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EDUCATION AND LEADERSHIP FOR ALL

Liepāja University, Liepāja-LATVIA



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Assoc. Prof.Dr. Osman TITREK & Assoc. Prof.Dr. Linda PAVITOLA

COLLABORATION





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İÇİNDEKİLER

Sağlık Hizmetlerinde İdarenin Mali Sorumluluğu	1
A Meta-Analysis of Stress and Depression in Parents of Autistic Children	1
Data Collection Methods to Use in School Supervision and Supervision Areas.....	2
The Place and Importance of Mother’s Songs, Lullabies in Afyonkarahisar Culture.....	3
Evaluating Personal Qualifications of Teacher Candidates in Terms of Intercultural Sensitivity Levels	3
Effects of Personnel Qualification Framework on Life-Long Learning	4
The Contribution of Open and Distance Education System on Life-Long Learning Process: The Case of Anadolu University.....	4
Developing Teacher’s Business Motivation Scale: Reliability and Validity Study	5
Teacher Candidates’ Opinions about Multiculturalism and Multicultural Education	6
More Girls to Choose Engineering as a Major: Perspectives from “Honey Bees are Becoming Engineers” Project	6
The Motivations of Preservice Secondary Mathematics Teachers in the Alternative Route	7
Teacher Supervision (Teacher Supervision and Evaluation System).....	7
The Relationship between Pre-service Teachers’ Lifelong Learning Tendencies and Teaching Profession Anxiety Levels.....	8
Male Teachers’ Well-Being in the Context of Professional Identity	9
Giving Voice to the Outcomes of Our Research	9
Investigating the Attitudes and Opinions of Pupils about Effective Leadership Characteristics and School Climate	10
Pedagogical Formation Students’ Resistance Behaviors towards Teaching-Learning Processes and Their Moral Maturity	10
The Problems and Needs of Teachers Working in the Field of Special Education	11
Pedagogical Formation Students’ Perceptions about Employment and Teaching Profession	11
An Analysis of Media and Television Literacy Levels Along with the Critical Thinking Dispositions of Prospective Teachers	12
Investigating Individual Innovativeness Levels and Lifelong Learning Tendencies of Students in TMSC	13
The Tendency of Preschool Teacher’s to Lifelong Learning.....	13
Comparison of Metaphorical Perceptions of Teacher Candidates on Lifelong Learning.....	14
Analysis of the Effects of Theorem Proving with Mathematical Models on the Proving Skills of the Students Studying in the Department of Teaching Elementary Mathematics.....	14
The Influence of Social Support and Activities on Disabled Adolescent	15
Lifelong Learning Key Competence Levels of Graduate Students.....	16
The Relationship between Teachers’ Cultural Values and Their Discipline Model Preferences	16

Level of Intercultural Competence of International Students	17
Connect to Life: A Psychosocial Training for Preventing of Substance Abuse	17
Life Long Learning and Continuing Education Centers in Turkey	18
The Relationship between Prospective Teachers' Readiness and Satisfaction about Internet-Based Distance Education	18
Relationship with Perception of, Effects of, and Coping Strategies for Organizational Toxicity in Higher Education	19
The Relationship between Anxiety, Motivation, Self-Efficacy Beliefs towards English Class and Class Success.....	20
The Analysis of Written Exam Questions Based on Certain Variables	21
An Investigation on Teachers' Emotion Management Competence of School Administrators	22
The Assessment of the Effect of Culinary Students' Self-Efficacy Beliefs on the Academic Motivation.....	22
Dance Improvisation Method for Professional Development Perfection of Emerging Sports and Dance Teachers in Liepaja University.....	23
Tarih Öğretiminde Tarih Felsefesinin Rolü	24
Continuing Medical Education (CME) and Lifelong Learning (LLL): A Semantic Ontology for Two Learning Modalities.....	25
A Comparison of the Pre-Education Expectations, Perceptions Developed Through the Experience, and Motivation of the Students Taking Vocational Tourism Education	26
Constructivism and Guerilla Literacy Method in Teaching Comparative Children Literature	26
Relationship between Leadership Styles of School Principals and Whistleblowing Behaviors of Teachers	27
What Kind of Tourism Education Must Schools Offer?	27
Use of Reflective Journals in Development of Teachers' Leadership and Teaching Skills	28
The Effect of Movement Education That is Based on Teaching with Cooperation Method on The Development of Basic Motor Skills of Primary School 1st Grade Children	28
Investigating the Attitudes of the Parents of Children Aged 5-6 in the Pre-School Education Groups Who Demonstrate Sociable and Unsociable	29
The Relationship between the Children Aged Five and Six Who Have Compliant and Aggressive Behavior According to Views of Their Teachers and the Emotional Intelligence of Their Mothers.....	30
Social and Civic Benefits of Higher Education	31
Innovation Strategies and Its Effects on Competitiveness	31
Experiences of Turkish University Students on Academic Mobility: Before and After Academic Mobility Factors	32
Proposing A Primary School Principalship Model through Positive and Negative Metaphoric Perspective	33
Equity vs. Equality Debate on Public Spending for Higher Education in the United States.....	34

Applying Syundz's Philosophical Concepts to Teaching Leadership in Higher Education and Lifelong Learning.....	34
Metaphoric Perceptions of Private Schools Employee Teachers about Concepts of Supervision and Supervisor	35
Evaluation of ELT Course Books with Their Limits	35
Multilingual Parenting: Benefits and Challenges.....	36
DSDI and DSDII As A Strong Base for A Consecutive and Qualitative German Acquisition	36
Learning Multiculturalism Through Storyline Method	37
Significance of Operational Art in the Lifelong Education of Military Professionals.....	38
Prospective Teachers' Personal Characteristics to Multicultural Education	38
Learningapps.Org E-Environment As A Tool of Blended Learning Form of Education at Elementary School	39
Integrated Health-Enhancing Physical Activities for Liepaja University Students	39
Teachers' Views on Impression Management Tactics and Cyberloafing	40
The Effect of Optimism Level' on Career Decision-Making Competence and Professional Results Expect.....	41
Üniversite Öğrencilerinin Alçakgönüllülük ile Umutları Arasında Sosyal Bağlılığın Aracılık Rolünün İncelenmesi.....	42
Analysis of The Relationship Between Lifelong Learning Scores and Technology Attitude, Smart Phone Usage Frequency of Distance Education Students with Structural Equation Modeling	43
Teachers' Views on Course Supervision Competencies of Secondary School Managers	43
Analysis the Effect of Parental Characteristics on Lifelong Learning Tendencies of the Eighth Grade Students with the Simple Linear Regression	44
A New Cloud-Teaching Approach to Higher Education and Lifelong Learning: Using Classic Poetry as an Example.....	44
The Effect of the Position of Educational Organizations Within the Social Network on their Collaboration Levels	45
The Features of Female and Male School Principals in Turkey.....	45
The Predictive Power of Leadership to the Perception of School Trust	46
The Predictive Power of University Student's Learned Resourcefulnesslevel to Alienation Level	46
The Transformation of Femininity in Modernity	47
Life in a Chemically Safe Environment: The Education Aspect.....	47
Teacher Views on Organizational Deviance, Psychological Ownership and Social Innovation	48
Lifelong Learning as a Requirement, Development, Continuity and Encouragement Tool: Metaphoric Perceptions Related to Lifelong Learning.....	48
Relationship between Lifelong Learning Levels and Information Literacy Skills in Teacher Candidates	49
Lifelong Learning and The Use of Technology in Music Education.....	49

