY FOR THE EXCESSIVE FLOW OF INFORMATION IN INSTITUTIONS

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ABSTRACT: The main purpose in this study is to produce strategies with the purpose of reducing excessive information and work load in educational institutions as a cost of cooperative leadership. In line with this main purpose, the answers to the following questions have been sought for in the study: In the analyzed group (1) is there a problem of excessive information and work load? (2) What are the key actors for excessive information and work load? (3) Which precautions can be taken for the solution of problems identified in the management of networks? Method: This study in the survey model has bene conducted at the Directorate of Educational Inspectors affiliated to the ministry of Education of a mid-scale city in 2015 through the social network analysis approach. In the analysis group consistingof a chairman and four groups which work dependently on the chairman, where each groups has three inspectors each, there are 13 educational inspectors. 13 participants have supported the study.Social network analysis used in the studyis an interdisciplinary study approach which has unique measurements in terms of identifying the relationships between inter-actors. It allows actors and relationships between inter-actors and the structure formed by these relationships to be digitized or put forward in the form of graphics. A contemporary social network analysis carries these basic characteristics: (i) it justifies the insights in terms of structural connections which connect social actors with one another; (ii) this empirical data is collected systematically and is controlled; (iii) this data is presented through graphics and (iv) in these calculations, mathematical models are relied on. In the study, the main data of the analysis has been collected through the semi-structured interview method. The participants have been asked to note their interviews related to subjects on their duties within one work day (number and person) using the tally method on the form prepared to collect data. It has been asked to eliminate interviews with personal content, which do not facilitate the conduct of the study and do not carry informative value. Data collected from a total of 13 participants have been analyzed with UCINET 6.0 which is the software program used for Social Network Analysis and values of density, degree and betweenness which are unique calculations to social network analysis have been calculated and the network relationships have been presented visually in the graphics. Results: According to the findings of the study, interviews which takeup the most time in the participants' daily work and do not facilitate their work and do not carry informative value are of a higher rate (65%). In addition to this, some participants (1, 2, 4) within the group in the network assume a more critical role interms of information flow. It has been determined that investigation duties accumulate on certain participants (2, 4) and that these considerably slow down duties and create pressure on participants. This situation has been presented visually as well through the formation of network maps.

Keywords: Cooperative Leadership, Network Approach, Organising Strategy.

ÖĞRETMENLERİN YÖNETİCİLERİN İSTENMEYEN DAVRANIŞLARINA İLİŞKİN GÖRÜŞLERİ

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ÖZET: Bu araştırma ile öğretmenlerin yöneticinin istenmeyen davranışlarına ilişkin görüşleri belirlenmeye çalışılmıştır. Araştırmada nitel araştırma yöntemlerinden olgubilim deseni benimsenmiştir. Olgubilim deseni farkında olduğumuz ancak derinlemesine ve ayrıntılı bilgi elde etmek istediğimiz konularda tercih edilmektedir. Çalışma grubu amaçlı örnekleme yöntemlerinden kartopu örnekleme yöntemi benimsenerek seçilmiştir. Görüşme formunda araştırmacı tarafından ilgili alan yazın taranarak ve uzman görüşü alınarak geliştirilen 10 açık uçlu soru yer almaktadır. Görüşme verilerinin değerlendirilmesinde betimsel analiz tercih edilmiştir. Elde edilen verilerin sistematik ve açık olarak belirlendiği bu teknikte araştırmacının yaptığı yorumlarla kavramsal çerçeve de desteklenmeye çalışılmıştır. Ayrıca araştırma şu alt amaçları da kapsamaktadır: Yöneticilerin istenmeyen davranışlarının ortaya çıkmasında yöneticiden kaynaklı nedenler, öğretmenden kaynaklı nedenler ve çevreden kaynaklı nedenler nelerdir? Görüşmeciler yöneticilerin sahip olduğu formal yetki, yönetmeliklere bağlılık, insiyatif kullanamama, yöneticilik anlayışı(yöneticiliği meslekten kaçış olarak görme),kendini üstün görme, insan ilişkilerini gözardı etme ve mesleki yetersizliğini bastırma sebepleriyle istenmeyen davranış sergilediklerini bildirmişlerdir. Yöneticilerin istenmeyen davranışlarının öğretmenlerden kaynaklı nedenleri öğretmenlerin iletişim becerisinin zayıflığı, uzmanlık bilgisinin eksikliği ve üst yönetime yaranma istekleridir. Ayrıca araştırma bulgularına göre eğitim politikalarının değişmesi, üst yönetime karşı duyulan korku ve itaat zorunluluğunun yöneticilerin insiyatif kullanmalarını etkileyen ve istenmeyen davranış sergilemelerine zemin hazırlayan unsurlar olduğu bulunmuştur.

Keywords: Yönetici, Öğretmen, İstenmeyen Davranış.

SİYASAL AKIMLARDA YAŞAM BOYU ÖĞRENME

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ÖZET: Yaşam boyu öğrenme esasen bireyin tüm hayatını ve alanları kapsamaktadır. Bu bağlamda siyasal alanda da yaşam boyu öğrenimin nasıl gerçekleştirildiği araştırılmalıdır. Bu çalışmada siyasal yelpaze üzerinde çeşitli akımlar gösterilerek içerikleri itibariyle yaşam boyu eğitim açısından değerlendirmeleri yapılmaktadır. Sosyal gelişme ile birlikte yaşam boyu öğrenme ihtiyacı giderek artmaktadır. Bu olgunun en somut göstergelerinden biri siyasal akımların da giderek demokratikleşmesi ve liberalleşmesidir. Bireyin eğitim kurumları dışında ve sosyal hareketler içinde bir öğrenmenin gerçekleşmesi tarihsel bir olgudur.

Anahtar Sözcükler: Siyasal Akımlar; Yaşam Boyu Öğrenme; Demokrasi, Bireysellik.

EXAMINING PROVERBS GUIDING SCHOOL PRINCIPALS IN SCHOOL MANAGEMENT

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ABSTRACT: It was aimed to analyze the proverbs which are taken as guide and implemented in school management by school principals who are one of the significant determinants on school staff's and students' behaviors. This study is qualitative research. A qualitative case study design was conducted by the researchers to reveal which proverbs school principals take as guide, how, for whom and under what conditions they implement these proverbs and what consequences emerge because of implementing these proverbs. The study group consisted of 36 school principals working in Gaziantep province in the academic year of 2014-2015. Semi-structured interview method was used in the study. Data were analyzed using descriptive and content analysis techniques. A qualitative data analysis program (ATLAS.ti 6) was employed for data analysis. The results of the research demonstrated that school principals mostly used the proverbs which emphasized collaboration and participative decision-making. When other proverbs were examined, it was seen that school principals used the proverbs that focused on productive working, using school's physical sources effectively and efficiently, cultivating positive behaviors in teachers and students, and enhancing the school staff's motivation and students' achievement.

Keywords: School principals, Proverbs, Management paradigms.

PRE-SERVICE TEACHERS' SENTIMENTS, ATTITUDES, AND CONCERNS ABOUT INCLUSIVE EDUCATION IN CHONGQING, CHINA

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ABSTRACT: This paper reports on pre-service teachers' readiness for inclusive education in Chongqing, China. It uses the Sentiments Attitudes and Concerns about Inclusive Education Scale Revised (SCACIE-R), designed by Forlin, Earle, Loreman, & Sharma (2011), with 424 pre-service teachers involved. It was found that variables such as interaction with persons with disabilities and previous training had a significant impact on the participants' attitudes toward inclusive education. The implications for the further improvement of pre-service teacher education programs for inclusive education in China are briefly discussed.

Keywords: Pre-Service Teachers, Inclusive Education, Sentiments, Attitudes, Concerns.

UNDERSTANDING PARTICIPATION IN EARLY CHILDHOOD EDUCATION: CASE STUDY

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ABSTRACT: Nowadays policymakers, educators, and others involved in children`s education are seeking ways to provide quality education. Effective participation that attempts to improve preschool programs, provide family support and increase parent involvement is considered to be as one of the main quality indicators for early childhood education. However, parents and professionals do not always agree on what would be the best for the family and the child, and also legislation and regulations turn little attention to family participation, delivering responsibility to pedagogues, families and preschool institutions. Therefore the goal of the study was to investigate existing participation practice and reveal its promoting and hindering factors. In order to study family participation practice at the local level, a case study was performed and the following research questions were put forward: 1) how is the concept family participation understood and the existing situation in practice characterized, and 2) which stages of participation dominate in existing preschool practices. A qualitative research methodology, based on interpretive phenomenology approach, is used to address the topic. Participants (parents and preschool teachers) were selected using purposeful random sampling strategy, and the data collection techniques – a document analysis and a method of interview were used.As the result of the study, a model for strengthening family participation has been developed that could be implemented in early childhood education practice in Latvia to extend family participation, thus promoting participation culture within preschool education institutions.

Keywords: Early Childhood Education, Participation, Family Participation.

READINESS OF GRADUATES FROM FACULTY OF EDUCATION, PALACKY UNIVERSITY FOR PRIMARY SCHOOL PUPILS WITH BEHAVIOURAL PROBLEMS

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ABSTRACT: Nowadays some traditional perceptions in society are being eliminated and people have started to believe that women can also become leaders in society. This research has been conducted on women who attended the EU Grundtvig Project "Developing Women's Leadership Skills in Society". This research was designed as a phenomenology model and data was collected semi-structured survey as a qualitative study (focus group) to 32 women in Hendek -Sakarya, and frequencies has been used for analysis. Based on results, it can be seen that EU projects are important to develop societies. Moreover, women would like to develop their personal skills to be a leader in society and women increasingly believe that they can become leaders in society. Hovewer, they believe that there are some barriers for women leadership in Turkey; low level of education among women, socio-cultural factors and traditional roles such as caring babies, doing housework, and patriarchal structure etc. In order to increase the number of women leaders in society, women should be supported and educated equally, the laws should be changed accordingly, prejudices like women cannot be a leader should be eliminated and there should be a quota for women to accelerate women participation politics.

Keywords: primary education, special education, research, behavioural problems, discipline

FUTURE TEACHER'S REFLECTION TO UNDERSTAND THEIR PROFESSIONAL IDENTITY

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ABSTRACT: The value of the reflection is to make future teachers more informed of what they have learned and to create the awareness about it in the sense that students are able to change their attitude, behaviour and actions, and finally understand their own professional identity. The article deals with the problem of future teachers' resistance to reflection. It have several reasons, namely, uneasiness to reflect on situation that make oneself embarrassed and uncomfortable; unreadines to accept and analyse one's feelings and previous learning experience that has been focused on the assessment of given by other people only. Therefore to carry out reflection on one's professional identity is problematic. The research has been carried out as Phenomenology Study. The research sample was the practising teachers – master students of the professional master study programme „Teacher" study module "Education for Well-being and Cohesion" taking the course „Educator's Professional Identity and Pedagogic Mastery". The data have been gathered by several reflection tools: MAX, Reflexive Practice Framework, Narrative essays, Analogies (metaphors), etc. By practising reflection-in-action and reflection-on-action according to reflection life cycles, future teachers should create their reflexive practice framework. The article analyses different reflection tools and samples of students' reflection experience.

Keywords: reflection-in-action, reflection-on-action, reflection life cycles, reflective practice framework and tools, professional identity.

FUTURE TEACHER'S REFLECTION TO UNDERSTAND THEIR PROFESSIONAL IDENTITY

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ABSTRACT: The value of the reflection is to make future teachers more informed of what they have learned and to create the awareness about it in the sense that students are able to change their attitude, behaviour and actions, and finally understand their own professional identity. The article deals with the problem of future teachers' resistance to reflection. It have several reasons, namely, uneasiness to reflect on situation that make oneself embarrassed and uncomfortable; unreadines to accept and analyse one's feelings and previous learning experience that has been focused on the assessment of given by other people only. Therefore to carry out reflection on one's professional identity is problematic. The research has been carried out as Phenomenology Study. The research sample was the practising teachers – master students of the professional master study programme „Teacher" study module "Education for Well-being and Cohesion" taking the course „Educator's Professional Identity and Pedagogic Mastery". The data have been gathered by several reflection tools: MAX, Reflexive Practice Framework, Narrative essays, Analogies (metaphors), etc. By practising reflection-in-action and reflection-on-action according to reflection life cycles, future teachers should create their reflexive practice framework. The article analyses different reflection tools and samples of students' reflection experience.

Keywords: Reflection-In-Action, Reflection-On-Action, Reflection Life Cycles, Reflective Practice Framework and Tools, Professional Identity.

THE USE OF FOREIGN LANGUAGES IN CONNECTION WITH THE CHANGE OF EMPLOYMENT IN PERSONS WITH ACQUIRED VISUAL IMPAIRMENT

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ABSTRACT: A meaningful and suitable job is one of the most important criteria for a high level of quality of life of people with severe visual impairment. This research is focused on what difficulties and shortcomings these dividuals perceive in learning foreign languages and whether they perceive foreign language as an important part of their job. Qualitative research methods were used in the survey. Data collection was conducted through interviews with clients in the selected region. Interviewees were people of adult age who were forced to change jobs, or even the qualification itself, due to the acquired disability. The research results show that clients perceive the knowledge of a foreign language as an important part of quality of life and would like to make use of foreign languages at their workplace. But this is often hindered by the lack of appropriate teaching materials and courses, and in some cases by the low intrinsic motivation of these people.

Keywords: Visual İmpairment, Foreign Languages, Employment.

CİNSİYET, EĞİTİM VE ÇALIŞMA DURUMUNA GÖRE PSİKOLOJİK DANIŞMANLARIN DANIŞAN KAVRAMINA İLİŞKİN ALGILARININ METAFOR ANALİZİYLE İNCELENMESİ

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ÖZET: Farklı cinsiyet ve eğitim durumlarında olan psikolojik danışmanların danışan kavramına ilişkin algılarının ne yönde olduğu ve bu algılarını hangi metaforlarla açıkladıklarını incelemeyi amaçlayan bu çalışma, nitel araştırma yöntemine uygun olarak tasarlanan betimsel bir alan araştırmasıdır. Araştırmanın çalışma grubunu farklı cinsiyet ve eğitim-çalışma durumlarında olan 67 birey oluşturmaktadır. Veriler araştırmacılar tarafından geliştirilen "Danışan Kavramına Yönelik Metafor Anketi" aracılığıyla toplanmıştır. Araştırma anketinde iki kapalı uçlu soru ve gerekçesi ile birlikte bir açık uçlu soru sorulmuştur. Açık uçlu soru "Danışan …….. 'ya benzer. Çünkü;……' şeklinde verilmiştir. İstatistiksel olarak ortalama, yüzdelik, frekans dağılımlarına bakılmıştır. Çalışma sonunda danışanın psikolojik danışmanlar tarafından nasıl algılandığına ilişkin metaforlar üretilmiş ve anket maddelerine verilen cevaplar yorumlanmıştır. Katılıcıların geliştirdikleri metaforların analiz edilmesi ve yorumlanması süreci; (1) metaforların belirlenmesi (2) metaforların sınıflandırılması (3) kategori geliştirme olmak üzere 3 aşamada gerçekleştirilmiştir. Araştırmanın bulgularına göre katılımcılar 51 adet geçerli metafor üretmişlerdir. Araştırma bulgularına psikolojik danışmanların danışan kavramına ilişkin yanıtlarında en çok kitap, çocuk ve kapalı kutu metaforlarını kullandıkları görülmüştür. Metaforlar belirtilen gerekçelerin barındırdıkları ortak özelliklerine göre 7 kategoride sınıflandırılmıştır. Kategoriler açısından değişkenler ele alındığında ise aşağıdaki verilere ulaşılmıştır: Cinsiyete göre incelendiğinde; bayan psikolojik danışmanların danışanlarına yönelik algılarına göre danışanların keşfedilmeyi bekleyenler ve katarsizme muhtaç olanlar katagorilerinde çoğunluk göstermektedirler. Bayların danışan algıları ise daha çok onların destek arayanlar kategorisinde bulunduklarını göstermektedir. Eğitim ve çalışma durumuna göre incelendiğinde ise; lisans öğrencilerinin danışana yönelik algılarının daha çok keşfedilmeyi bekleyenler kategorisinde, çalışan psikolojik danışmanların danışana yönelik algılarının ise daha çok destek arayanlar ve bilgi bekleyenler kategorisinde olduğu görülmektedir. Bu da ilgili alanda uygulamanın önemini ortaya koymaktadır. Araştırmanın geneline göre ise psikolojik danışmanların çoğunun danışanlarına yönelik algılarında çözüm odaklı ve yapıcı bir tutum izlediği görülmüştür.

Anahtar Kelimeler: Psikolojik Danışman, Danışan, Metafor, Nitel Araştırma.

TRANSFORMATIVE LEARNING EXPERIENCES OF TURKISH ADULT LEARNERS THROUGH INTERCULTURAL LANGUAGE LEARNING SETTINGS

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ABSTRACT: This qualitative study, which was carried out throughout a European Union Lifelong Learning Grundtvig Programme Learning Partnership Project between 2011 and 2013, called "Developing Intercultural Awareness Through Language Education to Adult Learners", examines the role of intercultural learning experience in the transformative learning of adult learners. The study adopts a phenomenological research approach to understand the phenomenon through interviews and observations. The data on which this phenomenological study consists of the reseearcher's observation of interactions between 8 Turkish adult learners in intercultural language learning settings in Turkey, Spain and Poland and interviews with the learners to elicit perceptions of observed interactions. The study showed that Turkish adult learners' existing meaning schemes about other cultures have been transformed following their intercultural language learning activities and experiences.