Teachers' Views on the Instructional Supervision by School Principals	50
Importance and Evaluation of Creative Ability in Design Education	51
Comparison of Interior Architecture Education Systems; Case Study Turkey and USA	52
Tekstveide Kultūras Studiju Kontekstā	53
Outdoor Sports Recreation to Improve the Well-Being of 45-55-Year-Old People	53
Instructors' Emotional Labor and Burnout	54
Adult Education Trends in the Enterprises of Latvia	54
Lifelong Learning and The Effects of Think-Aloud Protocol on Reading	55
Research on The Attitude of Lifelong Learning of The University Academic Staff Member	55
Technology Leadership of Education Administrators and Innovative Technologies in Education: A Case Study of Çorum City.....	56
The Opportunities of Teachers' Further Education Model Improvement in the Context of Inclusive Education Reform.....	57
Professional Needs As One of The Factors That Influence Quality of Work Life	58
School Museum in Forming Pupils' Understanding of the History	58
Analyzing Tutors and Learners Opinions Towards Adult Educaion in Public Education Centers: Expectations, Challenges and Solution Offers	59
Development of Music Therapists' Professional Competence in the Pedagogical Process	59
Pre-Service Science Teachers Views on Stem Materials.....	60
Teachers' Opinions About Job Satisfaction	60
Increasing the Stability of the Organization: Spreading the Fundamental Knowledge of Management	61
The Evaluation of Teachers' Perceptions About Multicultural Education in Terms of Abroad Experience Variable.....	61
Determining Science and Math Teacher Candidates' Perception of Science and Math Integration.....	62
Investigation of the Association Between Facebook Connect Strategies and Academic Procrastination Behavior of Adolescents to Ongoing Different High Schools.....	62
Determination of the Science Teacher Candidates' Cognitive Structure about Some Epidermal Structure in Plant	63
The Role of Information Technology and Knowledge Management in Higher Education.....	63
An Analysis of Students' Satisfaction Using A Multicriteria Method	64
Heart Rate Variability: Biofeedback and Controlled Breathing, Competitive and Recreation Sport Athletes.....	64
Principals' and Teachers' Practices about Parent Involvement in Schooling	65
Lifelong Military Education in the Field of Military Art	65
5-6 Yaş Çocukların Bağlanma Durumları ile Okul Uyum Düzeyleri Arasındaki İlişkinin İncelenmesi	66
Pedagogical Relationships as an Aspect of Music Teachers' Professional Competence.....	66

Investigation of The Attitudes Towards Astronomy between Teacher Candidates with Different Cognitive Styles: Alternative Course Sample.....	67
Multistructural Model of Speech and Language Development in Montessori Pedagogy	68
The Socio - Cultural, Economic and Education Problems of The Foreign Post Graduate Students Studying in Turkey.....	69
The Unity of Social Work Education and Practice: Problems and Solutions	70
Socio Pedagogical Aspect of Addiction Prevention.....	71
Teacher Capacity Building in the Context of International Partnership: Metaphors, Models and Prospects	72
Managerial Skills of English Language Teachers at Tertiary Level: A Turkish Case Study	72
Effects of Simulation Based Cooperative Learning on Physics Achievement, Attitudes, Process Skills.....	73
Subtraction Performances of Primary School Prospective Mathematics Teachers Having Different Cognitive Styles	74
Subjective Health and Life Satisfaction in Young Adults with a Physical Disability	75
Attitude of Teachers Toward Multi-Cultural Education	76
Child as a Mathematics Teacher: I'm Playing Teaching with My Family	77
The Effect of Mistake-Handling Activities in Mathematics Education: Example of Proof	77
The Effect of Mass Media on Secondary School Students' Perceptions of the Relationship between Science and Peace	78
An Analysis of Primary School Teacher Candidates' Mathematical Content Knowledge on Operations.....	78
School Leaders' Innovation Mangement and Organizational Stress: A Relational Screening Model Study.....	79
Beliefs of Prospective Mathematics Teachers about Their Preparedness for Teaching Mathematics.....	79
Sağlık Hizmetleri Meslek Yüksekokulu Öğrencilerinin Yaşam Boyu Öğrenme Düzeylerinin İncelenmesi	80
Anadolu Güzel Sanatlar Liseleri Öğrencilerinin Kariyer Gelişiminde Ailenin Etkisi Tokat Anadolu Güzel Sanatlar Lisesi Örneği.....	80
Teaching Problems of Modern Turkish as a Foreign Language to the Adult Foreigners in Abroad and Solution Suggestions	81
Teaching Processes of 'Ettirgen Anlatım' in Turkish to the Foreign Learners in the Mean of General and Comperative Linguistics.....	82
Meaningful Interaction Between Childrens and Teacher in Pre-School Education Practice	82
Akademisyenlerin Örgütsel Sinizm ve Örgütsel Bağlılık Düzeyleri	83
Didactic Potential of Cloud Technology in Creating a Unified Educational "Space" in a SLA Classroom	84
The Ecotourism Perception of Graduate and Postgraduate Tourism Students for Antalya Destination.....	84

The Teaching Resources Center: The Application of Practical Teaching Methods for Lifelong Learning	85
A New Approach for Extended Reading: A Classic Reading Program	85
Sınıf Öğretmeni Adaylarının Yapılandırmacı 5e Modeli İçinde Kullandıkları Öğretim, Ölçme-Değerlendirme Yöntem ve Teknikleri İle Çoklu Zekâ Etkinliklerinin İncelenmesi.....	86
Burnout Among Instructors	87
Sources of Stress and Methods of Coping with Stress for Teachers Working at Private Schools	87
Consumer Satisfaction Level in the Facilities Where Leisure Activities in Public Institutions	88
Diversity Leadership Skills of School Administrators: A Scale Development Study	88
The Effect of Feedback in English Language Education.....	89
Evaluation of Basketball Coaches' Charismaic Leadership Perception.....	89
Ortaokul 5. Sınıf Öğrencilerinin Matematiksel Modelleme Yeterliliklerinin İncelenmesi	90
Bir Matematiksel Modelleme Etkinliğinin Uygulanabilirlik Düzeyinin İncelenmesi: Dönme Dolap Problemi	90
Sendikal Faaliyetlerin Okullardaki Etkileri.....	91
Effects of Tourism Students' Optimist-Pessimist Features on Their Leisure Satisfactions and Interpersonal Relations	91
Attachment Need and Fear of Loneliness in Close Relationships	92
An Error in Turkish As a Foreign Language Teaching: Is it Word Teaching or Concept Teaching?	93
Müdürlerin Örtülü Liderlik Algıları ile Proaktif Kişilik Özellikleri Arasındaki İlişki.....	93
Significance of Open and Life Long Learning in India	94
Values and Future Challenges of Children's Socialization in the Family	94
Pedagogical-Psychological Regularities of Civic Education and Civic Engagement	95
The Priorities of Teachers Related to Inservice Training and Attempts of Continuous Professional Development.....	96
The Effects of Parents Training Programme to Parents' Attitudes.....	96
Role of Purposefulness in the Development Process of Personality	97
Forbidden Operations in Terms of The Board Members of The Joint-Stock Company	97
Project – Workshop in the Context of Music Teachers' Education in Latvia.....	98
Teachers' Attitudes, Beliefs and Self-Efficacy about Multicultural Education: A Scale Development.....	99
Çiftlerde Bağlanma Ölçeği'nin Türkçe'ye Uyarlama Çalışması	100
The Effect of Pre-Service Teachers' Epistemological Beliefs on Teaching Approaches.....	101
Examining the Relation Between High School Students' Cognitive Reappraisal Strategies and Satisfaction with Life and Positive Future Expectations	101
Impact of Interest-Related Education on Personality Self-Realisation	102
Effect of Creative Drama on Students' Academic Achievement: A Meta-Analysis Study.....	102

The Investigation of Distribution Due To Grade Levels and Causes of Discipline Problems Encountered in Vocational High School	103
An Observation on the Effect of Movement Training Program Based on Student-Centred Learning Methods on the Development of Basic Motor Skills of Young Learners Aged between 4-5.....	103
Examining the Relation between High School Students' Self-Respect and Career Decision Problems with Positive Future Expectations	104
Examination of the Effects of Creativity Training Program Applied to Nursery Students on Their Creative Behaviors	104
A New Model for in-Service Education in a Public Hospital: Web-Based Distance Education.....	105
Hijyen Faktörlerinin Çalışanların İşten Ayrılma Davranışlarına Etkisine Yönelik Bir Araştırma	106
The Development of a Creative Behavior Observation: The Study for Validity and Reliability	106
Violation of Privacy and Crimes about Disclosure of Private Data Contrary to Law And Media as an Example of Violation Subject.....	107
The Comparative Study of Married Couples' Marital Adjustment and Depression Levels.....	107
Muğla İlinde Aday Öğretmenlerin Danışman Öğretmenlik Uygulamasına İlişkin Görüşleri.....	108
Analyzing of Psychological Distance between Categories of Behavioral and Emotional Rating Scale-2	108
PISA 2012: Analysis of Measurement Invariance of Openness for Problem Solving Scale	109
Strategic Human Resource Management and Organizational Innovativeness in Private Schools.....	109
Analyzing Social and Urban Disintegration in School Selection Process	110
Continuing Education Center Administrators' Administrative Competence: Teachers' and Employee's Opinions	111
The Two Faces of Teacher Candidates' Portfolio Experiences: Traditional and Facebook.....	112
Community Music Therapy in the Educational Setting.....	113
A Study of E-Banking in India: With Special Reference to New Private Sector Banks	114
Milli Eğitim Şuralarında Yaşam Boyu Öğrenme, Halk Eğitimi ve Yaygın Eğitim ile İlgili Alınan Kararların Değerlendirilmesi.....	116
Öğretmenlerin Teknolojik Pedagojik Alan Bilgisi Öz Yeterliklerinin İncelenmesi.....	117
The Comparison of Senior and Hobby Education.....	118
Self-Advocates with Intellectual Disabilities in Poland and Their Way to Social Participation	118
Polish Teachers' Attitudes Toward Inclusion of Children with Special Educational Needs in Poland.....	119
Leader Children's Agricultural Camps in Turkey and Abant İzzet Baysal University Sample.....	120
Text-Formation in the Context of Cultural Studies	121
Teachers' Opinions About Workaholism and Occupational Professionalism	121
4-6 Yaş Çocukların Sözcük Dağarcıklarının Ailesel Faktörlere Göre İncelenmesi	122
Vocational Schools to View the Business Environment in Gümüşhane.....	123
The Comparison of Technological Leadership Skills of Secondary and Higher Education Directors	124

Student Perceptions on the Use of Block-Based Educational Programming Languages in Computerized Control Classes.....	124
Adult Mathematical Competence in the Context of a Sustainable Society	125
What Do Generally Teachers in Turkey Think about “Educating Teachers” for Cultural Diversity in Schools?	126
New Paradigm of Leadership in Education	127
Öğretmenlerin Örgütsel Bağlılık Davranışları ile Okul Müdürlerinin Etik Liderlik Davranışları Arasındaki İlişki.....	128
Communication Barriers that Junior and Senior ELT Students Experience in the Process of Learning a Foreign Language (Sakarya University Sample)	128
The Effects of Songs on Foreign Language Vocabulary Acquisition	129
Ahlak Eğitimi ve Öğretmenlerin Mesleki Ahlak İlkeleri	129
Analyzing Lifelong Learning Competencies of Undergraduate Students of Preschool Teaching.....	130
Religious Education – As a New Challenge of Contemporary World.....	130
Analysis of Teacher Efficacy of Pedagogical Formation Students and their Attitudes Towards Teaching Profession.....	131
Analysis of Scientific Epistemological Beliefs and Teacher Efficacy of Pedagogical Formation Students.....	131
Özür Dileme Eğilimi Ölçeği'nin Türkçe Formunun Psikometrik Özellikleri	132
2015 İnsani Gelişim Endeksinin Eğitim Açısından İncelenmesi: Kıtalar ve Türkiye Karşılaştırması	133
Assessment Practices at Schools: Experiences/Problems.....	134
Öğrencilerin Öğretmene Yönelik Tutum Ölçeğinin (ÖÖYTÖ) Geçerlik ve Güvenirlik Çalışması	135
Effect of Organizational Silence on Organizational Cynicism: An Empirical Study on Healthcare Industry	136
The Leisure Education for People with Disabilities in the People's Republic of China.....	136
Practical Ways to Making Democratic Education in the Romanian Educational System (Action Possibilities)	137
Okul Öncesi Öğretmenlerinin Yaşam Boyu Öğrenme Yeterliklerine Yönelik Algıları.....	137
Halk Eğitim Merkezi Öğrencilerinin Dijital Okuryazarlık Seviyelerinin Belirlenmesi: Düzce Örneği.....	138
New Starting Positions of Science Teachers Should Be Included in Occupational Qualifications and Quality Standards	139
Safe Use of the Internet by the Learners in Lithuania and England	139

Sağlık Hizmetlerinde İdarenin Mali Sorumluluğu

Mustafa Avcı

Anadolu University Law Faculty, Turkey

Email: mavci4@anadolu.edu.tr

Özet: 6098 sayılı Borçlar Kanunu'nun 55.maddesi; "...Her türlü idârî eylem ve işlemler ile idarenin sorumlu olduğu diğer sebeplerin yol açtığı vücut bütünlüğünün kısmen veya tamamen yitirilmesine yahut kişinin ölümüne bağlı maddî ve manevî zararların tazminine ilişkin davalara adli yargı yerlerinin bakacağını ve özel hukuk hükümlerinin uygulanacağını" düzenlemektedirler. Aynı hükmün usûl kuralı olarak düzenlenmiş bulunan 6100 sayılı Hukuk Muhakemeleri Kanunu'nun 3.maddesi Anayasa Mahkemesi tarafından iptal edilmiştir. Ancak 6098 sayılı Kanun'un 55.maddesi hükmü yerinde durmaktadır. Kanaatimizce bu hüküm de tıpkı Anayasa Mahkemesinin 6100 sayılı Kanun'un 3.maddesine ilişkin olarak vermiş olduğu iptal kararındaki gibi Anayasa'ya aykırıdır. Çünkü 6100 sayılı Kanun'un 3.maddesi ile 6098 sayılı Kanun'un 55.maddesi aynı hükmü içermektedir. Belirtmek gerekir ki, kamu tedavi kuruluşlarında çalışan doktor veya diğer sağlık görevlilerinin ifâ ettikleri sağlık hizmetleri dolayısıyla ortaya çıkan zararların tazmini ve sorumluluk esasları, kural olarak idare hukuku ve idarenin mâlî sorumluluğu esaslarına göre belirlenmektedir. 6098 sayılı Borçlar Kanunu'nun 55.maddesi, sağlık hizmetlerinin ifâsı nedeniyle bu kanun hükmünde öngörülen sonuçların gerçekleşmesi hâlinde açılacak davalara asliye hukuk mahkemelerinin bakacağı düzenlenmektedir. Anayasa'nın kamu görevlilerinin faaliyetleri nedeniyle idare için öngördüğü sorumluluğun, esas itibariyle kusur sorumluluğu olduğu görülmesine karşın, gün geçtikçe sağlık hizmetlerinden doğan sorumluluk konusunda kusursuz sorumluluk esaslarının benimsenmeye başladığı da belirtilebilir. Anayasa'ya göre, kamu görevlisi statüsündeki doktor veya diğer sağlık görevlilerinin görevlerini ifâ ederken ortaya çıkan zararların tazmininde kural olarak doğrudan doğruya idare aleyhine dava açılmalıdır, idare ise, ödediği zararın tazmini için, kast veya ağır ihmâl gibi hizmet içinde kişisel kusur sayılabilecek durumların varlığı hâlinde faaliyetle zarara sebep olan kamu görevlisine rucû etmelidir. Borçlar Kanunu'nun 55.maddesiyle, idarenin sunduğu ve bu kanun hükmünde öngörülen sonuçların gerçekleşmesine neden olan sağlık hizmetlerinde ortaya çıkan maddî ve manevî zararların tazminine ilişkin davalarda yargı yerinin belirlenmesi konusunda, kamu görevlisi statüsündeki doktor veya diğer sağlık görevlisinin kişisel kusurunun hizmet içi veya hizmet dışı olup olmasının bir öneminin kalmayacağı da görülmektedir.

Anahtar kelimeler: İdarenin Mâlî Sorumluluğu, Hizmet Kusuru, Kamu Görevlisinin Kişisel Kusuru, Kamu Tedavi Kuruluşu, Sağlık Hizmeti.