Keywords: Transformative Learning, Adult Learners, Intercultural Learning Settings.

RESEARCH OF LEARNING STYLES-GETTING TO KNOW STUDENTS' INDIVIDUALITIES

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ABSTRACT: Modern-age education increasingly concerns the different needs of individual learners. The theory of learning styles maps the differences in how people learn new things. In the first part of this contribution, we introduce a short review of different approaches to learning styles, their definitions and some available tools for their research. In the second part, we present the Index of Learning Styles questionnaire (ILS) and some notable results from our research of learning styles obtained by addressing ILS to 1023 Czech students from 26 high schools. Teachers naturally not only possess the knowledge that should be transferred to the learners but also they direct the way in which the knowledge is transferred. A teacher aware of this fact tries to behave as a good leader. He cares about students' motivation to the subject, their understanding of taught concepts, their development etc. He also takes account differences between individual learners. Learning style provides important insights into the ways how individual students process information. It could allow teachers to choose appropriate methodical tools to provide a good learning environment to different types of students and to improve the effectiveness of education [1]. Teachers who understand learning abilities of their learners can adapt their teaching style to make their learners understand the subject matter better. Moreover they can lead them to use learning methods that better suit their learning styles and thus better realize their potential. Subsequently, students' motivation to learn may increase due to their greater success. Several different approaches to learning styles and their definitions can be found [2,3,4]. They differ in a number of topological variables; different authors involve different aspects and processes into the definition of learning style. We compare the definitions and present a short overview of existing tools for learning styles research and illustrate the differences between these questionnaires with several examples of actual items. Primarily, we focus on the ILS questionnaire which is used in our research. The ILS is based on the Felder-Silverman learning style model [5]. We translated and adapted it for the Czech environment [6]. This contribution presents results obtained by statistical analysis of the data obtained by administering this tool in the Czech Republic. From actual results we choose the following notable findings: On average, Czech students are rather active than reflective learners, which means they understand information better by doing something active with it - e.g. discussing it in groups – rather than thinking about it quietly. Students of technical schools are more active learners than students of humanities; the most active students are female respondents from technical schools. As to the ILS scoring, Czech students are also rather visual than verbal learners. They gain more from adding visual material (diagrams, graphs …) to the lecture. Male respondents are more visual learners than female ones. This research is a part of a wider project that compares learning styles and epistemological beliefs of students with excellent and below-average results in physics [7].

Keywords: Learning Styles, Questionnaire, Index of Learning Styles.

THE DIFFERENCES BETWEEN TENSE AND MOOD IN TURKISH GRAMMER EDUCATION AND THE CATEGORY OF ASPECT

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ABSTRACT: In this study, it is aimed at providing some suggestions about the linguistic categories of tense, aspect and mood, which are exactly different concepts from each other. In Turkish Grammar books, the suffixes –yor, ---DI, ---mIş, ---Ar And ---AcAk Attached to verb stem indicate the time of action and form the category of tense. However, These suffixes also occur under the category of mood as indicatives and are presented with subjunctives. This Situation leads to confusion in language teaching that students cannot exactly distinguish the difference between the categories of tense and mood. The First aim of this research is to reveal this ambiguity between the concepts of time and mood, and to provide solution suggestion to eliminate this ambiguous situation. In Addition to the categories of tense and mood, modern linguistics studies reveal that there is also a third category named aspect that reflects the case of verb's action during temporal process. This Study aims at presenting the necessity of including the category of "aspect" İn the Turkish Language Education Curriculum. In This study, it is used theoretical analytic research for the description and analysis of the current situation. General Scanning (literature review), technique was used to review present data, by which the analysis of written materials including discussions about main subject that are targeted to study would be possible. The Findings at the end of the study points out the reality that time and mood are obviously different concepts and belong to the different linguistic categories. This Study also showed that there is also a third category named aspect that reflects the case of verb's action during temporal process The Main problem in this discussion seems to be related with linguists or grammar writers who haven't any consensus about this subject.

Keywords: Turkish Grammer Education, Tense-Aspect-Mood, Turkish Language Education Curriculum.

THE DEVELOPMENT OF THE ORGANIZATIONAL SILENCE SCALE: VALIDITY-RELIABILITY STUDY

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ABSTRACT: This study aims to perform a validity-reliability test by developing the Organizational Silence Scale based on primary school teachers' perceptions. The sample of the study consisted of 15 schools and 414 teachers working in primary schools of Ministry of National Education in 5 Central education districts of Aksaray, Turkey. For this purpose, a Organizational Silence Scale comprised of 38 items is developed. According to preliminary study on the scale, exploratory factor analysis is done and 5 factors are obtained with the remained 36 scale items. Also explained variance is %87,76 by Organizational Silence Scale. According to the literature, these factors are named respectively as Individual, Administrative, Organizational Culture, Colleagues and Pressure Groups. In addition to test construct validity of the scale, first and second order confirmatory factor analysis was conducted. Also, Cronbach's Alpha coefficient is calculated as 0,95.The obtained values of the scales show that scale is valid and reliable.

Keywords: Organizational Silence, Teacher, Validity, Reliability.

FURUTORP (SWEDEN) GOES DIGITAL– TEACHERS' PERCEPTIONS OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

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ABSTRACT: This study takes its departure from on-going debate about teachers' (collective) 'continuing professional development' (CPD). The overall aim is to highlight the active teachers' perceptions on developing a self-understanding of their complex role in daily practice by using digital tools. The following research questions guided the study: How can teachers make schools more relevant and engaging? How can students' achievement increase? In what way can teachers provide high-quality education for all students? Three perspectives will be guiding the study: ICT, learning and special education. The participants in the study are 21 staff members in preschool and primary and recreation centre with whom we conducted structured individual interviews and focus group discussions. Field notes were also taken during the interview and discussion sessions. The findings reveal the importance the teachers' deeper understanding of students' mastering creativity, critical thinking, communication and collaboration. Furthermore, the most powerful thing teachers have to do is to design engaging, meaningful, and authentic work and technology-enhanced learning experiences. In order to improve learning in a digital world the teachers have to be engaged and supported by professional learning opportunities to continually improve and strengthen their digital competencies and their teaching practices. The theoretical standpoint is the norm model as an analytical tool to understand the teachers' perceptions. The concept of norm is a collective term for the factors and structures that are regarded as normal balance between the aspects of value/will, system conditions/possibilities and cognition/knowledge.

Keywords: Continuing Professional Development, Digital Tools, The Norm Model

AN EXAMINATION OF STUDENTS' PERCEPTIONS OF SERVICEQUALITY DIMENSIONS IN HIGHER EDUCATION

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ABSTRACT: There have been many changings about perception of universities recently. Because of this, higher education faces a new age in which people have a high opinion of teaching and producing competent. Service quality and emphasising student contentment is a recently arising field of concern in high education. Higher education providers who need to adapt techniques of measuring the quality of their services just like in the business sector are eagerly involved in understanding students' expectations and perceptions of service quality so as to captivate students, serve their needs and retain them. To provide this, administrators must set up an appropriate environment to ensure it. The purpose of the study is to evaluate detailed exploration of service quality in a higher education by the instrument of service quality, HEd-PERF (Higher Education PERFormance). To find out if there are any gender and year of study differences in students' perceptions of service quality dimensions, HEd-PERF scale were administered to 576 students studying at the Yildiz Technical University. T-test results demonstrates that there was no significant difference between students' perception of non-academic and academic aspect, reputation, and diploma programs dimensions of service quality in terms of their gender. Nevertheless, there were significant differences between students' perception of access and physical facilities dimensions of service quality in terms of their gender. And, the results of the Scheffe's post-hoc test for multiple comparisons indicate that there were significant differences between preparatory and second classes, preparatory and third classes within non-academic aspect. And it was found out there were significant differences between first and second classes, first and fourth classes in reputation dimension. Also, there was a significant difference between first and fourth classes within access dimension. In addition to these, there was a significant difference between first and second classes within diploma programs dimension. Based on these results, it was found out the students' perceptions of service quality dimensions change over depending on the year of study.

Keywords: Total Quality Management, Service Quality, Higher Education.

VALIDITY AND RELIABILITY STUDY OF TECHNOLOGICAL PEDAGOGICAL CONTENT KNOWLEDGE SELF-EFFICIACY SCALE BASED ON INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION STANDARDS FOR PROSPECTIVE TEACHERS (TPACK-ISTE)

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ABSTRACT: The aim of this study is to develop technological pedagogical content knowledge (TPACK) self-efficacy scale based on international educational technology standards which are defined by International Standards for Technology in Education for teachers (ISTE-2008) and prove the validity and reliability of the scale. The study groups constituted of senior class prospective teachers and pedagogical formation students studying at Dicle University Faculty of Education in 2014-2015 fall semester. The research was conducted on four different groups such as Exploratory Factor Analysis (EFA, n=424), Confirmatory Factor Analysis (CFA, n=341), concurrent validity (n=93) and test-retest (n=85). To prove the relation of ISTE Standards the datum of same CFA group (n=341) is used. To define the EFA, principal components and varimax rotation methods used and a scale consisting of 27 items, six factors (1st factor= Technological Knowledge, 2nd factor=Pedagogical Knowledge, 3rd factor=Content Knowledge, 4th factor=Pedagogical Content Knowledge, 5th factor=Technological Pedagogical Knowledge, 6th factor= Technological Pedagogical Content Knowledge), explaining 62.65% of total variance, having factor loadings between .53-.89, corrected total item correlation above .30 has emerged. To confirm the factor structure first and second order CFAs were conducted on another study group (n=341) and the CFAs were statistically significant and showed acceptable and good fit. In addition to the EFA and CFA, to confirm the scale was based on ISTE standards, another CFA was applied within the same CFA group (n=341) and four factored ISTE standards showed accepted fit model in both first order and second order CFA. To indicate the concurrent validity of the study TPACK scale which is developed by Schmidt et al. (2009) and adapted to Turkish form by Öztürk and Horzum (2011) was used. The TPACK-ISTE scale and the TPACK scale had positive, high level significant correlation (r=.78; p<.01). Regarding to the reliability results of TPACK-ISTE self-efficacy scale, internal consistency for Cronbach Alpha value for overall is .92 (for 1st factor=.71; 2nd factor=.83; 3rd factor=.85; 4th factor=.79; 5th factor =.81 and 6th factor =.88). According to McDonald's Omega coefficient the overall score is .96 (for 1st factor=.71; 2nd factor=.83; 3rd factor=.80; 4th factor=.77; 5th factor =.79 and 6th factor =.86). To define the test retest reliability, the scale was applied to 85 prospective teacher 21-day intervals. The correlation coefficient scores were .85 for overall scale, .77 for 1st factor; .60 for 2nd factor, .62 for 3rd factor, .66 for 4th factor, .73 for 5th factor and .71 for 6th factor. As a result, a self-efficacy scale that is based on the current, valid and reliable international educational technology standards and technological pedagogical content knowledge of technology integration models is developed. Based on the results of the research, the developed scale (TPACK-ISTE) can be said to be a valid and reliable instrument to use to assess prospective teachers technological pedagogical content knowledge self- efficacy.

Keywords: Technological Pedagogical Content Knowledge, International Society for Technology in Education Standards 2008 (Teachers).

MILITARY CONCEPT DEVELOPMENT AND MILITARY LIFELONG EDUCATION

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ABSTRACT: The aim of this article is to present outcomes of defense research project "OPERKON – Operating Concepts of the Armed Forces of the Czech Republic in Joint Operations" and national approaches to lifelong education in the area of military concept development on The University of Defence. Military concepts development seems to be a crucial point for development, building (defense planning) and the future use of the Armed Forces. Principal problem is that some NATO member states do not have a national approach and national documents as framework for process of concepts development, applied methods for experimentation and determination of individual responsibility (for validation and certification). This leads to opinions disunity and often "disorientation" among both individual developers and users of military concepts. Hypothesis: Knowledge of the military concepts development process is one of the key points to strategic decision-making of senior officers. Within the project there were used methods of comparative analyses and syntheses of NATO and EU countries documents. Analyses of lessons learned and panel expert's method was used with participations and contributions of foreign military concepts developers. For the proposal parts of project were used forecasting methods. The first part of the paper describes types and development of military concepts and subsequently the author explains the reasons for the new subject for lifelong education implementation. The education in the sphere of military concept development takes form of block of lessons within senior officer's career courses. The students are first introduced to theoretical approaches and then they design the practical examples for constructing selected concepts which afterwards discussed at the seminars. The article underlines the importance of education knowledge of for officers in the higher officer ranks. The objective of the project was to develop a methodology of the military concepts development.

Keywords: Concept Development, Career Education, Military.

EDUCATION AS A PREVENTION OF FRAUD

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ABSTRACT: A critical way of thinking developed by teachings of financial audit, accounting and taxation should be necessary for any graduate in economics. Combined with ethics it is the essential prerequisite for increasing the resistance of the experts to embezzlement. The aim of this study is to ascertain whether the graduates of business schools in Czech Republic are ready to recognize and expose economic crime/fraud which they might encounter at their workplace. The readiness of the graduates is bilateral as it comprises of the ability "to recognize" which is discussed in terms of adequate knowledge which should be obtained especially during the bachelor and master studies, and the willingness "to expose" which is discussed in terms of moral principles of the graduates which should be augmented during their studies as well. The article summarizes the results of research conducted among Czech universities and their graduates. The research among the Czech universities was carried out as an analysis of the study programs provided by Czech universities and the corresponding syllabi. The research among the graduates was carried out via questionnaires. I formulate two theses in this paper. First thesis states that Czech graduates are not equipped with knowledge necessary to recognize economic fraud at their workplace. Second thesis states that Czech graduates don't possess the moral incentives to expose the economic crime. While I was not able to confirm the first thesis unequivocally, I concluded that there is much to improve in the structure of the study programs of Czech universities providing business education. The second thesis was confirmed though. The suggestions I made in this paper based on the research were the following: Firstly, to develop a syllabus of a new subject which would incorporate the basic aspects of the advanced financial accounting, auditing, tax and business law and such subject should be mandatory for all business graduates at Czech universities. Similar subject - even though less extensive/complex - shall be developed for the secondary business schools as well. Secondly, to eliminate the segmented ethics of secondary school graduates through education based on case-studies and demonstration and focus greatly on raising the ethics standards at both level of business education.

Keywords: Fraud, Education, Accounting, Financial Reporting, Ethics.

ÇİZGİ FİLM İÇERİKLERİNİN MEDYA OKURYAZARLIĞI BAĞLAMINDA ANALİZ EDİLMESİ

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ÖZET: "Farklı formatlardaki mesajlara ulaşma, değerlendirme, analiz ve iletme yeteneği" olarak adlandırılan Medya Okuryazarlığı becerisi, çocukların ve gençlerin gelişiminde büyük önem arz etmektedir. Medya çağı olarak isimlendirilebilecek günümüzde, özellikle çocuklar, günün önemli bir kısmında medya içerikleriyle karşı karşıya kalmaktadırlar. Okul Öncesi ve ilköğretim çağındaki çocuklar için çizgi filmler yaşamlarının bir parçası haline gelmektedirler. Öyle ki çizgi filmler bu dönem çocuklarının gelişiminde, özellikle de dil gelişimi, bilişsel gelişimi ve sosyalleşmesinde ana etkenlerden biri konumundadır. Dolayısıyla, çocukların karşılaştıkları çizgi filmlerin içeriklerinin nasıl olması gerektiği konusu önemli hale gelmektedir. Bu araştırmada, küçük çocukların eğitiminden sorumlu olacak Okul Öncesi Öğretmenliği Anabilim Dalı son sınıf öğrencileri ile çizgi film yapımlarında görev alacak Çizgi Film Animasyon Ana Sanat Dalı son sınıf öğrencilerinin çizgi film içeriklerini değerlendirmesi ve içeriklerin nasıl olması gerektiği konusundaki görüşlerine yer verilmiştir. Araştırmada, Dumlupınar Üniversitesi'nde okul öncesi öğretmenliği ve çizgi film animasyon alanında okuyan 40 öğrenciye çizgi filmlerin içerikleri hakkında 7 adet açık uçlu soru yöneltilmiştir. Öğrencilerin açık uçlu sorulara verdiği cevaplar içerik analizi yöntemiyle sınıflandırılmış, iki grubun cevapları karşılaştırmalı olarak analiz edilmiş ve yorumlanmıştır. Bu sunumda, araştırmanın sonuçları paylaşılacak, çizgi film içeriği hazırlama konusunda öneriler getirilecektir.

Anahtar Kelimeler: Çizgi Film, Medya Okuryazarlığı, Okul Öncesi Eğitimi, İçerik.