A Meta-Analysis of Stress and Depression in Parents of Autistic Children

Lecturer Abdullah Türkmen

Assist. Prof. Dr. Mahir Özkan

Faculty of Education, Recep Tayyip Erdogan University, Rize, Turkey

Email: sinerji_52@hotmail.com, mahir.ozkan@erdogan.edu.tr

Prof. Dr. Bakhtiyar Aliyev

Faculty of Social Sciences and Psychology, Baku State University, Baku, Azerbaijan

Email: aliyevba@gmail.com

Abstract: Psychoanalytic issues, in particular depression, anger, feelings of insufficiency and blame have major and minor degree on parents who possess autistic children on variety occasions. Depression is severely observed in many family members if they have autistic children. Therefore, the literature indicates that family members usually find it very difficult to deal with the stress and depression factors resulting from having an autistic child in their lives. Nevertheless, there is no a particular remedy to cover all the relevant factors. For instance, parents always feel responsible to try as many cures for their children as possible without thinking about the cost, whether it will be met by health insurances or not. In this complication, within this particular study, 20 articles on depression in parents who have autistic children were carried out and studied and three meta-analyses were obtained. In the first meta-analysis, depression in parents of autistic children was compared with those who have healthy children. In the second one, depression in the father and mother was compared. Eventually, the third meta-analysis made it compulsory to measure depression in parents who have autistic children and those who have downs syndrome children. There is a literary examination which supplied us with a history of autism, various diagnosis and behavioral qualities. The United States' and Turkey's prevalent rate of autism and the yearly expenses of these two countries were also taken into consideration. Different ways of effects of autism and dealing techniques were explained. A nominal effect size, $d+$ was calculated from group individuals and using F-value standard deviations, frequencies were calculated. Finally, borders of the current study and the inference for the future were discussed.

Keywords: Stress and Depression, Autistic Children, Parents, Psychoanalysis

Data Collection Methods to Use in School Supervision and Supervision Areas

Assoc. Prof. Dr. Süleyman Göksoy

University of Düzce, Faculty of Education, Turkey; Email: goksoys@hotmail.com

Abstract: This research aims to determine the data collection methods to use in school supervision and supervision areas. Case study method from qualitative research methods was used in the research. Data collection was carried out with interview and document examination methods. Purposeful sampling method was used in determining the working group of the research. The working group consists of 18 educators (4 school managers, 4 deputy managers, 10 teachers) who have been commissioned in Düzce Provincial Directorate for National Education. Virtual platform, document examination, observation and interview methods were constituted as data collection methods in school supervision and the following questions were posed to participants: Which areas can educational supervisors supervise using the information communication technologies (virtual platform) without coming to school? Which areas can educational supervisors supervise in schools using the documents examination? Which areas can educational supervisors supervise in schools using the observation or interview methods? The data were summarized and interpreted by descriptive analysis method according to previously determined themes. The following results were obtained in the research: Educational supervisors who are commissioned within The Ministry of National Education and are responsible for school supervision need to use the data collection methods (a) information communication technologies (virtual platform), b) documents examination, c) observation and interview methods) in a system integrity in school supervision. In this way, educational supervisors can benefit from multiple data resources through documents examination, observation and interview both in distance and in school. As a result, they can carry out their counseling, leadership, consultancy responsibilities in higher quality.

Keywords: School, Supervision, Supervision Areas

The Place and Importance of Mother's Songs, Lullabies in Afyonkarahisar Culture

Saibe Özlem Kaya

*Lecturer, Department of Preschool Teaching, Division of Elementary Teaching Faculty of Education, Turkey,
Afyon Kocatepe University, Email: saibezlem@yahoo.com*

Berna Özkut

*Lecturer, Sy, Department of Performing Arts, State Conservatory, Turkey, Afyon Kocatepe University,
Email: brn.kut@gmail.com*

Abstract: Lullabies are the products that are transferred from generation to the next in various periods of time, affecting children owing to their tunes and reflecting the culture of the community via many historical and social features such as its local elements, customs and traditions. Having existed from past to the present in almost every society in their folk culture, lullabies are one of the genres of anonymous folk literature and have been sung to children with a tune in order to put them to sleep, to them silence when they cry and to relieve them by the performing mothers. In this study, the place and the importance of the lullabies that are the women-creation in the Turkish socio-cultural life and are the remarkable treasure chest of our culture in Afyonkarahisar culture will be studied under the light of the information gathered through interviews with Afyonkarahisar local people and the literature review. This study has great importance because it is a compilation of lullabies that are sung firstly to the babies and then to the children of Afyonkarahisar city, constituting a source for future studies and shedding light to the literature. In this regard, the fundamental aim of this is to put forward the place and the importance of lullaby kinds in the cultural tradition of Afyonkarahisar, which are considered as a common cultural heritage to all people of the city.

Keywords: Afyonkarahisar, Culture, Lullaby

Evaluating Personal Qualifications of Teacher Candidates in Terms of Intercultural Sensitivity Levels

Assist. Prof. Dr. Gönül Onur Sezer

Assist. Prof. Dr. Pınar Bağçeli Kahraman

*Uludag University, Faculty of Education, Department of Elementary Education, Turkey,
Email: gonulonur@uludag.edu.tr, pinarbag@uludag.edu.tr*

Abstract: Teachers first need to participate in cultural activities and must be enthusiastic about improving themselves. It is thought that supporting personal qualifications of teacher candidates through different ways can have positive effects on intercultural sensitivity. The aim of this study is to investigate the relationship between personal qualifications of preschool and classroom teacher candidates and their intercultural sensitivities. Another aim is to determine if there is a relationship between the departments of preschool and classroom teacher candidates, their friends from different countries and their intercultural sensitivity. General screening model was used in this research, which was carried out to determine personal qualifications of preschool and classroom teachers in terms of intercultural sensitivity. The sample of the research was formed of Classroom (N=110) and Preschool (N=103) teacher candidates. A personal information form and "Intercultural Sensitivity Scale" were used in the research. The data of the scale was evaluated in terms of normality and the distribution was found normal as a result of Kolmogorov-Smirnov normality test. The distributions of personal qualifications of teachers were evaluated as frequencies and percentages and t-test was used to determine if their departments and foreign friend statuses affected their intercultural sensitivity levels. Furthermore, predictive power of articles that were used to determine the personal qualifications of teacher candidates was analyzed by simple regression analysis. According to the results of the study, it can be said that teacher candidates generally follow activities required by teaching profession that support their cultural developments. It was determined that there is a significant difference on intercultural sensitivity levels of classroom teacher candidates in favor of teacher candidates who express that they have friends from different countries. It was determined that qualifications "Reading cultural books, magazines and newspapers" and "Participating in activities to learn a foreign language" predict teacher candidates' intercultural sensitivities in a positive way.

Keywords: Intercultural Sensitivity, Personal Qualifications, Preschool and Classroom Teacher.

Effects of Personnel Qualification Framework on Life-Long Learning

Prof. Dr. Bülent Günsoy

Prof. Dr. Güler Günsoy

Anadolu University Faculty of Economics, Turkey

Email: bgunsoy@anadolu.edu.tr, gcinier@anadolu.edu.tr

Abstract: Knowledge created by mankind on earth is increasing at a remarkable speed. Due to this fact, it is impossible for people to limit their learning to some periods of life. Acquisition of knowledge and skills for people has to last lifetime in this era. Individuals' professions that are built on knowledge, skills and experiences have been the main source of their incomes. But, both types of professions and the professions themselves change and progress continuously. Acquiring a profession does not happen by completion of a education program any more. In yesterday's World of limited knowledge and professions built on that, people could keep up with their profession. On the contrary in today's World every professional needs to update and improve herself or himself. In this context, one of the people's ways of updating and improving themselves is "personnel licensing processes". Licensing and recognition of a personnel's professional knowledge, skills and experiences have been an important issue especially for developed countries since 1990s. For example, in 2008, European Qualification Framework has been approved as an advisory jurisdiction and the coordination task was given to European Commission. Efforts for creation of a national qualification framework in accordance with European Qualification Framework still continues. In this study, it is aimed to investigate the perspective of contribution of a qualification framework to life-long learning process. Within this scope, more than three hundred national professional qualifications are studied and test administration and license renewal, which are different for each qualification, are chosen to be high spots.