HAYAT BOYU ÖĞRENME İÇİN GEREKLİ "YENİ TEMEL BECERİLER": İNGİLİZCE DİL ÖĞRETİMİ VE DYNED

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ÖZET: Bu çalışmanın amacı, DynEd İngilizce dil eğitim programının asıl uygulayıcıları olan İngilizce öğretmenleri başta olmak üzere, okul müdürleri ve programın il düzeyindeki sorumlularının, programın etkililiğine ve uygulamada yaşadıkları sorun ve çözüm önerilerine ilişkin görüşlerini saptamaktır. Kullanıcıların uygulamada karşılaştıkları sorunların tespiti ve önerdikleri çözümlerin, programın ileride etkin kullanımı yönünde katkı sağlaması beklenmektedir. Araştırmanın örneklemi, kolay ulaşılabilir örnekleme yöntemi kullanılarak belirlenmiştir. Çalışma nitel araştırma yönteminde olup durum çalışması desenindedir. Çalışmada 2011-2012 yıllarında Kocaeli İli İzmit İlçesindeki toplam dokuz okuldan 17 İngilizce öğretmeni, 7 okul müdürü ve müdür yardımcısı, İl Koordinatörü, İlçede sorumlu Şube Müdürü ve DynEd den sorumlu Kocaeli Milli Eğitim Müdür Yardımcısının görüşleri alınmıştır. Araştırmada kısmen yapılandırılmış görüşme yöntemi kullanılmıştır. Elde edilen veriler betimsel analizle çözümlenmiştir. Araştırmanın sonuçlarına göre, katılımcıların tamamına yakını, DynEd programının etkili ve verimli olabileceği konusunda birleşmektedir; Fakat teknik alt yapı, bilgisayar bilen ve aksaklıklara çözüm bulabilecek öğretmenlerin varlığının gerekli olduğu görüşü dile getirilmiştir. Ayrıca müfredat programının ağır olduğu ve DynEd'in çok zaman gerektirdiği anlaşılmaktadır. Elde edilen bulgulara göre, programdan istenen başarının elde edilebilmesi, okulların ve İngilizce öğretmenlerinin karşılaştıkları sorunlarla baş başa bırakılmaması, okulların teknik alt yapı problemlerinin giderilmesi, her okula bilgisayar formatör öğretmenlerinin atanması, müfredatın hafifletilerek DynEd ile ilişkilendirilmesi durumunda mümkün görünmektedir. Ayrıca, öğretmenlerden farklı olarak yöneticilerin yaptırım ve denetimin gerekliliğini vurguladıkları, gönüllülüğe dayalı kullanımın netice vermeyeceği görüşünde oldukları görülmüştür. Buna göre, programın kullanımının artırılması için bazı caydırıcı ve özendirici tedbirlerin alınması önerilebilir.

Anahtar Kelimeler: Hayatboyu Öğrenme, Beceriler, İngilizce Dil Öğretimi

AN IMPLEMENTATION FOR THE DEVELOPMENT OF TEACHER LEADERSHIP SKILLS OF PROSPECTIVE TEACHERS

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ABSTRACT: The main aim of the present study is to examine the effects of TeacherLeadershipTrainingProgram developed by the researcher on the perception of prospective teachersin relation to the notions of leadership, teacher leadership, collaboration with colleagues, organizational development, professional development and student growth. There is a three-stage operation in the process. In the first stage, a TeacherLeadershipScaleis adaptedtoprospective teachersand its validity and reliabilitystudies have been conducted. For the second stage, after experimental and control groupsareformed, the 8-weekTeacherLeadership TrainingProgram is applied to prospective teachers in the experimental group and its effects have been identified. As a third stage, interviews are conducted with the participants to evaluate the processin the experimental group. The study is designed with an experimental model. The study group consists of the Gaziantep University Faculty of Education students in 2014-2015 academic year. Experimental study has been carried out with 40 third grade studentsfrom the Turkish Language Teaching Department. According to research results, statistically significant differences have been determined in terms of teacher leadershipperceptions among the participants in the experimental and control groups. In addition, the participants have declared that they have a high level of satisfaction with the training programin the qualitative part of the study.

Keywords: Teacher Leadership Model, Teacher Leadership, Prospective Teachers.

TEACHERS' PERCEPTION OF LEARNING ORGANIZATIONS

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ABSTRACT: As a result of an organizational learning attitude which elevates learning from a personal level to an organizational activity, examining the learning organization perception of school managements' components is very important to reveal the state of schools in terms of becoming learning organizations. In order to better assess educational organizations' openness to the process of change and schools' states in terms of becoming learning organizations, it is worth examining schools' perceptions of learning organizations. It is thought that examining primary schools' openness to learning as an organization and revealing their competence in terms of learning organization disciplines will provide an idea about primary schools' possibility of becoming "schools of the future". The purpose of this study is to examine primary school teachers' perceptions of their schools in terms of the learning organization approach. The study group of the research consists of 392 teachers working in the European side of Istanbul. A "Learning School Scale", in order to reveal teachers' perception of learning schools was used in this study. A "Screening Model" was used in this study to determine teachers' perceptions of learning organizations. Descriptive statistical methods and a statistical package program were used to analyze the data. Teachers' perceptions of learning organizations related to their own schools was examined based on gender, field, school type, seniority, and educational status variables .The findings obtained as a result of this study suggest that team learning activities should be the center of focus in order to familiarize teachers with the idea of a shared vision in the vision creation process and enhance their belief in the possibility of realizing this vision.

Keywords: Learning School, Learning Organization, Teacher Perception

COLLEGE STUDENTS' PROBLEMS WITH AND EXPECTATIONS FROM LECTURERS

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ABSTRACT: The present study aimed to examine college students'problems with and expectations from lecturers. Case study research design was used in the study. The sample of the study comprised college students studying at Gaziantep University in the academic year of 2014-2015. A total of 15 students were chosen from 5 different departments. Before the interviews, a questionnaire consisting of open-ended questions were given to 250 students. After examining the answers given to the open-ended questions, the researchers formed a semi-structured interview protocol. Qualitative data were analyzed using the content analysis technique. Students' views were first categorized in terms of similarity of their statements, and then codes were determined. The findings demonstrated that college students had 3 different problems which were related to teaching-instruction, social relationships and other issues. They had expectations about these 3 categories. Students noted that difficult exams, stressing theory more than practice, strict attitudes, excessive criticism and lack of empathy are the problems they often face. Their expectations were academic orientation, respect, tolerance, and effective communication, emphatic and motivating attitudes.

Keywords: College Students' Problems, Student Expectations, University Lecturers.

PRE-SCHOOL PRE-SERVICE STUDENT'S LIFELONG LEARNING TENDENCIES (SAMPLE of SAKARYA UNIVERSITY EDUCATION FACULTY)

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ABSTRACT: The aim of this study is to establish preschool education teaching programs student's tendency on lifelong learning and to decide if this tendecy is changing with the age, income level and grade attributes. The study group of the research designed by scanning model is made up of Sakarya University preschool education teaching program students. Six item scale is used and it has been analysed by using SPSS software program. Lifelong learning tendency scale's Cronbach Alpha consistency coefficient is found to be 0,8. According to the results, preschool education teaching programs student's tendency on lifelong learning is high. Also the results tell us tendecy on lifelong learning changes with the age, income level of students and grade attributes.

Keywords: Pre-School, Pre-Sevice Students, Lifelong Learning

MOTHERS' (WHO PARTICIPATED MEB FAMILY EDUCATION PROGRAM) VIEWS OF EDUCATION PROGRAMS

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ABSTRACT: Considering mothers and fathers as first educaters of children, the reality reveals that educating parents is crucial for whole community. Therefore, educating mothers for parenting styles while their children are in early childhood ages, is very important for raising up psychological helath of children in long term. From this point of view, the aim of this study is to investigate what mothers who participate the Family Education Program of The Ministry of Education expect from this program and what they acquire. Another aim of the study is to determine the parenting styles and family assesment levels of mothers who received family education according to some variables (marital status, age, place of birth, the length of living in İstanbul). The sample group consists of 100 mothers who participated family education programs held in adult education centers in İstanbul. The Family Personal Information Form, The Expectations Survey of Family Education, Prenting Style Scale, The Family Assesment Scale and The Family Education Course Program Evaluation were applied to 100 mothers in the sample of the research. As well as percentage and frequency distribution of the analysis of data in accordance with the sub-objectives of the study of parametric statistics, t test , one-way analysis of variance (ANOVA) and Tukey's post hoc Dunnet 3 tests of the technique were used. It was obtained that more than half of the mothers in sample group wants to be informed about child education issue in family educations. It was determined that high rates of mothers are informed about family educations and when we investigate the participation willingness after this program, more than %90 of mothers want to participate in a parent education program. It was determined that communication scores of the mothers in the sample group from Family Assesment Scale and its Subscales after family education program is higher than before the program. Considering these results, the education mothers in the sample group receive indicates that it is effective on "authoritative" parenting styles and "communication" skills. According to the correlation between the score of the subscales of Parenting Style Scale and Family Assessment Scale, it was found significant correlation that mothers in sample group's "authoritative" and "communication" subscale scores. It can be said that there is an increase in communication skills of mothers who develop authoritative parenting style after participating family education program.

Keywords: Family Education, Mothers who have children in early childhood ages, Adult Education.

LIFELONG LEARNING PERCEPTIONS OF VOCATIONAL AND ART EDUCATION COURSE DIRECTORS

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ABSTRACT: Developments in information and Communication Technology, 20. has shown an important change from the century onwards. These developments 'speed' factor is coupled with the individuals throughout their lives it has become a requirement to update information. The daily life of individuals, society and the development of the society in a way that is compatible to every kind of survival, it is possible to renew the mind of the individual. The constant renewal of the mind, to consolidate the information and to be able to enj oy a better quality of life "lifelong learning" can be provided with. The first stage of this study, the 'lifelong learning' in order to understand correctly the concept of a literature review will be conducted. The second stage Context of lifelong learning, Kocaeli Metropolitan Municipality is located in Kocaeli, Izmit district Vocational and Art Education Course (KO-MEK) managers 'lifelong learning' examined the perception and individuals of these training centers have investigated what kind of contributions provide. This case study is phenomenological and descriptive study aimed at determining been prepared on the basis of qualitative research techniques. Research, located in thirteen districts of Izmit Kocaeli Metropolitan Municipality Vocational and Art Education Course (KO-MEK) was conducted as face to face meetings with managers. This study aimed to determine the KO-MEK manage the perception of lifelong learning. Findings of this study will create a lifelong learning concept to be considered good examples KO-MEK centers, showing activities for the education of people of all ages, it is clear that individuals develop in various fields. Managers, following studies and developments made in the lifelong learning field, they try to improve themselves on this issue, an managers in the necessity of lifelong learning, and they know the importance, were identified as a result of work done. Occupation and art education in the field of serving corporate executives 'lifelong learning' philosophy to provide services by getting them principles and a constant change in this area and developments demonstrate the necessity, are among suggestions put forward in this study.

Keywords: Lifelong learning, Education, KO-MEK.

USING OF THE INCOMPLETE SENTENCES TEST AND THE THREE WISHES TECHNIQUE IN IDENTIFICATION OF IMPACT OF CYSTIC FIBROSIS

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ABSTRACT: The main objective of the paper is to describe the main qualitative categories (semantic dimensions) in the area of perception/presence of cystic fibrosis (CF) and in 25 participants. This chronic illness / rare disease brings numerous limitations and also changes in the perception and behaviour, particularly in situations where individuals are simultaneously diagnosed with depression or long-term stress. Realised research of a qualitative design used an incomplete sentences technique (incomplete sentences test) combined with the "three wishes" technique. The data were coded and subsequently categorized into semantic dimensions / segmentations. Dimensions emphasised/signified by various participants included particularly health assistance/ support and life satisfaction/wishes. It might be stated that the knowledge and understanding of the specifics caused by CF can help mutual effectiveness in the context of communication, education, support, diagnostic and compliance processes in special education, non-medical and other areas. Based on the qualitative categories, their descriptions will be drafted for the preparing the seminary for students of the Faculty of Education (the subject of Special Education for Adults). Data can be used in specific work with the client suffering rare disease, in area of support and acceptance of the real needs and for possibly applications in adult (health based) education

Keywords: Incomplete Sentences Test, Cystic Fibrosis, Special Education, Life-Long Health Education Support, University Education, Impact, Chronic Illness, Perception, Three Wishes Technique.

UNDERSTANDING LEARNING ORGANIZATION IN PUBLIC INSTITUTIONS: A STUDY ON KOCAELI METROPOLITAN MUNICIPALITY

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ABSTRACT: Nowadays experiencing very quickly to technological and economic changes, institutional in the sense of keeping pace with this change in terms of the phenomenon of learning organization is very important. Change the value of learning in every field of organizations and the increasing affects schedules. Employees in the public or private sector with each passing day the changing needs and expectations, economic, social and technological changes, increasing competition in the business environment, uncertainties, and aging of information in a short period of time has made it mandatory to change the concept of the learning organization. Learning organization, relentlessly creating the future for self-improvement organization. All organizations whether public or private sector, whether in a dynamic structure and to refresh themselves, to adapt to changing conditions is very important and necessary. In a learning organization, adopts it as the primary management approach of learning, and ensures its continuity. Corporate learning, as well as works continuously to develop and improve its products and services and makes plans accordingly. Also the location of the asset regardless of the duration or the future by investing in human resources and a management approach focused on continuous learning develops and improves. In general, the area of application in the private sector to find a learning organization model, in line with the expectations of its citizens and the advancement of technology becoming compulsory in recent years, with the renewal of public services, in public institutions are being implemented. The concept of a learning organization and public institutions this study, which was conducted on the basis of the understanding of and application methods comprise detection of a learning organization in public institutions. Using quantitative research methods survey research conducted for the employees of Kocaeli Metropolitan Municipality with the implementation of its employees in line with their institutions learning organization approach is intended to assessments. Quantitative data obtained from the research program were evaluated in SPSS 22.

Keywords: Knowledge, Learning, Learning Organizations, Public Institutions

THE PERSONAL COMPUTER AND ITS POSITION in LIFELONG LEARNING AND LEISURE OF UNIVERSITY STUDENTS IN THE CZECH REPUBLIC, SLOVAKIA AND POLAND

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ABSTRACT: Today, the personal computer in conjunction with the internet is an irreplaceable means of obtaining information and, therefore, an important element of lifelong learning. The paper describes the results of a research study focusing on the attitudes of university students in the Czech Republic, Slovakia and Poland to the personal computer. The objective is to find out whether they use it more as a learning instrument or leisure instrument. Another objective was to find out how often and how long they use the personal computer for these activities and what their preferences are. The research methods were a questionnaire and an optimised version of the ATER two-factor semantic differential. The research study involved students from the Faculties of Education at Palacky University, Olomouc (Czech Republic), Constantine the Philosopher University in Nitra (Slovakia) and University of Rzeszow (Poland) in autumn of 2014. The respondents (n=260) were presented with a questionnaire that investigated the purpose and frequency of using the personal computer during their study and leisure together with other identification data. To identify the attitude to the issue, the students were presented (using the semantic differential) the following concepts: Personal computer, Dependence on technologies (PC, mobile, Internet …), Colleagues – students, University I study at, Future, Money, Education, I, My relationships with people, Interpersonal communication, My future success at work, Physical activity, My professional preparation. The data obtained from both groups of respondents from the Czech Republic, Slovakia and Poland were statistically analysed using an analysis of variance. The semantic differential data were used to develop a semantic space to observe selected concepts in various groups of respondents. We also detected whether the concept of personal computer (and other related concepts) was perceived differently by various students according to their PC activities.

Keywords: Lifelong Learning, Personal Computer, Questionnaire, Semantic Differential, Attitudes of University Students.

COMMUNICATION DISORDER IN PEOPLE WITH SENSORY DISABILITIES

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ABSTRACT: Communication disorder in individuals with sensory disabilities has a significant influence on the development of the individual and their communication and can significantly affect their quality of life, especially its psychosocial dimension. Gained from qualitative and quantitative data emerged several aspects which in our conditions determine care for individuals with sensory disabilities from the perspective of speech therapists. Of the sub-analysis techniques of qualitative data we applied the method of clustering, also was used simple enumeration, which uses quantitative indicators. Featured identified semantic categories are complemented by quantitative data illustrate the quantitative phase of the research. Contribution is primarily focused on the presentation of the results of a qualitative survey.

Keywords: Communication Disorder, Sensory Impairment, Speech Therapy.

VOLUNTEERING AND PATTERNS OF SUSTAINABLE DEVELOPMENT

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ABSTRACT: Among the greatest advantages of living in a globalized world is the high number of learning prospects unveiled to one, formal, informal or non-formal. One strategy is learning through active participation and volunteering opportunities provide excellent learning settings for this endeavor. In order to facilitate social inclusion, growth and sustainable development, European Union is investing the development of skills and abilities. The importance attributed to volunteering is differently distributed across countries, while it seems to have an ascending pattern. Considering that volunteering makes people happy and represents a wonderful opportunity to enhance knowledge, skills and abilities, we employ subjective and objective measures of social status and different types of community to explain this perceived importance. We add in our model a more specific variable, measuring volunteering in case of disasters caused by natural phenomena. Starting from the Special Eurobarometer Report of 2011, "Volunteering and Intergenerational Solidarity", which indicates that gender or age are not strong predictors for involvement in volunteering work, we also test if individuals' social status and subjective magnitude of the place of residence have positive effects on the expressed attitudes towards environmental protection and intergenerational solidarity. Our work is an extension to this report. We look at the respondents' declared (1) usefulness values for the creation of volunteering rescue teams to intervene in case of disasters and (2) the volunteering level in those European countries, with emphasis on environmental protection. Our research aims at exploring models of sustainable development across European countries, as to bring into light patterns of particularities. We inquire these effects and compare between countries by means of structural equation modeling. Our report is based on data from the Eurobarometer 75.2, Volunteering and Intergenerational Solidarity, 2011, on 27 member states of European Union, and the international disaster database, EM-DAT, in order to control for the occurrence of disasters caused by natural phenomena in European Union's countries. Our work is intended to bring value by assessing Europeans' perceptions on their intentionality to volunteer in disaster prone areas, taking into consideration that the data collected in the last two decades show that there is no 'natural' disaster and that communities play an important role in strengthening capacity and reducing vulnerability. Volunteering in disaster-related contexts in a time when climate change has global impacts represents not only a facet of humanitarian aid, but it also enhances volunteers' skills and abilities while linking sustainable development of professionalization.

Keywords: Sustainable Development, Patterns, Structural Equation Model

ACTIVE LIFESTYLE AS a DETERMINANT OF LIFE SATISFACTION IN UNIVERSITY STUDENTS

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ABSTRACT: The active lifestyle is often associated with health-related quality of life. Life satisfaction is understood as a multidimensional construct closely related to the area of personal wellbeing and quality of life. Life satisfaction in university students represents one od the determinants of good health, high motivation for studying, work productivity, and satisfactory interpersonal relationship. Objectives: The objective of presented study is to evaluate the current level of life satisfaction and its components in two groups of Czech university students, with the active lifestyle and with non-active lifestyle. Methods: The study included a total of 523 adult students from Palacky University. To asses the current level of life satisfaction, the research study used a standardized psychodiagnostic tool-Life Satisfaction Questionnaire (LSQ) that contains domestic normative values. The active lifestyle was represented by the level of regular physical activity that was determined using the international standardized questionnaire GPAQ. Statistical result processing was conducted using the Statistica 12. Results: Students with active lifestyle showed significantly higher level of overall life satisfaction in comparison to students with non-active lifestyle. Similar results were found in the area of satisfaciton with own health and subsequently in the area of satisfaction with work, sexuality, and own person. On the contrary the area of satisfaction with friends, housing, and friendship refered to non significant differences in both groups. The results of the study indicate that active lifestyle may determinate the higher level of overall life satisfaction, subjective level of health and futher components of satisfaction in current university students.

Keywords: Well-Being, Health, Young Adults.

EDUCATIONAL PREMISES OF PUBERTY AT PRIMARY SCHOOL

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ABSTRACT: Puberty is normal expression of human development. We could qualify the puberty as a major hormonal process of physical changes in the context of significantly changing the psyche and with awareness of our own personality. Puberty is the phase in which it completes achieve fertility. All children need to be adequately prepared in time for this life stage and it has to be in all changes, relationships and connections that relate to this stage. Being prepared and ready in time for puberty also means that children have to acquire the necessary knowledge about it before its onset. There is a variety of alternative education about puberty. School education in preparation for puberty should not remain single. The coexistence of families, schools and other relevant sources as educators of children is meaningful connections for education. Risk of communication and education about puberty is a particular taboo issue, the inability to adequately communicate with adult children, lack of knowledge. Among eliminate the risk of professionalism among teachers, parents, co-operation and communication between the school, families and other relevant sources.

Contribution builds on the university grant project called Puberty - part of the sex education system in the Czech and Chinese Education. At present, the project is solved at the Faculty of Education of Palacky University in Olomouc (IGA_PdF_2015_007, head researcher assoc. prof. Miluše Rašková, Ph.D.). In accordance with the project aims, the main focus is on: Discovering in what way the issue of puberty is included in the current curricular documents of primary school education; Discovering the cognitive and informative level of knowledge of puberty of primary school pupils using testing; Discovering the mutual communication about puberty between primary school pupils, their teachers and the family using interviewing. We present gradually the results of individual stages of the research through publications.

Keywords: Puberty, Education, School, Family, Communication, Risk Elimination of Risk, Research.

ÖĞRETMEN ADAYLARININ REHBERLİK KAVRAMINA İLİŞKİN ALGILARININ METAFOR ANALİZİ YÖNTEMİYLE İNCELEMESİ

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ÖZET: Bu araştırmanın amacı; formasyon alan öğretmen adaylarının psikolojik danışma ve rehberlik kavramına ilişkin algılarının metafor analizi yoluyla incelenmesidir. Araştırmanın problemi ve toplanan verilerin analizinde metafor çalışmalarında kullanılan betimsel yöntem benimsenmiştir. Araştırma 2014-2015 eğitim-öğretim yılında Kocaeli Üniversitesinde formasyon derslerine katılan ve rehberlik dersi alan ve rehberlik dersi almayan 354 formasyon öğrencisi ile yapılmıştır. Metaforlar beş aşamada analiz edilmiş ve yorumlanmıştır. (a) Adalandırma (Kodalama) Aşaması, (b) Eleme ve Arıtma Aşaması, (c) Derleme ve kategori geliştirme aşaması, (d) Geçerlik ve güvenirliği sağlama aşaması ve (e) Verileri Bilgisayar Ortamına Aktarma Aşaması. Derleme ve kategori geliştirme aşamasında, öğretmen adaylarının ürettikleri metaforlar ortak özellikleri açısından değerlendirilmiş, 68 metafora ilişkin oluşturulan alfabetik liste dikkate alınarak oluşturulan 7 farklı kavramsal kategori oluşturulmuştur. Bu kategoriler; yol gösteren, tedavi edici, rahatlatıcı, profesyonellik, sorun çözen, kendini tanıma ve gereksinim olarak adlandırılmıştır. Bulgular incelendiğinde, cinsiyet ve dersi alan ve almayan öğrencilerin psikolojik danışma ve rehberlik kavramını "yol gösteren" olarak niteledikleri saptanmıştır.

Anahtar Kelimeler: Rehberlik, Psikolojik Danışma, Metafor, Öğretmen Adayı.

KÜLTÜRLERARASI İLETİŞİMİN EĞİTİM SÜRECİNE ETKİSİNE YÖNELİK AMPİRİK BİR ARAŞTIRMA

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ÖZET: Kültürlerarası iletişim, farklı kültürlere mensup insanlar arasında iletişim, kültürel farklılıkların ortaya çıkması ve korunması, yabancının algılanması gibi konuları inceleyen disiplinler arası bir bilim dalıdır. Küreselleşme ile birlikte; ülkeler arasındaki sınırların yapaylaştığı, kültürel farklılıkların ortaya çıktığı, kültürlerarası iletişim ve etkileşimin arttığı görülmektedir. Böyle bir ortamda; çokkültürlülük, kültürlerarası iletişim süreci ve kültürlerarası iletişim yeterliliği olguları önem kazanmaktadır. Çokkültürlülük, çoğulcu toplumlarda farklı kültürlerin varlığını ifade etmektedir. Kültürlerarası iletişim, farklı kültürler arasındaki iletişim ve etkileşimi göstermektedir. Kültürlerarası yeterlilik ise, farklılıkların kabulü ve birlikte yaşama isteği ile gerçekleşmektedir. Bu bağlamda; ülkeler arasındaki birliktelikler ve kültürel anlaşmalar sonucunda, Yükseköğretim kurumları arasında, çeşitli uluslararası öğrenci programları gerçekleşmektedir. Bu eğitim programlarının görüldüğü, Yükseköğretim kurumlarında ki uygulamaları çalışmanın temelini oluşturmaktadır. Farklı programlarla Kocaeli Üniversitesi İletişim Fakültesi"nde eğitim görmek amacıyla gelen yabancı öğrencilerin eğitim sürecinde karşılaştıkları kültürel problemler, kültürlerarası iletişim çerçevesinde ele alınmıştır. Çalışmada, nitel araştırma yöntemi kullanılmıştır. Öğrencilere yönelik açık uçlu sorulardan oluşan bir görüşme formu uygulanmıştır. Araştırmanın evrenini, farklı programlarla gelen Kocaeli Üniversitesi İletişim Fakültesi"nde eğitim gören yabancı öğrenciler oluşturmaktadır. Amaçlı örnekleme yöntemlerinden ölçüt örnekleme seçilerek elde edilen veriler, belirli özelliklere göre sınıflandırılarak değerlendirilmiştir

Anahtar Kelimeler: kültürlerarası iletişim, uluslararası öğrenci programları, çokkültürlülük

THEORY OF OPERATIONAL DESIGN CONCEPTS AND ITS SIGNIFICANCE FOR HIGHER MILITARY EDUCATION

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ABSTRACT: The aim of the article is to discuss significance of the operational design concept´s theory. The operational design concepts are specific elements of operational art that are applied creatively through the operations planning process by military commanders and their staffs. These elements help commanders to understand operating environment, define the problem and develop a broad operational approach – the commander´s vision how the future military operation may unfold. The goal of the research was to obtain primary information to confirm or refute the basic research questions (hypothesis): Is it necessary to develop and teach the theory of ODCs to increase the competence of commanders and staffs to plan military operations? The rule was stipulated for this research question that the theory of operational design concepts is necessary to be taught, if the "strong agreement" or "agreement" for each from the questions expresses at least 75 % of the respondents. As a method to confirm significance of the theory was a questionnaire method to determine the views of a representative sample of respondents. These were students from the General Staff Course and the Higher Officers Course at the Czech University of Defense and other active and retired national and international military professionals. Based on the results from the questionnaire survey it was found that the overall average of responses with positive value is 83% of the total. So far the rule was confirmed. The opinion presented in the questionnaire put the basis for necessary modification in the higher military education curriculum programs. Findings from the survey have been utilized in the development of the "The Operational Art" study block since January 2015. Finally, the theory of ODCs was included into the Czech capstone military doctrine as the very basis for the study and application of the operational art matters. The results of the survey confirm overall importance of the ODCs theory and importance of the operational art as such.

Keywords: Operational Art, Operational Design Concepts, Operational Design, Operational Scheme, Doctrine.

PERCEPTION OF LIFE SATISFACTION OF ADULT PEOPLE WITH MILD MENTAL DISABILITY

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ABSTRACT: The paper deals with the presentation of the partial results of the research which was conduct in order to evaluate the life satisfaction of people with mild mental disabilities, who live in selected sheltered houses in Olomouc and Zlín regions. The quality of life is a multidimensional concept, which is used mainly to evaluate the personal satisfaction, as an indicator of quality of service and success. It has a major impact on the mental development of the individual and his mental well-being. The research was implemented under the auspices of student grant IGA_PdF_2015_003 Perception of the subjective impact of disability / presence of chronic illness and the concept of health awareness and literacy at Palacky University in Olomouc. The questionnaire Schedule for the Evaluation of Individual Quality of Life (SEIQoL) in the Czech translation by Rodný, Rodná (2011) was administered to 50 residents with mild mental disabilities in sheltered housing. There were 29 were women (12 younger women under 35, 17 women older than 35); 21 men (8 younger men under 35 and 13 older men over 35). The following differentiation to younger - older was chosen due to the comparison with other research to set similar conditions. Life satisfaction was examined in various areas: health, labor and employment, financial situation, leisure, person itself, social relationships, and housing. This research should further verify whether the application of this research tool for this target group is appropriate. The main problems were based on the specifics of the group. In the area of reliability it was the inaccuracy due to the difficulty level of items, style, wording of the questions, the ambiguity of words etc. Emphasis must also be placed on semantic and conceptual equivalence, which plays a major factor in how people assess their quality of life. Correctly chosen strategy of these methodological overcame these problems. We would recommend modification of the research tool with people with different degrees of mental retardation. The results suggest that men with mental disabilities, compared with the norm, i.e. Men of intact population are in areas of health, labor and employment, financial situation, leisure, person himself, friends, acquaintances and relatives and living completely normal do not show significant deviations. These results were confirmed in the opposite sex compared to the standard group of intact women intact. Overall analysis of the research will be featured in the upcoming publication.

Keywords: Adult, People with Mild Mental Disability, Sheltered Housing, Schedule for the Evaluation of Individual Quality of Life.

THE IMPLEMENTATION OF FIELD STUDY COURSES IN EASTERN VISAYAS STATE UNIVERSITY

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ABSTRACT: Eastern Visayas State University (EVSU) is primarily committed to providing quality system of public education, hence the College of Education offers professional training known as Pre-service Education of Teachers (PET) and the In-service Education of Teachers (INSET) to bridge the growing gap between the needs and expectations of learners and the knowledge and skills of both new and old teachers. The researchers would like to find out whether the competencies provided in the National Competency Based Teacher Standards (NCBTS), through the CMO n30, s2004 were actually followed by the Faculty and Teacher education administrators of the different external campuses of EVSU as they implement the Field Study Courses reflected in their curriculum. The researchers would like to assess the level of awareness on the desired Learning Competencies of the Field Study Courses according to CMO No. 30 by the teachers and administrators of EVSU; the level of implementation perceived by the faculty; as well as the differences of perception of the respondents in terms of awareness and implementation of the Field Study Courses. A questionnaire was constructed by the researchers based on the competencies in CMO # 30 S, 2004 for the six Field Study Courses. The research instrument was divided into two parts; Part I contained the personal and professional background of the respondents where the name, age, sex, civil status, academic rank, major field of specialization, subject taught, department and campus were asked to be provided. On the other hand, Part II of the questionnaire composed of the competencies of the Field Study Courses where the respondents were asked to reveal their perceptions with regards to the extent of awareness and implementation of field Study Courses at Eastern Visayas State University. The study revealed the following: 1.) The level of awareness of the faculty-respondents about Field Study Courses was very high (fullest extent) in the five FS, while high (full extent) in FS 3. 2.) In terms of the perception of the respondents with regards to the implementation of FS Courses the study revealed a "full extent", which is high. 3.) There exist a significant difference of perception on the level of awareness and implementation of FS Courses on F 2 and 3, while the rest of the FS Courses did not obtained t-values which could be categorized as significant at .05 level. 4.) The respondents revealed a lot of problems on the implementation of FS Courses, however they offered significant suggestions to improve the course offering.

Keywords: Field Study Courses, Pre-Service in Service, Implementation

THE CORRELATIONS BETWEEN SCHOOL PRINCIPALS' WORK ENGAGEMENT AND SOCIAL ENTREPRENEURSHIP

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ABSTRACT: The aim of this study was to determine the relationship between the school principals' levels of work engagement and their levels of social entrepreneurship. The universe of the study was formed of principals working in Kocaeli during the 2014-2015 educational year and the randomly chosen sample consisted of 283 principals. The research was conducted using the relational survey method. Utrecht Work Engagement Scale and Social Entrepreneurship Scale were used to collect the data. The data were analyzed with SPSS 21.00 program. The relationship between the school principals' levels of work engagement and their levels of social entrepreneurship was tested by Pearson Moments Product Correlation Coefficient and Multiple Regression Analysis. The results of the analysis displayed a significance level of p<.05.

Keywords: Work Engagement, Social Entrepreneurship, Principals.

INVESTIGATION OF THE OPINIONS OF SECONDARY EDUCATION ADMINISTRATORS REGARDING SCHOOL COUNCIL IMPLEMENTATIONS

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ABSTRACT: The aim of this study is to find out the school administrators appointed in secondary education institutions about school council implementations and to develop suggestions for the school, council to function more properly. The study was carried out with 234 administrators appointed in secondary and high schools in Bahçelievler District of İstanbul in 2014-2015 academic year. Qualitative and Quantitative research methods were used for this study. In order to collect the quantitative data, "School Council Implementation Scale Composed of 36 questions was developed and used. Quantitative data was analysed by using t-test and ANOVA techniques. Quantitative data, however, was evaluated by means of content analysis. At the end of the study, the points of "School Council Implementation Scale" were investigated and no significant difference was found among gender, appointment, seniority, and administrator seniority and education levels. Most of the participants pointed out that they agreed the statement of "School Council and Administrator may learn new ideas from students." According to most of the participants, since the administrators, parents and students do not have sufficient information about the school council, problems may sometimes arise during the implementation. As there are sometimes problems during the process of school council implementations, it may be helpful if administrators, students and parents are informed, enabled to participate in decisions and be effective in the process of decision-making.

Keywords: Democracy, Administrator, Participation.

USE OF DIGITAL BOOKS AT ACADEMIC LEVEL: PERCEPTIONS, ATTITUDES AND PREFERENCES OF POST-GRADUATE STUDENTS

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ABSTRACT: Though first appeared in 1971, digital book technology has evolved since 2000s and it is relatively a new research area. Therefore, to better understand digital book users' needs and mostly used features of digital books; a quantitative survey design research was conducted in 2015 spring term in a state university in Turkey. The objective of the study is to explain current state of digital books within post-graduate students' perspectives and to identify post-graduate student's perceptions, attitudes and preferences related to digital books. In this regard, this research presents results of the survey. A total of 135 post-graduate students responded the questionnaire. The data regarding use of digital books in addition to demographics was collected through an online questionnaire and the findings were analyzed through descriptive statistics. In this sense, post-graduate students' use of digital books, purposes to use, devices referred, and most employed features of digital books were examined. In addition to these questions, reasons not to use digital books and their future attitude whether to use digital books or not were further examined. Additionally, research directions for future implications were provided.

Keywords: Digital Books, E-Books, Interactive E-Books, Post-Graduate Students, E-Reading Experience.

ON THE TRACK OF ARTIFICIAL INTELLIGENCE: LEARNING WITH INTELLIGENT PERSONAL ASSISTANTS

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ABSTRACT: In a fast moving technology dominated world, useful, timely information can be accessed quickly via Intelligent Personal Assistants (IPAs). By use of these assistants built into mobile operating systems, daily electronic tasks of a user can be accomplished 24/7. Such tasks like taking dictation, getting turn-by-turn directions, vocalizing email messages, reminding daily appointments, setting reminders, responding any factual questions and invoking apps can be completed by IPAs such as Apple's Siri, Google Now and Microsoft Cortana. The mentioned assistants programmed within Artificial Intelligence (AI) do create an interaction between human and computer through a natural language used in digital communication. In this regard, the overall purpose of this study is to examine the potential use of IPAs that use advanced cognitive computing technologies and Natural Language Processing (NLP) for learning. To achieve this purpose, the working system of IPAs is reviewed briefly within the scope of AI that has recently become smarter to predict, comprehend and carry out multi-step and complex requests of users.

Keywords: Artificial Intelligence, Natural Language Processing, Intelligent Personal Assistants.