Keywords: Lifelong, Learning, Qualification

The Contribution of Open and Distance Education System on Life-Long Learning Process: The Case of Anadolu University

Prof. Dr. Güler Günsoy

Prof. Dr. Bülent Günsoy

Anadolu University Faculty of Economics, Turkey

Email: gcinier@anadolu.edu.tr, bgunsoy@anadolu.edu.tr

Abstract: Education is a key factor that makes people healthier, enhances income distribution, decreases poverty rates, promotes productivity by encouraging technological advance, leads up economic growth and decreases unemployment rates. The process of education had been limited to childhood and youth but today, that point of view is abandoned. Today, the concept of life-long learning shapes education policies all over the World. In terms of this, contributions of the systems of open and distance education, which have been developed rapidly in parallel with information and communication Technologies, to the mission of life-long learning is discussed in literature. The purpose of this study is to reveal at which rate Anadolu University Open and Distance Education System contributes to the life-long learning. As the indicators of that contribution, the people that are registered to secondary university, are handicapped, are either an arrestee or an detainee and are old were analyzed. The results are in line with the hypothesis of Anadolu University Open and Distance Education System contributes to life-long learning target largely.

Keywords: Lifelong, Distance, Education

Developing Teacher's Business Motivation Scale: Reliability and Validity Study

Assoc. Prof.Dr. Abdurrahman İlğan

Düzce University, Turkey, Email: abdurrahmanilgan@gmail.com

Erdal Yılmaz

Zonguldak Alaplı Kasımlı Middle School, Turkey, Email: fatiherdalyilmz@gmail.com

Abstract: This research aimed to develop a valid and reliable measurement instrument that is designed to measure Teachers' Business Motivation Scale (TBMS) related to administrative behaviors in schools based on literature, expert and practitioner teachers' knowledge. The target population of the study (N=600) included primary and secondary public school teachers working in Zonguldak province, Turkey, during 2016 spring semester. Participating teachers were selected using cluster sampling. The lists of schools and school districts were obtained from the provincial offices of education. Upon formal permission of provincial offices of education, the surveys were administered in 50 schools. In total, 600 paper surveys were administered in a Zonguldak province; to ensure desired sample size, the number of distributed surveys was higher than the targeted sample size. Data collection is under process. These steps were followed to create the pool of items in TBMS: First, 20 teachers who volunteered in this study were lectured about what motivation related to principal behaviors is and what elements teacher motivation in school consists of. Second, the same participant teachers were asked to describe the factors that increase or decrease their motivation in schools. Improved by the help of literature review and opinions of experts on scale instruments items made up the 51 items of the instruments. Instrument is 5-point Likert type, and asks participants' level of agreement to the statements (indicators) regarding teachers' administrative business motivation scale. Choices of the measurement instrument: Strongly disagree, disagree, undecided, agree, and strongly agree meaning that a high score obtained from the instrument represents high teacher motivation whereas a low score represents low teacher business motivation. Exploratory Factor Analyses (EFA) will be run initially then Confirmatory Factor Analyses (CFA). There are two main categories of factor analysis: (a) exploratory and (b) confirmatory. EFA assesses the construct validity during the initial development of an instrument. After developing an initial set of items, researchers apply EFA to examine the underlying dimensionality of the item set. Thus, they can group a large item set into meaningful subsets that measure different factors. The primary reason for using EFA is that it allows items to be related to any of the factors underlying examinee responses. KMO and Barlett's tests will be used to verify the data's appropriateness for EFA and whether the data were sufficient. Factor loading above .40 items and Eigen value above 1 and more factors will be retain. Principal component analyses will be use as a kind of EFA. Cronbach Alpha coefficient will be calculated as internal consistency reliability value.

Keywords: Teacher Motivation, Business Motivation, Administrative Behaviours

Teacher Candidates' Opinions about Multiculturalism and Multicultural Education

Assist. Prof. Dr. Pınar Bağçeli Kahraman

Assist. Prof. Dr. Gönül Onur Sezer

Assist. Prof. Dr., Uludag University, Faculty of Education, Department of Preschool Education, Turkey,

Email:pinarbag@uludag.edu.tr, gonulonur@uludag.edu.tr

Abstract: Teachers, who raise future generations, are expected to indigenize certain themes such as social justice, critical thinking, reducing prejudices, fighting against discrimination, strengthening intercultural diversity, human rights, democracy and equality of opportunities. This research is about knowledge levels of preschool and classroom teacher candidates about multiculturalism and multicultural education and it asks them whether they would practice multicultural education or not. Survey Method was used in this reseach. The sample of the research was formed through random sampling. The sample of the research was formed of Classroom (N=113) and Preschool (N=106) teacher candidates. The data of the research was collected through a questionnaire that is formed of three open-ended questions to determine the opinions of teacher candidates about multiculturalism and multicultural education. The related body of literature was scanned and open-ended questions were formed within the scope of research objectives. Three expert opinions were taken to validate the questionnaire and it took its final shape in accordance with these expert opinions. There are questions in the questionnaire to determine the opinions of teacher candidates about multiculturalism, multicultural education and their capacities to practice this multicultural education. The data was analyzed through descriptive analysis method. The descriptive analysis was implemented in four stages. In the first stage, the data was read by researchers and draft codes were built. Draft codes were combined and themes were created in the second stage. Then themes and codes were reorganized in order to make them easier for readers to understand. In the last stage, findings obtained were presented in tables as frequencies and percentages. In order to increase the internal reliability of the research data, the data was recoded individually by two researchers and then two researchers came together to examine the consistency between analyses. General agreement coefficient between researchers was determined to be .78. When the answers of teacher candidates to the question “Define multiculturalism concept?” were examined, it was seen that opinions fell under two different themes; in terms of individuals and Society. It was determined that classroom and preschool teacher candidates define multiculturalism as to know about different cultures in terms of individuals and various cultures living together in terms of society. When the answers of teacher candidates to the question “What does multiculturalism mean to you?” were examined, it was seen that opinions fell under two different themes; in terms of education and in terms of Teacher/Student. Classroom and preschool teacher candidates define multicultural education as an education with various cultural values.

Keywords: Multiculturalism, Multicultural Education, Preschool, Classroom Teacher.

More Girls to Choose Engineering as a Major: Perspectives from “Honey Bees are Becoming Engineers” Project

Ezgi Pehlivanlı Kadayıfci

PhD, Res. Assist., Middle East Technical University,.

esgi.pehlivanli@gmail.com

Esra Gedik

Assist. Prof. Dr. Bozok University, Department of Sociology

esragedik.34@gmail.com

Abstract: The situation of women in fields related to natural sciences, technology, engineering and mathematics (STEM) is one of the significant research topics of the 2000s. The main argument behind this agenda is that some professions traditionally considered to be suitable for women and some for men, due to gender stereotypes. It is also argued that provided the necessary social and economic conditions, women can accomplish as well as men do in mentioned fields. Engineering is one of these professions which is traditionally attributed to men. On the basis of these, the purpose of this study is to determine the factors that influence the choices of female students in high school as they choose engineering as a profession. The data set of this research is collected through a series of high school visits within the course of a project called Honey Bees are Becoming Engineers. We conducted surveys with 420 tenth grade female students in six high schools from selected cities of Turkey. As a result, we argue that female students do not choose to study engineering because of gendered prejudices and gendered stereotypes regarding engineering education and when their perspective change with a positive encouragement, they might consider choosing engineering as a profession.

Keywords: Engineering, gender stereotypes, female students, high schools, Turkey.