POTENTIAL BARRIERS TO INCLUSIVE EDUCATION IN THE CURRENT CONDITIONS OF CZECH ELEMENTARY SCHOOLS

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ABSTRACT: The area of inclusive education is one of the key areas of education policy in the Czech Republic. Faculty of Education of Palacky University in Olomouc is trying to flexibly respond to the needs of educational practice and think of inclusive education for several years to the research areas of the faculty.

In this paper the authors introduce about problematical areas that could have significantly affected to the quality of the process of inclusion in routine practice at primary school. In the paper the authors are based on research conducted in the years 2013 – 2015. Respondents were teachers and parents of elementary school children and as major actors of the educational process. The present study introduces selected results of the research implemented in the Czech Republic. The purpose of the research was to discover and describe current condition of inclusive education from the viewpoints of the major actors of the educational process, i.e. teachers and parents of elementary school pupils of the Olomouc region. Regarding the specifics of the required information we prepared questionnaires for the teachers and for the parents in correspondence with the purpose of the inquiry, with subsequent test run for verification of appropriateness of the individual item formulations. Each of the questionnaires included 22 items with dichotomy as well as scale answer variants, including the open question variant. The questionnaires were filled out by the selected research subjects in anonymity. The analysis shows the positive attitude of parents and teachers to implement inclusive education. Worrisome is the current level of teacher´s readiness to manage this process. It shows the need to promote inclusive education not only by the undergraduate training of teachers, but also in further education is necessary to focus on the systematic development of teacher´s competence for inclusive education.

Keywords: Inclusive Form of Education, Special Educational Needs, Individual Integration

COMPARISON OF SOCIAL SCIENCES, ATATURK'S PRINCIPLES AND HISTORY OF TURKISH REVOLUTION, HISTORY OF KAZAKHSTAN AND WORLD HISTORY CURRICULA IN THE SECONDARY EDUCATION IN TURKEY AND THE REPUBLIC OF KAZAKHSTAN

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ABSTRACT: The aim of this study is to make a comparison between history topics in Social Sciences course, Ataturk's Principles and History of Turkish Revolution course in secondary schools in Turkey and History of Kazakhstan and World History courses in secondary schools in Kazakhstan. This study that has adopted qualitative research methods is a comparative educational research. Data has been collected through data analysis method. In the study, the curriculum of Social Sciences course and Ataturk's Principles and History of Turkish Revolution course in secondary schools in Turkey and the curriculum of History of Kazakhstan and World History courses in secondary schools in Kazakhstan have been compared in terms of objectives, content and weekly course schedule. Findings show that subject that is based on historical content take place as units in 5th, 6th and 7th grade Social Sciences course. Social Sciences course is three hours per week for 5th and 6th graders. History topics in Social Sciences course include first states in Anatolia, Huns that is the first Turkish state, Turkish states founded in Central Asia, Turks' migration to Anatolia, foundation and development of Ottoman states, science, art and economic structure. Additionally, the rise of Islam, states founded by Muslims, conversion of the Turks to Islam, development of science and art are among the history topics, as well. In 8th grade, for Ataturk's Principles and History of Turkish Revolution course, students attend two hours of lecture per week. This course covers foundation of the Republic of Turkey, Ataturk's life, Ataturk's Principles and political developments of the related period. In Turkish secondary schools, there is not a course on world history. On the other hand, in Kazakhstan, for the History of Kazakhstan, 5th grade students attend one hour of lecture while 6th, 7th and 8th grade students attend two hours of lecture per week. In the curriculum of the History of Kazakhstan, Turkish states founded in Kazakhstan starts with the Sakas and it covers Turkish states in history, their foundation, development and improvements in science, art and economy. Additionally, 6th, 7th and 8th grade students attend one hour of lecture for the World History course. This course includes topics such as states founded in Asia, Europe, America and Africa, foundation and development of Ottoman Empire and the Republic of Turkey that are among states founded by Turks in Anatolia and developments in science, art and economic structure of the related states.

Keywords: Social Sciences, History, World History, History of Kazakhstan.

ELT INSTRUCTORS' ATTITUDES TOWARDS THE USE OF BLENDED LEARNING IN TERTIARY LEVEL ENGLISH LANGUAGE PROGRAMS

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ABSTRACT: The aim of this study is to find the attitudes of language instructors towards blended learning at English Language Program of a foundation university, and to find out the nature of Schoology, a learning management system, for blended learning purposes. The participants were 35 English language instructors working at the foundation university in Turkey. A questionnaire developed by Moukali (2012) was used as a data collection tool in this study. The findings revealed that the English language instructors working for tertiary level English Language Program have a positive attitude towards blended learning. On the other hand, the opinions of the participants to make blended learning more successful in language teaching and learning environments were reflected comprehensively in the study.

EFFECTIVE INSTRUCTIONAL DESIGN FOR LISTENING IN ENGLISH LANGUAGE TEACHING

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ABSTRACT: Listening is one of the most salient components of foreign language learning (FLE). Therefore, true communication heavily depends on learners' competence in listening. This study was aimed to discover the quality of listening instruction, how motivating listening activities are, and how effectively listening activities are applied at school. A survey in two Georgian and one Turkish university was applied to both English language teachers and learners. An experiment with 14 university students was conducted. Research findings indicate that students' listening skills are dissatisfactory and insufficient due to the listening activities that are not authentic, interesting, and motivating. A number of strategies on teaching and learning listening are suggested to increase learners' listening competence.

Keywords: EFL, Instructional Design, Listening.

A STUDY ON THE RELATIONSHIP BETWEEN THE LEVEL OF MOBBING EXPERIENCE, AND THE JOB SATISFACTION AND BURNOUT LEVELS OF THE PRIMARY AND SECONDARY SCHOOL TEACHERS

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ABSTRACT: Aim of this study is to examine the level of mobbing experienced by the primary and secondary school teachers and to determine how and to what extent this affects their job satisfaction and burnout levels. This research is in relational screening model. As a means of data collection, Mobbing Scale developed by Einarsen and Raknes (1997), Minnesota Job Satisfaction Scale developed by Weiss, et al. (1967), and Maslach Burnout Inventory developed by Maslach and Jackson (1981) were utilised. Research population of this study is composed of 1946 teachers in total who are working in 48 primary (1058 primary school teachers) and 44 secondary (888 branch teachers) schools in the central district of Siirt and in its district centres during 2014 and 2015 school year. Descriptive statistics of the variables were measured through correlation analysis, SPSS 21 and with AMOS 22 to test the research model. As a result of the study, it has been determined that there is a negative and medium level relationship between the teachers' level of exposure to mobbing towards their profession or social relations, and their job satisfaction levels; positive and medium level relationship between the teachers' level of exposure to mobbing towards their profession or social relations, and their burnout levels; and a negative and low level relationship between their internal and external job satisfaction levels, and their burnout perceptions. According to the results of the path analysis, job satisfaction levels of the teachers decrease in line with the increase in their mobbing experiences related with their profession and social relations, and thus, their burnout levels also increase. However, it has also been determined in the study that in line with the increase in the internal and external job satisfaction levels of teachers, their burnout perceptions decrease. Accordingly, it has been concluded that the mobbing towards their profession and social relations is a stronger predictor of burnout level in comparison to job satisfaction.

Keywords: Mobbing, Job Satisfactory, Burnout, Teacher, Primary and Secondary School.

LONG-TERM EFFECT OF ECONOMIC AND SOCIAL INEQUALITIES ON VALUES OF AUTONOMY: AN INTERSECTIONAL ANALYSIS

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ABSTRACT: While economic research reveals extensively that inequalities are increasing worldwide, sociological research seems less committed to demonstrate individual and social consequences of such a development. Our paper investigates the effect of long-term inequalities on values of individual autonomy from an intersectional perspective, building on the social stratification literature that is oriented to show the positive effect of social status on values of autonomy. We consider this effect to come about at an initial stage, thus anticipating changes in the social and economic status when the values of autonomy are consolidated. A looping relationship between status and values seems to be at work. We also test whether several individual characteristics are of importance in bringing about such a change by considering such a looping relationship. This view is considered in the context of the literature which shows that a higher social status generates more autonomy in people's lives, independently of other characteristics. Our question is different: do objective and subjective measures act jointly and follow the same direction? Or are their effects opposite? Specifically, we take a look at the extent to which improvements in individuals' initial socio-economic status at a certain point in time make them express more values of autonomy after a certain amount of time. We use both objective and subjective measures of social and economic status and compare models for different intersectional identities (i.e. gender and race, together with social status, being the main characteristics discussed in the literature on intersectionality). Latent growth curve factors are used to account for the longitudinal data, while a structural equation models comparison is the main analytic approach. Data come from a representative sample of the Health and Retirement Study, University of Michigan, on individuals over 50 years of age (and a filter of specificity for the intersectional framework). Our paper is thus meant to contribute to the existing literature both substantively and methodologically.

Keywords: Economic and Social Inequalities, Longterm, Values of Autonomy

İLKÖĞRETİM 5. SINIF ÖĞRENCİLERININ PROBLEM ÇÖZME SÜRECİNDEKİ HATA TÜRLERİNİN BELİRLENMESİ

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ÖZET: Bu çalışmanın amacı, 5. sınıf öğrencilerinin dört işlem problemlerini çözerken yaptıkları hataların belirlemektir. Araştırmada genel tarama yöntemi kullanılmıştır. Araştırmanın örneklemi, Kütahya il merkezinde öğrenim görmekte olan 264 ilköğretim 5. sınıf öğrencisi oluşmuştur. Veri toplama aracı olarak, araştırmacı tarafından geçerlik ve güvenirlik çalışması yapılmış 10 sorudan oluşan problem çözme testi kullanılmıştır. Bu soruların çözümünde, 5. sınıf öğrencilerinin yaptıkları hata türleri sınıflandırılarak belirlenmiştir. Verilerin analizi için betimsel analiz, discriminant analizi ve korelasyon analizi yapılmıştır.. Verilerin analizi sonucunda, dört işlem problemlerini çözmede öğrencilerin en fazla yaptıkları yanlış türlerinin sırasıyla; mental yetersizlik, sayı işlem modeli, sayı deneme modeli, kritik bilgiyi kaçırma, yanlış bağlantı kurma ve yanlış şema çizme olduğu görülmüştür. Yapılan discriminat analizi sonucunda başarılı başarısız öğrenci ayrımına en çok katkı veren hata türlerinin sırası ile sayı işlem modeli, mental yetersizlik, sayı deneme modeli, yanlış bağlantı kurma, yanlış şema oluşturma ve kritik bilgiyi kaçırma olduğu görülmüştür. korelâsyon analizi sonucunda öğrencilerin problem çözme başarıları ile hata türlerine düşme oranları sayı işlem modeli (r=-65), mental yetersizlik(r=-.59), sayı deneme modeli (r=.52), yanlış şema oluşturma (r=-.39), yanlış bağlantı kurma (r=-.35), kritik bilgiyi kaçırma (r=-.34) arasında negatif ilişki bulunmuştur.

Anahtar Kelimeler: Matematik, Problem, Problem Çözme, Problem Çözme Hata Türleri.

LIFELONG EDUCATION: THE EFFECT OF INFORMAL TRAINING ON INCOME

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ABSTRACT: Education can be more or less important in occupational and economic achievements of individuals from different countries. While formal education is more related to finishing a certain level of education at a certain age, informal training is less structured and it occurs before, during, and after formal education, in a wide variety of forms (e.g. professional training within or outside a company, trainings organized by NGOs, trainings on foreign languages, peer communications, discussions with family members, friends, or other people, online information, etc.). We argue that both formal and informal types of training mean that individuals are actively involved in personal lifelong education, which in turn have an impact on their economic situation. Are the effects of formal and informal education on income similar? Are they similar for different identities (i.e. gender and age identities)? Are these patterns similar in different countries? Eurobarometer surveys dedicated one of their studies (ZA3903, 59.0) to the topic of lifelong training in 2003. They provide data for 18 European: territorial units: France, Belgium, The Netherlands, Germany (West), Italy, Luxembourg, Denmark, Ireland, United Kingdom, Greece, Spain, Portugal, Germany (East), Norway, Finland, Sweden, Austria, and Iceland. This particular survey is cross-sectional, with individuals as units of analysis, questioning both attitudes and behaviors on the topic of lifelong education. We test our hypotheses using a structural equation models comparison both within and between countries.

Our paper aims at exploring patterns of social stratification bringing to the literature a comparison between the importance of formal and informal training with respect to individual achievements, thus emphasizing effects of lifelong education.

Keywords: Lifelong Education, Formal Education, Informal Training, Achievements, Income.

LEADERSHIP STYLES OF CHOIR CONDUCTOR

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ABSTRACT: The aim of this study is to determine leadership styles of Choir Conductors. As determined by researcher in the study group were given 28 units personality characteristic and to tell which of the Chorus Conductor for the personality traits that are more necessary than was requested. In addition to these, this study were studied from aspects of Statistical mean and dispersion, percentage and frequency.

Keywords: Choir Conductor, Leader, Leadership Style.

LIFELONG LEARNING TENDENCIES STATE CONSERVATORY STUDENTS

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ABSTRACT: Lifelong Learning is an inclusive term sporting whole individual, social and professional, knowledge, skills and competence development activities. Related literature indicates relationships between various factors and life-long learning. In this context this paper aims to reveal factors affecting lifelong learning and relationships among these factors on a theoretical basis. In this study, a review research was done through used review method. Paper concludes with a list of factors constituting lifelong learning and a theoretical framework utilizing these factors.

Keywords: Lifelong Learning, Lifelong Fine Arts Education

SUSTAINABLE LIFE AND PERFORMING ARTS WITH THE SENIOR PEOPLE IN THE CONTEXT OF LIFELONG EDUCATION

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ABSTRACT: Maturity is the era in life that consists the later periods of life. The main determining factors of this era are physiological changes, psychosocial and chronological factors. Although there are differences between countries maturity can bring some problems with it. Especially psychological problems are social risks that reduce the quality of living among senior citizens. Being alone comes with feeling useless and depression which creates unbalance and unsustainability in elder people's lives. Getting old is an inevitable process and it is a global fact that elderly population is exponentially growing each day. Due to this, in order to have a healthy maturity, old people shouldn't detach from life, keep learning and be a part of the social conduct no matter what. Considering these, life long learning reveals itself as a global concept with its contribution to life. In general lifelong learning is a concept that exist in almost every part step of a person's life and has a philosophy that consists the primary topics like; social inclusiveness, active citizenship, personal education and employability. In addition to this, lifelong learning when it comes to the elderly appears as adapting to an altered social situation. This new social situation is caused by the change in personal and communal dynamics shift. This article consists of remedies which can be found via art and lifelong education, for physical and psychosocial negativities that maturity can bring. Also there are parts on the method and outcome of the music project that has done with the collaboration of the elderly named: Voices between Bosphorus, Rhein and Mass.

Keywords: Senior People, Performing Arts, Lifelong Education.

THE COMPARISON OF THE IDEOLOGICAL FOUNDATIONS OF TURKISH AND KAZAKHSTAN HISTORY EDUCATION

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ABSTRACT: History science is one of the most important means of culture transfer and bringing in national identity. It is a known fact that each nation legitimates and sustains its presence through legends, saga or books and documents. At this point what we call as national history, history of science, becomes one of the means of bringing in national identity. In this study it is aimed to compare the ideological foundations of history curriculum of Turkish Republic and Kazakhstan Republic in the process of constituting a new nation after the independence with the new ideologies they have adopted. The research is a qualitative one in which historical method is used. The data has been obtained via document analysis through the history curriculum of Turkish and Kazakhstan primary and secondary education institutions, regulations on the subject and books and articles. According to the data obtained in the study tables have been formed and the similar and different aspects of the two countries have been presented by making the comparison of the two countries' ideologies and curriculum. According to the findings of the study; it has been seen that both countries have been in the process of national country in the first twenty years of their independence and both have made arrangements by releasing a series of regulations and laws. In both Turkey and Kazakhstan a process of national history writing has been started and the obtained acquisition according to the results of this process history education curriculum has been developed and the books have been rewritten. Moreover it has been seen that history lesson is one of the most important means of constituting a national identity in both of the countries.

Keywords: Ideology, History Education, History Education in Kazakhstan, History Education in Turkey.

TÜRKİYEDE GİRİŞİMCİLİK EĞİTİMİ ÜZERİNE BİR İNCELEME

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ÖZET: Girişimci sayısının fazla olduğu ülkeler yeni pazarlar, yeni mal ve hizmetler, iletişim ve bilgi teknolojileri gibi alanlarda daha fazla başarılı olmuşlardır. Dünya genelinde girişimcilik bir problem çözme ve ilerleme aracı olarak görülmektedir. Ülkeler girişimciliği geliştirmek için sahip olunan insan kaynağını yeniliklerin ve teknolojinin gerektirdiği yaratıcı fikirleri bulmak, geliştirmek ve eyleme geçirmek için hazırlamak ve donatma gerekliliğini yerine getirmeye çalışmaktadır. Bu nedenle birçok faaliyeti uygulamaya koymaktadırlar. Bu faaliyetlerden en önemlilerinden bir tanesi girişimcilik eğitimidir. Girişimcilik eğitiminin toplumda girişimcilik kültürünün gelişmesini sağlama ve yeni bir iş kurmak ve sürdürmek gibi birçok amacı bulunmaktadır. Bu amaçları gerçekleştirmek için katılımcılara girişimcilik ile ilgili temel kavram ve becerileri kazandırma, inisiyatif almasını sağlama, girişimcilik potansiyelini ortaya çıkarma, yaratıcılık ve problem çözme becerilerini geliştirme, girişimcilik sürecinde karşılaşılacak problemleri aşma becerilerini kazandırmak gibi bilgi ve beceriler öğretilmeye çalışılmaktadır. Girişimcilik eğitimi dünya genelinde en hızlı büyüyen alanlardan bir tanesidir. Bunun temel nedenleri arasında girişimcilik eğitiminin girişimciliği geliştirerek istihdam, ekonomik büyüme, yoksulluk gibi önemli sorunların çözümünde önemli rol oynadığı düşüncesidir. Birçok ülke için kronik hale gelen bu sorunları çözmede alınacak her adım oldukça önemli görülmektedir. Bu nedenlerden dolayı girişimcilik eğitimi ve sonuçları ile ilgili yapılan çalışmalar önem arz etmektedirler. Çalışmamızın temel amacı girişimcilik eğitimi ve girişimcilik faaliyetleri arasındaki bağlantıyı ele alan literatür gözden geçirmek ve yapılacak çalışmalar için öneriler geliştirmektir. Girişimcilik eğitiminin sonuçlarını değerlendiren çalışmaların bazıları girişimcilik eğitiminin başarı göstergesi olarak yeni iş yaratma oranını ileri sürerken diğer bazı çalışmalarda ise girişimcilik eğitimi programlarının sonuçlarını kısa vadede değerlendirmenin doğru olmayacağını bunun ancak uzun vadede ortaya çıkan sonuçların anlamlı olacağını ileri sürmüşledir. Bu nedenle birçok çalışma girişimcilik eğitimi ve girişimcilik faaliyetlerinin arasındaki bağlantıyı anlamaya çalışmıştır. Bu kapsamda çalışmamızda girişimcilik eğitimi ve girişimcilik faaliyetleri arasındaki bağlantıyı ele alan literatür gözden geçirilmiş ve yapılacak çalışmalar için öneriler geliştirilmiştir.

Anahtar Kelimeler: Girişimci, Girişimcilik, Girişimcilik Eğitimi, Girişimcilik Faaliyetleri.

TÜRKİYE'DE MUHASEBE EĞİTİMİ:
TÜRKİYE MUHASEBE EĞİTİMİ SEMPOZYUMU ÖRNEĞİ

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Özet: Önlisans, lisans ve lisansüstü muhasebe eğitiminin yanısıra diğer kurum ve kuruluşlarca verilen muhasebe eğitiminde amaç, ilgi duyanlara muhasebe bilgi sistemine ait işleyiş, özellik ve yasal düzenlemelerin aktarılmasıdır. Bu süreçteki bilgi aktarımının etkinliğinin ve verimliliğinin artırılması, sürecin incelenmesi ve gerekli yenilik ve gelişmelerin sürece aktarılmasıyla doğrudan ilgilidir. Süreç değerlendirilip, gerekli güncelleme ve yeniliklerin yapılmasıyla eğitimden beklentiler karşılanabilir düzeye erişebilecektir. Böylelikle, muhasebe eğitimi alan bireyler, profesyonel yaşamlarında, işletmelerin beklentilerini karşılayabilecek gerekli muhasebe donanımına sahip olabilecektir.

1979 yılından günümüze her yıl Türkiye Muhasebe Eğitimi Sempozyumu belirli bir tema ile düzenlenmektedir. 2005-2015 yılları arasındaki sempozyumlar muhasebe ortamındaki güncel gelişmeler, uluslararası muhasebe standartları, küreselleşme, işletme beklentileri ve dijital çağda muhasebe gibi temalarla düzenlenmiştir. Türkiye'deki köklü üniversitelerin ev sahipliğini yaptığı sempozyumlarda derleme, inceleme ve araştırma niteliğinde bildiriler sunulmuştur. Bildiri yazarları çeşitli üniversitelerdeki öğretim üyeleri ve öğrencilere uyguladıkları anketler aracılığıyla muhasebe eğitimine ilişkin araştırmalar yapmışlardır. Ayrıca muhasebe alanındaki gelişmeler, bilgi sistemlerinin muhasebe eğitiminde kullanılması ve muhasebe eğitiminde yenilikler üzerine bildiriler sunulmuştur. Bu bildiriler incelendiğinde, muhasebe eğitiminin çağın gereklerine uygun, teknolojik gelişmeleri içerisine alan, uluslararası düzeydeki standart ve gelişmelerin eğitim süreci içerisinde entegre edilerek ilgi duyanlara aktarılan bir yapıya kavuşturulması gerektiği soncuna ulaşmak mümkündür.

Türkiye Muhasebe Eğitimi Sempozyumu, muhasebe eğitimi veren öğretim kurumlarındaki akademisyenlerin ve diğer ilgi duyanların katıldığı, muhasebe eğitimindeki trendlerin ve karşılaşılan sorunların tartışıldığı önemli faaliyetlerden birisidir. Bu çalışmada Türkiye Muhasebe Eğitimi Sempozyumu'nda 2005-2015 yılları arasında sunulan bildirilerin bir biyografisi çıkarılmıştır. Yıllar itibariyle sempozyumda sunulan bildiriler incelenmiş ve bulgular değerlendirilmiştir. Bu çalışmanın amacı Türkiye Muhasebe Eğitimi Sempozyumu'nda sunulan bildirilerin içeriğinin incelenerek yıllar içindeki eğiliminin ortaya konulmasıdır.

Anahtar Kelimeler: Muhasebe Eğitimi, Türkiye Muhasebe Eğitimi Sempozyumu

TÜRKİYE MUHASEBE/FİNANSAL RAPORLAMA STANDARTLARINA GÖRE GÜNÜMÜZ MUHASEBE EĞİTİMİNDEN BEKLENTİLER

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ÖZET: Her ülkenin ekonomik, kültürel, eğitim yapısı vb. özellikleri, o ülkenin muhasebe uygulamaları için temel oluşturacak çerçeveyi de belirlemektedir. Bu yüzden, ülkeler arası muhasebe uygulamaları arasında farklılıklar meydana gelmiştir. Söz konusu bu farklılıklar, finansal bilgilerin karşılaştırılmasını zorlaştırmaktadır. Son yıllarda küreselleşmenin hızlanması ile ülkeler arası sınırların kalkmış, bu durum çok uluslu şirketlerin sayılarının artmasına yol açmıştır. Ülkeler arası fon akışının hızlanması ile birlikte bütün ülkeleri ortak standartlar etrafında toplayan çalışmalar yapılmaya başlanmıştır Çünkü fon akışını sağlayacak olan mevcut ve potansiyel yatırımcıların yatırım kararları alırken dikkate alacakları en önemli konu mali tablolardır ki mali tabloların bütün dünyada kabul edilen ölçütlere göre hazırlanması büyük önem kazanmıştır. Ülkelerarası uygulama kaynaklı farklılıklar neticesinde aynı mali nitelikli bir olay sonucunda farklı finansal tablolar ortaya çıkmıştır. Bu bağlamda ülkemiz 1 Ocak 2013 tarihi ile yürürlüğe giren yeni TTK ile UMS/UFRS ile tam uyumlu TMS/TFRS'yi bütün işletmelere uygulama yükümlülüğü getirmiştir. Ülkemiz ise UMS ve UFRS ile tam uyumlu TMS/TFRS setini yayınlayarak, 1 Ocak 2013 tarihi ile yürürlüğe giren yeni TTK ile bütün işletmelere uygulama zorunluluğu getirmiştir. Bu bağlamda bütün işletmeler finansal tablolarını TMS/TFRS'ye göre hazırlamaya başlayacaklardır. TMS/TRFS ile vergi mevzuatımız-muhasebe sistemi uygulama genel tebliğleri arasında önemli farklılıklar bulunmaktadır. Aynı zamanda TMS TFRS'ye göre finansal bilginin, ihtiyaca uygun olması ve açıklamayı amaçladığı hususu gerçeğe uygun bir şekilde sunması, karşılaştırılabilir, doğrulanabilir, anlaşılabilir ise ve zamanında sunulmuş olması gerekmektedir. Mali tabloların hazırlanmasında en önemli kaynak olan nitelikli insan gücünün işletmelerin beklentilerini karşılayacak "muhasebe eğitimi" büyük önem taşımaktadır. Bu bağlamda Türkiye'de yürürlüğe giren TMS'ye göre muhasebe eğitiminde yapılması gereken değişiklikler açıklanmaya çalışılacaktır.

Anahtar Kelimeler: Türkiye Muhasebe Standartları, Muhasebe Eğitimi, Yakınsama.

TÜRKİYE'DE MUHASEBE EĞİTİMİ, ETİK VE MESLEK ETİĞİ ÜZERİNE LİTERATÜR TARAMASI

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ÖZET: Etik, bireylerin yazılı kanun ve yasal düzenlemelerin dışında, toplumun kendi içerisinde oluşturduğu ilkelerdir. Bireyin bağlı olduğu toplumun dışında evrensel boyutta geçerli olan bu ilkeler, evrensel toplum içerisinde uyumun sağlanmasında önemli yer tutmaktadır. Ulusal ve uluslararası düzeyde çeşitli kurum ve kuruluşların etik ve muhasebe etiği üzerine çeşitli etik ilkeleri bulunmaktadır. İşletmelerin, organizasyonların ve hatta devletlerin etik ilkelere uygun, bu ilkelerin bilincinde ve bu ilkelere bağlı kalarak hareket etmesi gerekmektedir. Çok sayıda meslek gibi, muhasebe mesleği de çeşitli etik ilkelere bağlı olarak icra edilmek durumundadır. Muhasebe mesleği birçok çıkar grubu ile olan ilişkileri nedeniyle bu etik ilkeler haricinde de temel yaklaşımlar bulunmaktır. Bu temel yaklaşımlar Teolojik ve Deontolojik yaklaşımlardır. Bu yaklaşımların yanı sıra birçok kurum ve kuruluş etik ilkeler yayınlamışlardır. Muhasebe mesleğinin gelişimiyle birlikte AICPA (Amerikan Kamu Muhasebecileri Enstitüsü), IFAC (Uluslararası Muhasebe Federasyonu) ve Avrupa Birliği etik konusunda düzenlemelerde bulunmuşlardır. Türkiye'de de aynı şekilde SPK, TÜRMOB konuyla ilgili çeşitli düzenlemeler yapmış, son olarak TÜRMOB tarafından "Serbest Muhasebeciler, Serbest Muhasebeci Mali Müşavirler ve Yeminli Mali Müşavirlerin Mesleki Faaliyetlerde Uyacakları Etik İlkeler Hakkında ki Yönetmelik" yayınlayarak etik kodları genel hatlarıyla belirlemişlerdir.

Bu çalışmada muhasebe eğitimi, etik, meslek etiği, meslek etiği eğitimi, muhasebe etiği eğitimi kavramlarından bahsedilerek muhasebe de yer alan temel etik yaklaşımların bahsedilmiştir. Ayrıca Türkiye'de çeşitli kurum ve kuruluşlar tarafından düzenlenen ve tüm dünyada da benzer şekilde var olan temel etik ilkelerden bahsedilmiştir. Türkiye'de meslek etiği, muhasebe etiği, muhasebe etik eğitimi ve etik ilkeler üzerine yapılan çalışmalar üzerine literatür taraması yapılmıştır. Bu çalışmanın amacı, Türkiye'de muhasebe etik kurulları ve muhasebe etik eğitimi kapsamında geleceğe ilişkin bir perspektif oluşturulmaya çalışılmıştır.

Anahtar Kelimeler: Muhasebe Eğitimi, Etik, Meslek Etiği.

MUHASEBE EĞİTİMİ VE KALİTE BOYUTLARI: TÜRKİYE ALAN ARAŞTIRMASI

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ÖZET: Hayat boyu öğrenme felsefesi anlayışı ile muhasebe eğitimi, bireylere çalışma hayatı süresince kullanacakları, muhasebe bilgi sistemine ilişkin kural, yasal düzenleme ve işleyiş özellikleri aktarılmaktadır. Bu sayede bireyler profesyonel kariyerlerinde ve mesleki sınavlarda yeterli muhasebe bilgisi edinmektedir. Şüphesiz ki muhasebe eğitimi alan bireylerin profesyonel kariyerlerinde ve mesleki sınavlardaki başarısı kişisel yetkinlikler ve alınan eğitimin kalitesiyle doğrudan ilgilidir. Muhasebe eğitiminde kalite; muhasebe eğitimiyle hem eğitim alanların hem de muhasebe eğitimi almış kişilerden beklentilerin karşılanma düzeyiyle ilgilidir. Muhasebe eğitimi bir süreçtir. Çıktıların beklentileri karşılama düzeyi, girdiler ve süreç içerisindeki teknolojik gelişmeler, öğreticiler ve fiziksel imkânlar gibi temel faktörlerin etkisi altındadır. Muhasebe eğitimi sürecinin sonunda çıktıların kalitesinin beklentileri karşılayacak düzeyde olması, sürecin başından sonuna kadar planlaması, uygulanması, denetlenmesi ve geribildirim sağlanmasıyla mümkün olabilecektir. Bu sayede karar vericiler muhasebe eğitiminde kaliteye etki eden, çıktıların üzerinde önemli rol oynayan değişim ve yenilikleri muhasebe eğitimi sürecine dâhil edebileceklerdir. Muhasebe eğitiminde geri bildirim sağlanacak unsurların belirlenmesi ve geribildirim sağlanması önemli bir rol oynamaktadır. Çünkü eğitim sürecinde etkili olan faktörler çıktıları etkilemektedir. Hem eğitim alan bireyler, hem de bu bireylerin kariyerleri süresince gösterecekleri performans almış oldukları muhasebe eğitiminin kalitesi ile doğrudan ilgilidir. Kalite boyutlarının belirlenmesi, güncel durumunun tespit edilmesi ve gerekli değişikliklerin yapılmasıyla muhasebe eğitiminde kalite artırılabilecektir. Bu çalışmada muhasebe eğitimine değinilerek eğitimde kalite boyutları üzerinde durulmaktadır. Türkiye'de yapılmış çalışmalarda öğrencilerin, işletmelerin muhasebe eğitiminden beklentileri, üniversitelerin sahip olduğu öğretim üyesi, ders süreleri, ve fiziki imkanlar vb. kalite boyutlarının araştırıldığı çalışmalara rastlanmaktadır. Bu çalışmanın amacı, Türkiye'de yapılmış muhasebe eğitimi ve kalite boyutları kapsamında süreli yayınlar incelenerek günümüzde muhasebe eğitimi ve kalitesinin gelmiş olduğu nokta durum analizi ile ortaya konulmasıdır.

Anahtar Kelimeler: Muhasebe Eğitimi, Kalite Boyutları, Muhasebe.

ÇOKSESLİ KORO ÜYELERİNİN KORO ŞEFİ KAVRAMINA İLİŞKİN METAFORİK ALGILARI

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ÖZET: Bu araştırmanın amacı, çoksesli müzik yapan koro üyelerinin Koro Şefi kavramına ilişkin algılarını, metaforlar aracılığıyla ortaya çıkarmaktır. Veriler 9 Eylül Üniversitesi Eğitim Fakültesi GSEB Müzik Öğretmenliği ABD Çoksesli Korosu üyelerinden toplanmıştır. 50 anket değerlendirilmiştir. Araştırma anketinde bir açık uçlu soru sorulmuştur. Açık uçlu soru, "Sizce koro şefi … benzer. Çünkü…" şeklinde verilmiştir. İstatistiksel olarak ortalama, yüzdelik, frekans dağılımlarına bakılmıştır.

Anahtar Kelimeler: Koro Şefi, Metafor, Koro Şefi Metaforları.

REGIONALISM AS THE FACE OF TERRITORIALITY

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ABSTRACT: Regionalism as such and, especially, the contemporary regionalism can be discussed from at least three perspectives: political, social and personal one. The first one refers to actions stemming from different issues and; supposedly, aims at improving actions of government administration, and serving different interests, including economic interests, which can contribute to solving social issues and supporting the economic growth. Admittedly, this regionalism might be also used to cover up incompetence of political elites at the central level. From the social perspective, regionalism is, most of all, a reflection of territoriality when a group takes various collective actions aiming at broadly taken (territorial, economic, cultural) defence of a certain area of distinctive features to provide functionality of the territory. The personal perspective is connected with a sensed necessity of keeping an individual or, rather, personal distance. In this sense, an individual distance is an ordinary distance between a particular individual and other members of a tribe. An individual distance defined in that way in relation to discussions concerning regionalism may have two varieties: personal and collective one. An individual personal distance is this ordinary distance between an individual and others finding themselves in the same place – here, E.T. Hall introduces the distinction between a close and far phase. On the other hand, an individual collective distance means a distance between an individual and other people, recognized as close friends or relatives or members of the same tribe, living in the same territory (house, block of flats, street, housing estate). However, individual distances in the author's deliberations mean not only a physical distance but also a distance of psychological nature enabling one to maintain a multidimensional feeling of individuality. The demographic situation, specificity of urban architecture and a number of other factors have caused that, especially, citizens are experiencing the effects of crowding more and more distinctly. Additionally, one should bear in mind that a sense of crowding is determined not only by actual distances but also it can differ depending on cultural conditions and particular individuals. Culture and experience have different effects on an interpretation of the surroundings and a sense of crowding, or the other way round – disturbing solitude – an individual distance can be the result of a feeling of preoccupation of the mind, and different, true and imagined, conflicts of objectives. There are many reasons for individuals to experience crowding caused by other people, not objects. It is not only about a crowd in a block of flats or a bus, it also concerns crowding on the labour market, in competitions or junior high school, high school or university entrance examinations. According to the same researcher, everyone experiences a moment in life when a sense of spaciousness changes into the opposite – a sense of crowding. A similar mechanism is described by Edward T. Hall who analyses the phenomenon of overpopulation together with all its negative effects. According to the author of the article, the comparison of human regionalism and animal territoriality can be inspiring. The author has no intentions to say that regionalism is an improved, human form of territoriality, still, there are many premises which may incline one to offer a hypothesis that regionalism can be discussed as a face of territoriality. If so, then this thought might be at least an inspiration for searching for answers to the questions bothering minds of parents or educators today. Admittedly, this comparison does not give the answer but it may at least give some hint.