The Motivations of Preservice Secondary Mathematics Teachers in the Alternative Route

Serhat Aydın

Karamanoğlu Mehmetbey University, Turkey, Email: acserhat@msn.com

Abstract: This study aims at portraying the “Motivations to Chose a Teaching Profession” of preservice secondary mathematics teachers in the alternative route to teacher education in Turkey. The two main components of motivation reported in motivation research are 1. intrinsic and 2. extrinsic. These two components could also be divided in further subgroups. For the sake of clarity though, here it could be safely argued that the stronger the intrinsic motives are, the healthier, easier and longer the continuous professional development of prospective teachers would become which could also be termed as Lifelong Learning (LLL). Motivation to chose a teaching profession engenders several intrinsic causes such as getting good with kids to extrinsic ones such as the attractiveness of teacher salaries. The secondary subject(maths in our case) teachers are prepared in 4 year undergraduate degree teacher education programs in Turkey. The one and only alternative route to this standart is 2 terms, concentrated program which is also called as “teacher formation”. In this study the “Motivations to Chose a Teaching Profession” of preservice secondary mathematics teachers in the alternative route to teacher education in Turkey are identified and compared to those of preservice teachers in other countries participated in Teacher Education and Development in Mathematics (TEDS-M) which was conducted in 17 countries in 2008. For this aim, the “Motivations to Be a Teacher” scale of TEDS-M study was adapted into Turkish by the author and its validity and reliability for preservice secondary mathematics teachers in Turkey was proven. National and international comparisons were made using latent class analysis in Latent Gold software. In consequence, the comparative position of the alternative route in Turkey in terms of preservice secondary mathematics teachers’ motivations was described in an international context. It was shown that, although female, younger and more-experienced preservice mathematics teachers can’t be always associated with intrinsic or extrinsic motivations, they can be argued to be associated with motivation profiles resulting in lower MPCK levels. Moreover, no single optimal profile could be shown in this study. However, it was shown that different motivation profiles may perform best in different cultures.

Keywords: Pre-service, Teacher Education, Secondary Mathematics, Motivation, Beliefs

Teacher Supervision (Teacher Supervision and Evaluation System)

Assoc. Prof.Dr. Süleyman Göksoy

Assoc. Prof. Dr. University of Düzce, Faculty of Education, Educational Sciences, Educational Administration and Supervision 81600, Düzce, Turkey, Email: goksoys@hotmail.com

Abstract: Supervision in educational system is a tool that enables the educational system to give qualitative products by developing the teaching-learning process, rather than the act of detecting and reporting a situation. The aim of contemporary educational supervision is to take necessary precautions for the evaluation of the process embracing the all items that affect the teaching-learning process. The current research aims to develop the supervision of teachers and to improve the quality of the teaching-learning process by synthesizing the opinions, suggestions, applications of educators and their academic works. In this way, developing a teacher supervision evaluation model and implementing it to the educational system are determined. In this research, case study method from qualitative research methods will be used. Case study method mostly has the features of qualitative research methods, therefore it provides thoroughly analysis of the subject. Posing the questions of “what, how, why” while studying a variety of educational subjects is a frequently used method. The following questions will be studied in the frame of ‘five n and one h’ concerning the general aim of the research; why it should be done, how it should be done, when it should be done, where it should be done, what should be regarded and to what extend they should be sone, who should do it. The following steps will be followed in creating an effective teacher supervision and evaluation structure: Educators and educational managers will be interviewed. The data will be organized after analyzing the literature and legislations. The model of teacher supervision and evaluation will be formed. After teacher supervision and evaluation model will be created and reported. Scientific publications (notice and article) including the analysis of the qualitative data will be done.

Keywords: Teacher, School, Supervision, Evaluation

**The Relationship between Pre-service Teachers'
Lifelong Learning Tendencies and Teaching Profession Anxiety Levels**

Prof. Dr. Raşit Özen

Assist. Prof. Dr. Duygu Saniye Öztürk

Abant İzzet Baysal University, Faculty of Education, Department of Educational Sciences, Bolu, Turkey

Email: rasitozen@yahoo.com, ozturk_d@ibu.edu.tr

Abstract: This study aims to examine the relationship between pre-service teachers' lifelong learning tendencies (LLT) and their teaching profession anxiety (TPA) levels with respect to certain variables (their gender and subject-areas). The fourth year pre-service teachers (n= 455) in the spring semester of the 2015 -2016 academic year at Abant İzzet Baysal University, Bolu-Turkey formed the study group, and the present study was designed as a survey study. In the study, in order to collect the quantitative data, two data collection instruments were used. The first data collection instrument is Lifelong Learning Tendencies Scale (LLTS) and the second is the Teacher Candidate Anxiety Scale (TCAS). Lifelong Learning Tendencies Scale (LLTS) was prepared and developed by Coşkun (2009) and Teacher Candidate Anxiety Scale was developed by Saban, Korkmaz and Akbaşlı (2004) which was adopted from Borich (1996) into Turkish by the researchers. The data were analyzed using the SPSS for Windows 20 Program and for the analysis of the data, the mean and standard deviation scores were calculated, an independent samples t-test and One-Way ANOVA were used and the Pearson Product-Moment Correlation Coefficient scores were calculated. The following questions were answered in the study, as: 1.What are the lifelong learning tendency levels of pre-service teachers?2.What are the teaching profession anxiety levels of preservice teachers? 3.Do pre-service teachers' lifelong learning tendencies significantly relate to their teaching profession anxiety perceptions? 4.Do pre-service teachers' lifelong learning tendencies and teaching profession anxiety perceptions significantly differ as to their gender? 5.Do pre-service teachers' lifelong learning tendencies and teaching profession anxiety perceptions significantly differ as to their subject area? The findings of the study indicated a significant, positive and low level of relationship between preservice teachers' lifelong learning tendencies and teaching profession anxiety levels.The results revealed a significant gender difference in favor of male pre-service teachers when LLT of preservice teachers is concerned while significant gender difference was found in favor of in favor of female pre-service teachers when their perceptions about their teaching profession anxieties levels are concerned. Additionally, when preservice teachers' subject – areas are focus of attention, significant differences were observed in favor of the perceptions of science teaching preservice teachers when their perceptions about their lifelong learning tendencies and teaching profession anxieties are focus of attention. In conclusion, it can be said that preservice teachers believe that they have to develop themselves professionally and individually even though they are equipped with the necessary knowledge, skills and competencies required in their subject – areas during their education period at the education faculties, they realize what they learn during their education period is not enough to a certain extent and this can create an anxiety related to their professions to a certain degree. Based on these, the followings can be recommended: 1. Teacher education programs need to be revised in accordance with the changes and developments in the world in order to increase the LLT and decrease the TPA levels of preservice teachers. 2. Longitudinal studies need to be made in order to examine the changes (if there are any) LLT and TPA levels of preservice teachers in a detailed way.

Keywords: Lifelong Education, Teaching Profession Anxiety, Teacher Candidates

Male Teachers' Well-Being in the Context of Professional Identity

Ilze Mikelsons

Liepaja University, Latvia, Email: ilze.mikelsons@liepu.lv,

Indra Odina

University of Latvia, Latvia, Email: indra.odina@lu.lv

Abstract: The outgoing point of the study is the findings of previously carried out research on future teachers' reflection to understand their professional identity. One of master students evaluating his professional identity described uneasiness in finding identity in feminine teachers' community and mentioned it as one of the causes the men were looking for another professional affiliation. The phenomenological research was carried out to explore the male teachers' well-being in the context of teacher's professional identity. The data were collected by in-depth interviews and narratives. Stratified random sampling – homogenous group: males and teachers – had been used. The probability sample according to convenience included eight male teachers. All of them had obtained a master's degree in education and were teaching, two of them were studying in doctoral programmes of pedagogy. The data of 38 pages of narrative essays and 55 pages of in-depth interview transcripts had been categorized according to 6 positive psychological well-being factors: self-acceptance, positive relations, environmental mastery, personal growth, autonomy, purpose in life (Ryff and Keyes, 1995). It had been concluded that male teachers' positive psychological well-being correlated with positive attitude towards themselves and their past, the sense that life was purposeful and meaningful and the sense of personal growth and self-realization, but they struggled with organizing their everyday life. The data revealed a weak ability to follow their inner voice and form quality relationships with others. The following characteristic features of male teachers-respondents' well-being were outlined: directness, subjective challenges, discipline and order, authority, sense of belonging and sensitiveness towards the expectations of the society. The research helped to get a deeper understanding of the concept of well-being, collect unique data that would possibly encourage other individuals to realize their well-being potential, as well as future studies in this field.