Keywords: Cultural Identity, Regionalism, Perspective of Human Life.

COMMUNITY MUSIC THERAPY IN THE EDUCATIONAL AND SOCIAL CARE SETTINGS

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ABSTRACT: The aim of this paper is to describe the theory of community music therapy and investigate the scope of current community practices in the context of official definitions of this relatively new field of music therapy. The research study presented in this paper is focused on the community musical practices in the educational setting and the relationship of comt to related interventions. In the beginning of the paper approaches that define the community music therapy are briefly described on the basis of papers found through several international databases and other literature of significant impact in this field. Further, the empirical research study and its outcomes are presented. The research is of qualitative design. Its goal was to analyse current community practices used in the educational setting in students with disabilities according to their relationship to the theoretical definitions of music therapy. Content analysis of data collected by the author´s research of educational process in students with disabilities was used. This data was collected from interviews with teachers and therapists, from observations of educational process, from an analysis of educational documents (mainly individual educational plans) and from several case studies. The material was then transcribed and analysed using open coding and categorisation. The content analysis identified all categories and codes in this material that concerned community practices that use music and other creative means. Selected categories were classified into several domains according to systemic educational theory. The domains included these communities: the classes, the schools, family members and the society. According to interpretative approaches in qualitative research the interpretation of data in every domain was done on the basis of theory developed by Kenneth Bruscia and was further discussed in the context of community music therapy definitions. Results of research showed that crucial elements for defining identity of community practices in educational settings are the expertise of the therapist (teacher), context of activities, the profoundness of therapeutic process and therapeutic change. Based on these elements the practices were divided into two groups - practices considered as community music therapy (supposing music therapy qualification of the professional) and practices supplementing educational types of intervention.

Keywords: Community Music Therapy, Special Education, Community, Multiple Disability.

TÜRKİYE'DE YAŞAM BOYU ÖĞRENME ALANINDA YAZILAN MAKALELERİN ANAHTAR KELİMELERİNİN İÇERİK ANALİZİ

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ÖZET: İçinde yaşadığımız bilgi ve teknoloji çağında ülkelerin üretim, gelişim ve kalkınma unsurlarının daha sağlam olabilmesi için düşünen, sorgulayan, problem çözen ve yaşam boyu öğrenen bireylere ihtiyacı vardır. Yaşam boyu öğrenme toplumun ve eğitim kademelerinin tümünü kapsayan bir süreçtir. UNESCO tarafından 1972 yılında yayımlanan raporda, Yaşam Boyu Öğrenme bütün insanlar için bir hak olarak vurgulanmış ve dünyada özellikle 1990'lı yıllarda yeniden üzerinde durulan bir kavram haline gelmiştir. Ülkemizde de Yaşam Boyu Öğrenme kavramı 2000'li yıllardan itibaren sıkça gündeme gelmektedir. Bu çalışmada, Yaşam Boyu Öğrenme alanında 2005-2015 yılları arasında ülkemizde yayımlanmış makalelerin anahtar kelimeleri doküman analizi yoluyla incelenecek ve listelenecektir. Böylelikle, ülkemizde Yaşam Boyu Öğrenme alanında yapılan çalışmaların en çok ve en az hangi konulara değindiği ortaya konulmaya çalışılacaktır.

Anahtar Kelimeler: İçerik Analizi, Yaşam Boyu Öğrenme.

WAR STUDIES- NEW TRENDS IN EDUCATION

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ABSTRACT: The aim of the article is to discuss the new approaches to education in the field of Military Art at the University of Defense. Author describes the reasons and the changes which have occurred in the teaching of the fundamentals of military arts in master's degree programs. The article presents the results of the project "INOSPEM" conducted within the Faculty of Military Leadership with support from European funds. At the time of project were used methodology as system analysis, synthesis and comparative analysis. Results and later recommendations lead in the development of new subject – War Studies – creation. The explorative methods were used for the description of proposed educational methods and approaches for the lecturing new courses. Among the decisive competences of future military officers belongs the ability to apply/utilize the knowledge of Military history and Military Art, leadership even in harsh conditions and under stress, to be able to command training and combat of a platoon in the context of company and battalion levels and to be master with his set of weapons and military equipment and to understand principles of their employment. The issue of War studies I and War studies II subjects has not previously been so comprehensively conceived and taught. The courses enable the students to acquire the basic knowledge of the theory of Art of War, terminology and the paradigm in warfare. The course War studies I. focuses on the topic of the Art of War, Armed forces, Military operations, the principles of the Art of War, the basics of theory of commanding the armies. The course War Studies II builds upon War Studies I, which it expands on the analytical and synthetic work in small teams of students on particular military operations. Apart from theory the course focuses in practical applications on the theory of war and its reflection in the art of war, the experience from the wars and conflict of 20th and 21st centuries and the command of armies in the 21.century. The newly developed system of education in the field of the Art of War modifies the experience and knowledge of historical development of the Art of War to fit the current conditions. The art of individual and responsible decision-making in the ever-changing security environment which takes into account the wider social consequences of the decisions is highly supported during the lectures, war games and seminars. Moreover, the application of new way of distant communication between the student and the lecturer enables effective lecturing, consultation and control action using the software MOODLE.

Keywords: Military Art, Strategy, Military Operation.

UTILIZATION OF MODERN MANAGEMENT METHODS IN MORAVIAN COMPANIES – ADVANCED STAGE RESEARCH RESULTS

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ABSTRACT: Presented paper discusses the issues of attitude of contemporary Moravian companies operating in the Olomouc region to modern management methods. For a purpose of the study there were selected and considered 28 broadly recognized management methods, tools, systems, techniques or indicators (BCG, BSC, HAZOP, EFQM, ERP, EVA, FMEA, Ishikawa diagram, ISO 9000, ISO 10000, ISO 14000, ISO 26000, ISO 31000, ISO 50000, Kaizen, KPI, Lean, MBO, OHSAS 18000, PDCA, PEST(LE), Porter´s five forces, SCM, Six Sigma, SMART, SWOT, TQM and VRIO). The examined data base counting 122 Moravian business companies active in Olomouc region in time period 2011-2013 was collected by university questionnaire research realized in spring 2014. This paper presents the results of the survey to document which management methods have companies implemented into their management system in recent years, whether some of management methods tend to cluster in practice of these companies, and how contemporary Moravian companies deal with modern management methods and systems. Based on the research results we can conclude, that the most well-known and utilized management method among Moravian companies is QMS ISO 9000, second and third most popular are simple techniques SWOT and SMART, however we can see big downswing in percentage of utilization between this two methods. Next used is EMS ISO 14000, very close in ratio of usage are than EVA and TQM. Worth to notice is yet BSC, KPI, Ishikawa diagram and MBO. Utilization of all other methods is merely negligible. In general, we must conclude, that the knowledge of modern management methods among Moravian companies is very low.

Keywords: Management Methods, Management Tools, Questionnaire Research, Olomouc Region.

THE CYBER SECURITY EDUCATION PROGRAM IN THE UNIVERSITY OF DEFENCE

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ABSTRACT: The article deals with approaches education in the area of cyber security at the university. The first part of the paper describes the current state of education in cyber security. The following is teaching methods description. Finally, article underlines the knowledge of this issue for cyber security management in the in the public, private and military sectors.

Keywords: Cyber Security, Education, Teaching Methods, Cyber Security Management.

TEACHING METHODS AS ONE OF THE DETERMINANTS INFLUENCING STUDENTS' ATTITUDES TOWARDS THE SUBJECT OF PEDAGOGY

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ABSTRACT: The contribution presents a survey documenting the share of influence of teaching methods on students' final attitudes towards the subject of Pedagogics. The introductory and theoretical part of the contribution deals with fundamental issues of research in attitudes in pedagogical reality. The quantitative approach to the given issue is chosen due to the character of the research and objectives of the survey. The objective of our contribution is to introduce the design of a research survey and research tools that could put over the dimension of attitudes towards school subjects from the students' perspective to teachers, and thus point out negatively perceived areas in connection with taught subjects. Teachers can efficiently target and develop the educational environment for all their students. The improvement of the lesson quality also depends on the collection, analysis and dissemination of particular data of efficient procedures. The tool of first choice is semantic differential, direct structured observation of lessons and a questionnaire using a Likert scale. The research sample consists of teachers and students of a secondary teaching school. A hundred and eighty questionnaires were distributed; 161 of them were valid. The research problem is defined, the selection of the methodological approach is reasoned, the research design is described. When choosing a methodology for the research survey we start with the object of our research, i.e. students' attitudes to the subject of Pedagogy and teaching methods in Pedagogy lessons at secondary school. Research questions lead the planning of the research project and are followed by the fundamental design aiming of the research project. Is there a relation between students' final attitudes towards the subject of Pedagogy and teaching methods? What are students' attitudes towards the subject of Pedagogy where traditional teaching methods prevail? What are students' attitudes towards the subject of Pedagogy where activation methods prevail? The methods and the chosen tools of the quantitative research are introduced, and the research plan in this area is introduced. An analysis and evaluation of data obtained from the research survey are also presented. The following hypotheses are articulated and tested on the basis of findings from the ATER questionnaires, direct structured observation and the Likert-type questionnaire. The hypotheses were verified by means of suitable statistical tests with the use of p-value on the significance level of 0.05. H1 – The students of preschool and extra-curricular pedagogy have different attitudes towards the subject of Pedagogy in comparison to the students of pedagogic lyceum. H2 – The students of the lower years have more positive attitudes towards the subject of Pedagogy compared to the students of the upper years. H3 – There is a relation between the students' attitudes towards the teaching methods and their attitudes towards the subject of Pedagogy. Obtained data are interpreted and procedures of verification of the validity of the hypotheses are listed on the basis of the set research problem. The hypotheses turned out to be significant starting fields for studying of the given issue.

Keywords: Research Design, Research Methods, Research Project, Students' Attitudes to the Subject of Pedagogy, Teaching Methods

ÖĞRETMEN ADAYLARINDA MAKYAVELİZM VE DEONTİK ADALET ARASINDAKİ İLİŞKİNİN İNCELENMESİ

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ÖZET: Adalet kavramı sadece iş yaşamında değil insanın eğitim hatta tüm hayatında önemli bir ahlaki erdem olarak tanımlanmaktadır. Bireyselleşmenin merkezde olduğu çağdaş dünyamızda sadece adil olmak tek başına yeterli değildir. Adaletin yaygınlaşması için görev ve sorumluluklar üstlenmek, bir başka ifadeyle deontik adalete sahip olmak en az adil olmak kadar önemlidir. Makyavelistlik bir kişilik özelliği olup; kendi kişisel çıkarları için başkalarını kullanma, başkalarını manipüle etmek için stratejiler üretme, duygusal soğukluk ve ikiyüzlülük olarak karakterize edilmektedir. MEB'in öğretmenlik mesleği genel yeterlikleri kapsamında alt yeterliklerden bazıları: - Görev ve sorumluluklarını bilen, - Farklı sosyo-kültürel yapıdan gelen öğrencilere eşit davranan, - Sınıf içi ve dışı çalışmalarında, toplumsal ve meslekî etik değerleri benimser ve bunlara uygun davranır vs. Ders geçme sistemi ve KPSS ile birlikte birbiriyle rekabet halinde olan öğretmen adaylarının makyevelizm ve deontik adalet düzeyleri MEB öğretmenlik mesleği genel yeterlikleri ile uyuşmakta mıdır? Bu çalışmanın temel amacı öğretmen adaylarında makyavelizm ve deontik adalet arasında ilişki olup olmadığını incelenmektir. Araştırmanın çalışma grubunu 2014-2015 eğitim-öğretim sezonunda Türkiye'deki bir üniversitenin eğitim fakültesinde okuyan 294 öğretmen adayı oluşturmaktadır. Veri toplamak için katılımcılara, Makyavelist Kişilik Ölçeği ile Deontik Adalet Ölçeği uygulanmıştır. Verilerin analizi için Pearson Momentler Çarpımı Korelasyon Analizi ve Basit Doğrusal Regresyon Analizi kullanılmıştır. Araştırma bulgularına göre makyavelist kişilik puanları arttıkça deontik adalet puanları azalmaktadır. Başka bir ifadeyle deontik adalet için makyavelistlik negatif yordayıcıdır. Bu bulgular ilgili literatür ışığında tartışılmıştır.

Anahtar Kelimeler: Makyavelizm, Adalet, Deontik Adalet.

VALUES AND MORAL EDUCATION

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ABSTRACT: Values as a topic should be present in every discussion in every field because they are the most important element of our lives as they are the beginning and the end of our actions. Values should stand in the center of education as a tool determining the growth of an individual and the whole society. Therefore, they also fall into the discussion devoted to lifelong learning. The most important function of values is to help an individual find the direction which he or she should follow. An individual needs something to direct his or her life since the power of authorities weakens and a person gained a higher degree of freedom. Until the whole society interiorizes the values which are essential for the survival of our planet and our society, they must be taught them. Values are not a static distant ideal, which is miles away from a person. Instead, they form a complex system, an uninterrupted unity, which is nevertheless gradual, and its components are mutually connected. It will be easier for us to imagine three basic layers. The first layer, most connected to an individual, starts and forms together with a person´s experience, evaluation, making the decision and activity. The second layer is constituted by values which are set as a result of certain behaviour, and which are expressed as a person´s qualities, attitudes, preferences, etc. The final, top layer is composed of abstract values (Rokeach´s terminal values), which are those values an individual or society considers the desirable ends. Instead of imagining the system of values as being composed of three separate layers, we should imagine it as a unit comprising three types of values mutually affecting each other and existing only as a unit.

The founders of constructivism, especially Piaget, changed our view on the concept formation. That is why we consider the value system of a person, which is comprised of values coming from all three layers, a constantly changing system, which changes with our experience. An individual has a certain conception of his or her values, which emerges from the generalization of his or her experience. We also claim that some values can be present even in babies soon after the birth. When we want to study a person´s value system thoroughly, we have to bear in mind all above mentioned. The picture of somebody´s value system, which we gain by our tool, can be further used especially, in the qualitative research. To get to know somebody´s value system, we have to study all three layers separately as well as endeavour to understand them in their wholeness. Our research tool must be both – easy to use and able to bring complex results. It comprises three consecutive parts, each completing and confirming the other two. This design of a research tool gives us more accurate picture of the value system of an individual as a researcher is not only provided with separate values, but they are contextualized.

Keywords: Values, Research Tool, Constructivism.

IMPROVING ASTRONOMY ACHIEVEMENT AND ATTITUDE THROUGH ASTRONOMY SUMMER PROJECT: A DESIGN, IMPLEMENTATION AND ASSESSMENT

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ABSTRACT: The purpose of this study is to examine the effects of an astronomy summer project implemented in different learning activities on elementary school students, pre-service elementary teachers and in-service teachers' astronomy achievement and their attitudes to astronomy field. This study is the result of a five-day, three-stage, science school, "I am Learning about My Planet". The first stage involved astronomy science schools with 30 elementary school teachers, the second stage involved 30 pre-service elementary school teachers and the last stage involved 30 primary school pupils (aged 14). Within this scope, 30 elementary school teachers from different cities who are volunteer to participate in project, one seventh grade class of each of these teachers from their own schools and 30 pre-service teachers attending elementary department of education faculties of universities in Turkey are participated in the astronomy summer project in Samsun City in 2015 make up the sample of the study. For this purpose, within the scope of a nine-day long project, the participants were presented with hands on activities, outdoor practices, planetarium and observatory activities to enable them to view astronomy education from different views. The study was designed as one group, pre-test post-test experimental research. Astronomy attitude scale and astronomy achievement test were used as pre-test and post-test. The data obtained were evaluated using the SPSS 20.0 software package program. For the analysis of data, a parametric test, a two-way ANOVA for mixed measures, an experiment model, was used. The results of the study showed that the project was effective in increasing the participants' attitudes towards the astronomy field and their astronomy achievement. A comparison of the data from the teachers and the students produced interesting results, notably that more pupils than teachers answered certain questions correctly.

Keywords: Astronomy Education, Astronomy Concepts, Attitude, Education Project.

TARGETED KNOWLEDGE FOSTERING TECHNOLOGICAL MODEL FOR ADULT EDUCATION DEVELOPMENT IN VIDZEME REGION

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ABSTRACT: Nowadays in extensively changing environment continuing adult education is becoming an integral part of everyday life. All regions in Latvia face a challenge that the capital city is attracting many well educated residents to work there. There is no all-inclusive technological support or roadmap available for adult education in the regions of Latvia that could foster identification and acquisition of required knowledge, skills and serve as uniting element for learning, work and personal time. Thus it is significant to develop a framework encompassing identification of required competencies, technological support for adult education and make it as part of an ongoing process. The goal of the paper is to design a required knowledge and competencies identifying and fostering technological model that would serve as a roadmap for adult education stakeholders in the Vidzeme region. The focus of the paper is identifying the major steps and elements required to design and incorporate latter mentioned adult education process supporting technological model in the Vidzeme region. Literature review has been conducted regarding different adult education supporting technological platforms and adult education processing in European Union's regional context. The necessities and development directions of the Vidzeme region's municipalities in line with national and European Union level initiatives have been researched for the aim of enhancing the efficiency and quality of the region's adult education process and capacity. The paper represents the theoretical prerequisites for the qualitative advancement of adult education process in the Vidzeme region and presents adult education stakeholders inclusive technological model that would equip the adult education process with ongoing technological support and sources of actual knowledge and management information.

Keywords: Adult Education, Knowledge, Technological Model, Regional Development.

THEORETICAL BACKGROUND FOR THE LAW OF RETAIL GRAVITATION

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ABSTRACT: In this work we assume that non-satiation axioms are general economic axioms which are associated with the genetic essence of life existing in any part of the Universe. Maximizing utility under given initial and boundary conditions is the foremost interest of every individual. Genetically coded into this maximizing of utility is the survival instinct of both the given individual and the species as a whole. The interaction of the geosphere with the biosphere given the maximizing of utility of individuals and groups of individuals results in the rise of temporary and permanent phenomena and regularities in the noosphere. The noosphere continually manifests through the geosphere and biosphere in the form of human interventions in these, and is visibly represented by the physical and economic development of the Earth. One of the many phenomena which may be used to characterize the United States in the late nineteenth and early twentieth centuries is the rapid change which occurred in retail trade relations in various parts of the country. The common feature of these changes was the flow of retail business from small towns to cities. However, no general analytical laws were known to describe the rise and distribution of this flow of retail business in space and time. From 1927-1930 W. J. Reilly conducted a nationwide study of retail dynamics. One of the findings of this study was the scalar law of retail gravitation. This law of Reilly considered the unidirectional flow of retail trade from small towns to cities. The reverse flow of retail trade from large cities to small towns was not considered because at the time it was far less significant compared to the flow of retail trade from small towns to large cities. Reilly's scalar one-dimensional model of retail gravitation is generalized in the three-dimensional vector model of retail gravitation for the geoid. The scalar potential of retail gravitation is introduced along with the vector of intensity of retail gravitation.

Keywords: Newton´s law of gravitation, Newton´s laws of motion, Reilly´s law of retail gravitation, Space Economics .

EMPLOYING THE PEOPLE WITH ASPERGER SYNDROME

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ABSTRACT: This paper focuses on the issue of employment of people with Asperger syndrome. It explores the difficulties in finding work, at work, in contacts with colleagues in the workplace. The aim of the research was to find out:• identify problems that accompany the individual with AS in getting a job even if his performance;• in what areas of work are those with AS frequently employed;• whether they choose a similar job or it depends on the individuality of each of them• how helpfull are services as "social skills training", "supported employment" and "self advocates" in finding and keeping work.For this purpose, a qualitative research was executed. They were chosen method of structured interviews with open questions and analysis of documentation. The research sample consisted of people with Asperger's syndrome who are employed, or are in the stage of finding a job. The research showed that the greatest difficulties in employment for people with AS are in the areas of social interaction and communication. They poorly adapt to change and tend to be quieter and more efficient if they can observe certain rituals and stereotypes, possibly to work according to your own schedule. If you are assigned tasks formulated clearly, they are at work efficient, very precise and meticulous. This paper is only a small probe into the complicated issue of employing individuals with a diagnosis of AS and can serve as a gateway to further explore this issue.

Keywords: Asperger Syndrome, Employing, Determinants of Success and Failure.

PRACTICE AS A FACILITATOR FOR CONSUMER VALUE CO-CREATION IN THE HIGHER EDUCATION SECTOR

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ABSTRACT: Service-Dominant logic provides a framework for refinements in the concepts of value creation and co-creation between multiple actors. Moreover, S-D logic provides a shift from outcome to process by arguing, that value is not created and delivered in terms of output rather than co-created in a process. Recently the interest focuses on Higher Education and how value is co-created between actors in Higher Education. However, it is not yet known, the practices within value is co-created in the Higher Education. Drawing on S-D logic framework and practice theory, the aim of this paper is to develop and understand how practices in Higher Education such as interacting may offer opportunities to facilitate cocreation and contribute to value in-use in the higher education sector.

Keywords: Consumer, Value, Co-Creation, Higher Education.

THE STUDY OF TEACHERS' LIFELONG LEARNING TENDENCY IN TERMS OF DIFFERENT VARIABLES

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ABSTRACT: Lifelong learning can be expressed as an individual's being in continuous learning tendency during his/her life. When teachers are considered as people shaping community life, it is important for them to have lifelong learning competences. In this context, aim of the research was studying teachers' lifelong learning tendency. While population of the research included teachers working at schools under the authority of Ministry of Education in 2014-2015 academic year, the sample consisted of 73 teachers selected randomly via unbiased cluster sampling method. This study which is based on quantitative approach is a descriptive study. In the study were "Personal Information Form" and "Lifelong Learning Tendency Scale" developed by Yaman (2014) applied as data collection tools. Reliability of the scale was assured, and Cronbach's Alpha coefficient was found as 0.94. Independent samples T-test and One-Way Anova - among statistical techniques - were applied in the research. As a result of data analysis, it was found out that while teachers' lifelong learning tendency did not differ statistically in terms of gender, educational background, faculty of graduation, department of graduation and type of school being worked, it was statistically different in terms of professional seniority. Scheffe Test was used to determine the groups in which this difference appeared. According to the result of Scheffe Test, it was understood that there was a significant difference between teachers whose professional seniority was 11-15 years and the ones whose was more than 20 years in favor of the latter.

Keywords: Lifelong Learning, Lifelong Learning Tendency, Teachers.

ASSESSMENT OF PEDAGOGICAL FORMATION STUDENTS' LIFELONG LEARNING TENDENCY

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ABSTRACT: In today's world, it is much more important for people to sustain their learning tendency during their life correspondingly with social change and development. As teachers are really important for individuals' lifelong learning tendency, people receiving pedagogical formation knowledge and skill need to be conscious of lifelong learning responsibility. From this viewpoint, lifelong learning tendency of pedagogical formation students was analyzed in this study. While the students receiving pedagogical formation education at Bartın University and Mustafa Kemal University were included in population of the research, sample of the study consisted of 210 students randomly selected from this population. Survey model was applied in the study. "Personal Information Form and Lifelong Learning Tendency Scale" - sextet Likert type consisting of 27 items – which was developed by Diker-Coşkun (2009), was applied as data collection tools. Reliability of the scale was assured and Cronbach's Alpha coefficient was found as 0.72. Independent samples T-test and One-Way Anova were used in the study. As a result of the data analysis, lifelong learning tendency of pedagogical formation students did not differ statistically in terms of gender, number of children, faculty of graduation and work experience. However, it was concluded that there was statistically significant difference with regard to the variables of age, marital status, status of working, level of income and university at which the individual studied. As a result of independent samples T-test, it was found out that there was significant difference in favor of the students who were married, working, and studying at Bartın University, Faculty of Education. Scheffe and Dunnett's T3 Test were applied in order to find out between which groups there was difference which was concluded from One-Way Anova. According to Scheffe test results, it was found out that there was significant difference between the students who were 36 years old and over and the ones who were 20-23 and 24-27 years old in favor of the former (36 years old and over). Additionally, according to Dunnett's T3 Test it was seen that there was a significant difference between the students with 2001-3000 TL level of income and the ones with no level of income in favor of the ones with 2001-3000 TL level of income.

Keywords: Lifelong Learning, Lifelong Learning Tendency, Pedagogical Formation Students

CREATING ACCESSIBLE VIDEOS FOR AN INCLUSIVE EDUCATION

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ABSTRACT: The introduction of information and communication technology in society and particularly in educational institutions has transformed the relationships and traditional ways of teaching. Video is very present in our lives in different devices and is crucial to online learning, but is very important that all students can access it. This paper aims to know the reasons, advantages and requirements to create accessible videos for an inclusive education; highlight the importance of creating subtitles as a way to ensure the accessibility of the video content and to inform about free applications to create its. The review was done by searching databases (ERIC, SCOPUS and Scholar Google) using relevant search terms: video, subtitle, accessibility, and inclusive education; in the five last years. A large number of articles and books were obtained. According to relevance and combining the search terms, it has been considered a smaller number that could be read in full. The high presence of video in educational environments presents new challenges for an education more accessible and participative. The education right should be a right for all. In that way, is necessary to create videos with caption to help people to access and improve compression of contents, not only for people with hearing disability also may benefit other users as an audience of children, adults, etc. This paper highlight an open source software (and multiplatform) to edit text-based subtitles: Jubler; and amara.org, a community and platform for subtitling video simple and collaboratively that can build volunteer communities.

Keywords: Information and Communication, Technology, Video, Accessibility, Inclusive Education.

POST-TRAUMA INTERACTION SKILL DEVELOPMENT MODEL
FOR CHILDREN AGED 10-12

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ABSTRACT: Disasters are events which occur in a particular geographical region relatively suddenly, create collective stress, cause significant losses, disrupt the community life and go beyond the coping resources of individuals. As a result of the deaths in Soma mine in 2014, many children in the region lost their fathers and this situation created traumas in many people. With this study, it was aimed to organize a summer camp for children who were aged 10-12, lived in the disaster area and whose fathers or relatives were miners intended for an interaction based psycho-social intervention in collaboration with the Department of PCG, Faculty of Education, KOU. The main objective of the study was to develop the interaction skills of the children in the region which would contribute to their psycho-social development through the camp program. Student selection: 12 female and 20 male students participated in the camp as a result of the listing performed with the decision of the staff working in Soma District Directorate of Social Services and Soma District Directorate of National Education. The students were in the age range of 10-12. The residential camp lasted 5 days. Trauma based studies were not carried out with the students participating in the camp with priority. Expert-supported group studies were carried out when needed in the process. The day started with meeting, starting the day and warm-up activities and for the end of the day, individual and group works facilitating self-expression of students through evaluation and feedback activities were planned and implemented as semi-structured programs. In the program, the participants were allowed to determine the rules they would follow during the 5 days together in "rulemaking" and "I am a child and I have rights" activities. With this activity, it was aimed to develop the skills of the participants to make their own decisions and to take responsibility. It was determined that the group complied with the decisions taken on the first day until the end of the camp. It was aimed to develop their skills to explore their various features and to respect differences through ceramic workshops and activities to reveal their personal skills. In the ceramic workshop, each student designed his own unique material and was able to praise each other's materials. In the process of group learning accompanied by a leader, the students developed their skills to comply with the guidelines and to cooperate. Activities aimed at the self-expression skills of the children, active participation in the group and activities through meeting and orientation studies and receiving feedback about their traumatic experiences if any were planned and implemented through drama and theater activities. As it was a residential camp, the students aged 10-12 demonstrated the skills to remain separated from their families, to perform self-care skills without help, to develop problem-solving skills in the problems that arose from room sharing with different people, to be punctual and to act as a group. Meetings where group works were performed and emotion reports were received were held every day. The students were observed to make progress in expressing their emotions and thoughts during the camp. Before the implementation of the program, Social Style Inventory, Self-Esteem and Self-Efficacy Scale and Mood Scale were applied to the students to evaluate their emotional, social and self-perceptions. The results obtained from the scales are as follows; According to the data obtained from the self-esteem scale, all the participants were decisive individuals with high rates of self-esteem. Examining the self-efficacy scores, 81.8% can be said to experience very little stress while coping with change and to have a good level of self-efficacy. 18.2% were found to generally cope with changes well, but sometimes experienced stress. They can be said to be in an average level in terms of self-efficacy. 70% were found to have an extrovert social style. In the 36 different moods obtained through the mood scale, the participants marked items indicating that they felt positive emotions more intensely, but they had not felt negative emotions intensely for the last week. The qualitative data on their emotions support each other. It was concluded that the content of the camp program intended for the development of interaction process was appropriate for the age group of 10-12 and the content of the activity can be diversified and adapted to different camp programs.

Keywords: Interaction, Trauma, Psycho-social

THE SITUATION OF LIFELONG EDUCATION IN TURKEY

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ABSTRACT: The life of individual's after formal education, to acquire the knowledge and skills that our time require for the people who didn't get the formal education can be possible through non-formal education. Therefore, the importance of non formal education has begun more and more important recently. The aim of this research is to examine the condition of public education centers, to identify the problems and find solutions to them. In this research, priorily, the conditions of public education centers have been identified. Also, the structures of the courses and trainees and their distribution across the country, the courses and their features, the features of the trainers who have worked in these courses have been analyzed. Secondly; the problems of public education and the issue of how can these problems be solved emphasized.

Keywords: Non Formal Education, Public Education, Adult Education.

QUALITY LIFELONG EDUCATION: COMPUTER AND/OR A TEXTBOOK

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ABSTRACT: Today, on the threshold of the third millennium, the functioning of the education system is far from a pedagogical effectiveness. From starting principles to pedagogical implicit field, relations in the pedagogic discourse are branched, demanding and each segment of this vertical must be devoid of superficiality and improvisation. To create new models, review the research methodology, develop long-term strategies is the only way to a better future in education. The introduction of information technology enters significant changes in learning and teaching, but it should be noted that the real situation in our society will retain the textbook and its function in the educational process. However, the organization of the content in a modern textbook needs to be re-coded, since a linear presentation of the content can't lead in the direction of durable and functional knowledge. Today, a modern textbook must be structured to provide a quality link between the student and contents found on the internet or educational software. This paper observes interactive functional textbook model, that serves a purpose of permanent and applicable knowledge, while at the same time it helps achieve the teachers' role in the process of learning/teaching. Internet and educational software offer hypertextuality, which largely presents a higher quality level compared to a textbook, a printed media. However, despite all this, there's a dilemma: "computer and/or a textbook?" and the only clear point is that children should not be sole consumers of the information offered, but creative, independent, responsible, critical and self-critical, value-shaped beings.

Keywords: Lifelong Education, Quality, Interactive Functional Textbook Model, Computer.

ANTHROPOLOGICAL PERSPECTIVE ON THE HUMAN BODY: THE HUMAN BODY AS OBJECT AND SUBJECT OF HEALTH CARE

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ABSTRACT: The study presents an anthropological reflection on the human body, which repeatedly during the lifetime becomes object of healthcare. Our intention is to analyze the perception of the client's (patient's) body, its status, changes and reactions when undergoes surgery and nursing care, performed by healthcare professionals and students of medical disciplines. From an anthropological point of view it makes sense to think also to the client (patient) evaluation. The client (patient), through these performances, reflects on himself, on his body, on his feelings, and on the evaluation of health care interventions during hospitalization or outpatient treatment. The analysis of perception and experience of the client (patient), his status, his reactions, including changes on the body or in the body, in connection with the performed medical procedures - through the eyes of health professionals and the eyes of the clients themselves – is enabled by the comparative methodology, which give us the possibility to determine how these perspectives intersect and, vice versa, in what they more or less diverge. A serious anthropological approach to the human body and can help the health workers to create a platform for the achievement of a more optimal concept of bio-psycho-social approach to the client (patient), concept, that in the so called Western medicine is more needed. The text of the study thus acquires applied, praxeological dimension. Its results can be used both in medical and teaching practice, in the context to the educational system of the students of medical disciplines.

Keywords: client, patient, surgery, nursing care, health experiences

SOME CHARACTERISTICS OF TEACHERS' FROM NON-FORMAL EDUCATION PERSPECTIVE

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ABSTRACT: For the younger generation, adults are parts of life that can be reported and that, in certain situations, they can or cannot follow. Things are even more obvious when those adults are teachers recognized by a formal qualification obtained in this sense. By their work, the teachers should transmit a set of values and by their personality they should be a model for students to follow them no matter what. The first task can be achieved during compulsory school courses, while the human qualities of the teacher can be better recognized during extracurricular activities specific for non-formal education (NFE). So for example, during various trips or school camps, teacher performs multiple roles: designed to support students: submit the significance of various visited tourist attractions, supports students in passing a certain path, or to choose adequate clothing or food, plan events and organize their program, first aid in case of medical emergencies, consulting pupils in difficulty, managing conflict situations etc. These means that, in the context of non-formal education, teacher must be together, educator, parent, doctor, counselor etc., but most importantly, to be a true friend of the student. Therefore, in this article, we intend to identify those personality characteristics that can convert an effective teacher in the classroom in a manager's performance as extracurricular activities.

Keywords: Non Formal Education, Characteristics, Teacher.

SELECTED OPTIONS FOR THE ASSESSMENT OF E-ACCESSIBILITY FOR INDIVIDUALS WITH VISUAL IMPAIRMENT

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ABSTRACT: The aim of the paper is to present the selected key aspects of e-Accessibility assessment of websites for visually impaired individuals in university environment. The work determines the options for the assessment of accessibility by using the automatic on-line tools, extension agents for web browsers and manual analysis. We found out that the automatic accessibility check is not able to plausibly determine the e-Accessibility level in an electronic document. On the other hand, when combined with manual analysis both the automatic check and the extension agents in web browsers represent significant and substantial determinants. In the context of visual impairment, specific and illustrative examples from the university environment are specified in the paper.

Keywords: Assessment, Automatic Tools, e-Accessibility, Visual Impairment.

THE LIFELONG LEARNİNG OF SCİENCE

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ABSTRACT: The lifelong learning of science is actually becoming harder and harder to avoid. We can expect that there will be fewer and fewer adults who are truly uninterested in science and technology. What will happen is that people will periodically be interested and periodically uninterested. The rising impact of science and technology on life along with the constant flow of information through the media, Internet and 24 hour news cycle will make some interest in science some of time unavoidable for most people. Thus the question is not whether adults will learn science throughout life, but what they will learn. What people learn will be complicated by that fact that science is not always completely objective and unproblematic; and that the public will follow its own instincts with respect to who they trust and on what topics. The real challenge for the lifelong learning of science is learning to be a savvy consumer of scientific information and alleged scientific claims in a world awash in all sorts of information and information sources.

Keywords: Lifelong, Learning, Science