Keywords: Male Teachers' Well-Being, Professional Identity, Education

Giving Voice to the Outcomes of Our Research

Linda Pavitola

Dina Bethere

Lasma Latsone

Liepaja University, Latvia, Email: linda.pavitola@liepu.lv, dina.bethere@liepu.lv, lasma.latsone@liepu.lv

Abstract: The authors of the article share the belief that research is an important, valuable and virtuous activity, needed both for researchers themselves and for larger communities, since the outcomes of the research can contribute to extending the theoretical and practical knowledge for improving the process of teaching and learning and the development of teacher education programmes, as well as perfect researchers' own professional competence. In this article, the authors will communicate their understanding about the research process itself and its outcomes, in order to evaluate their significance at both personal and professional levels, as well as gather the reflections and perspectives of early career researchers - Master's level students - about how to reach the outcomes of research and implement them into educational practice. The goal of the study is to explore the aspects of new researchers' professional competence and its significance in the existing practice of educational research, thus promoting a research culture that values good research principles and discovers new perspectives for the implementation of research outcomes. The following research question has been put forward: what kind of support is needed to the new researchers to face the challenges of research processes and implement the outcomes in educational practice. A qualitative case research methodology, based on a social constructivist paradigm and hermeneutic interpretive phenomenology approach, is used to address the topic. The research sample represents 45 new researchers from Liepaja University - selected by using purposeful random sampling strategy, and a survey data collection technique with open-ended questions is used. An interpretive and critical approach to the data analysis has been applied and good practice examples derived from the analysis of the survey, thus encouraging researchers to reflect on the features of their professional competence and existing experience and consider how it can be relevant to others. The findings have helped the authors of this study to identify the possible profile of new researchers pointing to the main challenges that teacher educators face, and enhance appropriate support to new researchers, in order to help them to be successful on a personal and institutional level, as well as to move towards the national and global level. These issues reflect on existing situation in the field of education and present the authors' vision of potential meaningful strategies in this context.

Keywords: New Researchers' Profile, Research Competence, Research Outcomes, Teacher Education

Investigating the Attitudes and Opinions of Pupils about Effective Leadership Characteristics and School Climate

Ayşegül Kadı

Res. Asst., Hakkari University, Faculty of Education, Educational Sciences Department

Email: aysegulkadi.33@gmail.com

Abstract: The purpose of this study is to examine the attitudes and opinions of pupils about effective leadership characteristics and school climate. The sample of the study is determined by convenience sampling method and quantitative part of the research was conducted with 363 pupils and qualitative part of the research was conducted with 34 pupils. Research design is determined as mixed method. Semi-structured interviews and “Scale Of Effective Leadership Characteristics and School Climate Scale” were used to collect data. According to the findings: attitudes of pupils about effective leadership and school climate differ according to gender and class but they don't differ according to education level of mother and father. There is not a significant relationship between attitudes of pupils about effective leadership and school climate. 13 categories were found for opinions of pupils about effective leadership behaviors of their teachers in content analysis. Most repetitive category is being tolerant. The least repetitive categories were being excited, being friendly, being calm and being sincere. 8 categories were found for opinions of pupils about elements that effective leadership characteristics of their teachers affect in content analysis. Most repetitive category is success. The least repetitive categories were gaining control in the classroom, process of course and participation in course. 9 categories were found for opinions of pupils about school climate in content analysis. Most repetitive category is school atmosphere. The least repetitive category was success. 8 categories were found for opinions of pupils about elements that affect school climate in content analysis. Most repetitive category is behaviors. The least repetitive categories were parents, family atmosphere and expressions of teachers. Pupils opinions differ according to gender, class, education level of mother and father.

Keywords: Pupil, Leadership, Climate

Pedagogical Formation Students' Resistance Behaviors towards Teaching-Learning Processes and Their Moral Maturity

Prof. Dr. Türkan Argon

Abant İzzet Baysal University, Education Faculty, Turkey, Email: turkanargon@hotmail.com

Arş. Gör. Gözde Sezen-Gültekin

Sakarya University, Education Faculty, Turkey, Email: gzdsezen@gmail.com

Abstract: Moral maturity, defined as the competence in moral emotions, thoughts, judgments, attitudes and behaviors, is one of the most important qualities that the would-be teachers at Faculties of Education must possess. Teachers with moral maturity will train students with the qualities of reliability, responsibility, fairness, objectivity, consistency and legitimacy. Creation of positive classroom environments is crucial in the teaching-learning process to ensure that students achieve moral maturity. Although this process is mostly related to teacher competence, it is also affected by student behaviors because resistance behaviours towards the process may cause failure, negatively affect the quality of education and make teachers' tasks more difficult. This study set out to identify the relationship between pedagogical formation students' moral maturity and their views on resistance behaviors towards the teaching-learning process. The study utilized relational screening model. Universe of the study was composed of 650 students attending the formation program at Abant İzzet Baysal University in 2015-2016 academic year. The Scale of Moral Maturity and Resistance Scale for Education Faculty Students were used in the study as data collection tools. Means, standard deviation and correlation analyses were undertaken during data analysis. According to research results, in terms of the teaching-learning process, students agreed with resistance behaviors in class in general and in terms of the sub dimensions, students expressed they never displayed resistance behaviors in class, they were ambivalent about their personal and professional ideas about the instructors and relationships with friends and they didn't agree with future benefits of education. Students mainly selected the option of “rarely” in the moral maturity scale. A negative and low level significant relationship was found between students' moral maturity levels and their resistance behaviors towards the teaching-learning process.

Keywords: Moral Maturity, Resistance Behaviour, Teaching-Learning Process, Pedagogical Formation Student

The Problems and Needs of Teachers Working in the Field of Special Education

Prof. Dr. Songül Tümkaya

Çukurova Üniversitesi, Turkey, Email:stumkaya@cu.edu.tr

Abstract: Solutions of the problems which special education teachers face increase the qualifications of them. The aim of this study was to determine their views on their needs of the problems of the teachers working in special education. The research method which was used in this study is qualitative research. This research was conducted with 10 volunteers who served in Adana as a special education teacher joined in the fall semester of 2015- 2016 academic year. Within the scope of this study it has been interviewed with ten teachers graduated from different branches such as special education teaching, preschool teaching, primary teaching and some others. The research data were collected through semi-structured interviews. Interviews were conducted in schools, in which those teachers are working. The data collected through semi-structured interviews were analyzed with descriptive analysis technique. Individualized Education Program (IEP), teaching, evaluation, behavior management, family involvement, teacher efficacy and opinions of the teachers on effective teaching. According to the findings from the research of the teachers who participated in the study have problems such as individualized education program development, teaching presentation, teaching materials, teaching-assessment, behavioural therapy, family involvement, and qualifying in special education area and they make suggestions to them, but they have concluded their need such as professional support to the extremely demanding requirements for this solution. They stated a great deal of problems existing and indicated that even they can generate solutions to only a few of these problems with individual and institutional efforts, they can't deal with other problems because of they are being overcome just by higher authorities. All findings are discussed in accordance with the literature within the scope of presenting effective special education and qualified special education teachers.

Keywords: Teacher Education, Teacher Qualifying, Special Education, Special Education Teacher.

Pedagogical Formation Students' Perceptions about Employment and Teaching Profession

Assoc. Dr. Şenay Sezgin Nartgün

*Abant İzzet Baysal University, Faculty of Education, Department of Educational Sciences, Bolu, Turkey,
Email: szbn@yahoo.com*

Abstract: In this study aimed to identify the reasons why Science-Literature Faculty students enrolled in pedagogical formation programs and to determine their views related to their employment options. The study undertaken with qualitative method included focus group interviews with students of pedagogical formation. The research was implemented on a study group of 11 students who were enrolled in Abant İzzet Baysal University pedagogical formation program. The graduate students were selected with maximum variation sampling method. The results obtained from the study that aimed to identify the reasons why Science-Literature Faculty students enrolled in graduate programs without thesis chose the program and to determine their views related to their employment options are as follows. The biggest concern for the students enrolled in Science-Literature Faculty graduate programs without thesis is related to the restrictions in employment options and the fact that they are not employed. When they are employed, they do secondary tasks other than tasks related to their expertise. They stress the fact that the reason they continue the graduate programs without thesis are related to these factors. The fact that titles students receive upon graduation showing their expertise in the field of study do not mean anything in the labor market and the fact that students are unemployed after graduation due to lack of employment opportunities cause psychological problems as stated by the participants. Students regard the possibility of being teachers as positive since they are concerned about not being able to find employment elsewhere. Students who complete secondary education should take an entrance exam in order to attend university. Although the name of the exam has been changed from time to time, it was called Student Selection Examination (SSE) at the time when the students participating in the study took the exam. The participants said that they had to attend faculties of science and education since the score they received from the university entrance exam was not sufficient to attend the university of their choice, they were not guided correctly by counselors during the phase of selection, the scores that year changed according to type of high school the students graduated from and they had to make other choices depending on this differentiation in scores based on high school type. The right to become teachers which is a right given to faculties of science and literature from time to time naturally affects the student expectations. Participants stated that they attended the graduate program without thesis since they were not employed elsewhere and they could only find employment in private teaching institutions which is not a job that can be continued until retirement. Some of the participants mentioned that they actually did not want to teach but had no alternative since they could not find other jobs.

Keywords: Employment, Secondary Education Graduate Program, Teacher, Teaching Profession

An Analysis of Media and Television Literacy Levels Along with the Critical Thinking Dispositions of Prospective Teachers

Birsel Aybek

Assist. Prof. Dr., Çukurova University, Educational Sciences Department, Turkey; Email: baybek@cu.edu.tr

Abstract: The aim of the present study is to analyze media and television literacy level and critical thinking dispositions of prospective teachers from different majors studying teacher training course in terms of several variables. In accordance with the main objective the following questions are presented:

1. How is the distribution of media and television literacy level scores of prospective teachers?
2. How is the distribution of the critical disposition levels of prospective teachers?
3. Do media and television literacy levels and critical thinking disposition levels differ depending upon gender and majors?
4. Do media and television literacy levels and critical thinking disposition levels differ depending upon mother and father education?
5. Do media and television literacy levels and critical thinking disposition levels differ depending upon family structure?
6. Do media and television literacy levels and critical thinking disposition levels differ depending upon the activities they enjoy?

Descriptive model were used in research. The sample of the research is consisted of 166 prospective teachers studying teacher training course at one of the state universities in Turkey. Three data collection tools were used in the study. These are; "Personal Information Form" developed by the researcher, "The California Critical Thinking Disposition Inventory" adapted by Kokdemir (2003) and "Media and Television Literacy Level Scale" developed by Korkmaz and Yesil (2011). "Personal Information Form" was developed by the researcher with the aim of achieving some personal information about prospective teachers. The research data were analyzed through using the statistical package program. Descriptive statistics and MANOVA were used in the data analysis of the research. In the current study, it was found that critical thinking dispositions of prospective teachers along with media and television literacy differ significantly depending on the variables of gender and majors while it does not vary significantly depending on parental education, the majors they graduated, general structure of family, and the activities they enjoy as well as individual specifications. Given the low critical thinking disposition scores of the prospective teachers, it should be emphasized that higher education curricula be prepared for developing critical thinking skills; moreover, various measures should be taken with the aim of having the appropriate equipment and psychological environment to develop these skills. In our country, critical thinking skills have become one of the most significant common skills to be acquired by students at all educational levels in schools in parallel with modern education. However, teachers in all branches primarily need to have these skills so as to have students acquire them. In this regard, prospective teachers need to be trained for this purpose at higher education.

Keywords: Prospective Teachers, Thinking, Critical Thinking, Media and Television Literacy

Investigating Individual Innovativeness Levels and Lifelong Learning Tendencies of Students in TMSC

Dr. Alper Akdeniz

Yıldırım Beyazıt University, Turkey, Email: yorgobacanos@gmail.com

Ayşegül Kadı

Ege University, Turkey, Email: aysegulkadi.33@gmail.com

Abstract: The objective of this study is to investigate the attitudes and opinions of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies. Do the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies differ according to gender?: Do the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies differ according to age? Do the attitudes of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies differ according to class? What are the opinions of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies? Is there a significant relationship between attitudes of students about individual innovativeness levels and lifelong learning tendencies? Mixed method is preferred in this research. Survey method will be used while investigating the of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies and phenomenological method will be used while investigating the opinions of students in Turkish Music State Conservatories about their individual innovativeness levels and lifelong learning tendencies. The population consists of students in Turkish Music State Conservatories in Ankara. The sample of the study is determined by convenience method. In order to measure the attitudes of students about their musical talent and lifelong learning tendencies, semi-structured interview form and “Lifelong Learning Tendency Scale and Individual Innovativeness Scale” will be applied. *Data analysis:* Content analysis will be preferred for analysis of qualitative data and hypothesis tests will be preferred for analysis of quantitative data. Results about each problem will be written in this section. Results about each problem will be supported with interpretations and literature. Suggestions will be written according to findings.

Keywords: Individual Innovativeness, Lifelong Learning, Conservatories

The Tendency of Preschool Teacher's to Lifelong Learning

Suzan Cömert Özata

Sare Ergün

Sakarya University, Turkey, Email: scomert@sakarya.edu.tr, sergun@sakarya.edu.tr

Abstract: Hızla değişen, gelişen dünyanın, bilgi toplumunun aktörleri olan bireyler değişime uyum sağlamak ve yaşamlarını daha iyi kontrol etmek amacıyla kendilerini geliştirmek durumundadırlar. Yaşam boyu öğrenme en genel anlamıyla, bireyin yeniliklere uyum sağlama ve kendini geliştirme amacıyla yaşamı boyunca gerçekleştirdiği etkinliklerin tümüdür. Kişisel, toplumsal, sosyal ve istihdam ile ilişkili bir yaklaşımla bireyin bilgi, beceri, ilgi ve yeterliklerini geliştirmek amacıyla yaşamı boyunca katıldığı her türlü öğrenme etkinliklerini kapsar. Hızla gelişen günümüz koşulları birçok meslekte olduğu gibi öğretmenlerin de çağa ayak uydurmalarını ve kendilerini geliştiren bireyler olmalarını gerektirmektedir. Okul öncesi öğretmeni kendisini geliştirmeye ve bilgisini arttırmaya istekli olmalıdır. Böylelikle hem kendi, hem rol model olduğu çocuklar üzerinde katma değer oluşturabilir. Yaşamın sihirli yılları olarak adlandırılan okul öncesi dönemdir. Bu dönemde çocukların özel alıcı dönemleri bulunur. Çocuklar sadece yönergeler ile kendilerine öğretilmeye çalışılanları değil, çevresinde gördüklerini de öğrenirler. Çocuğun eğitimi, pek çok seçeneğin yanısıra öğretmen tutumlarından da etkilenir. Okul öncesi öğretmeni üniversite eğitimi sırasında aldığı bilgilerle yetinmeyip devamlı araştıran, okuyan, öğrenen, mesleki ve kişisel anlamda kendini geliştiren birey olmalıdır. Bu araştırmanın amacı, okul öncesi öğretmenlerinin yaşam boyu öğrenme eğilimlerini çeşitli değişkenler açısından belirlemektir. Tarama modelindeki araştırmanın örneklemini 2015-2016 öğretim yılında Sakarya ilinde görev yapan (n: 123) okul öncesi öğretmeni oluşturmaktadır. Araştırmanın verileri "Yaşam Boyu Öğrenme Eğilimleri Ölçeği"nden elde edilmiştir. Ölçeğin "öğrenmeye isteklilik" ve "gelişime açıklık" olmak üzere iki alt boyutu bulunmaktadır. Ölçeğin Cronbach Alpha iç tutarlılık katsayısı (0.86)'dır. 5'li likert dereceleme ölçeği SPSS paket programı kullanılarak analiz edilmiştir. Araştırmada elde edilen bulgulara göre okul öncesi öğretmenlerinin yaş, hizmet süresi, çalıştığı kurum, medeni durumu göre yaşam boyu öğrenme eğilimleri ve alt boyutlarında anlamlı bir fark bulunamamıştır. Öğretmenlerin mezun olduğu okullara göre ise YBÖ alt boyutu olan öğrenmeye isteklilikte lisans ve lisansüstü mezunu olan öğretmenlerin lehine anlamlı fark bulunmuştur.

Keywords: Preschool Teacher, Lifelong Learning, Education

Comparison of Metaphorical Perceptions of Teacher Candidates on Lifelong Learning

Gülenaz Selçuk

Celal Bayar University Faculty of Education, Manisa, Turkey, gselcuk@hotmail.com

Altan Çakmak

Celal Bayar University Faculty of Education, Manisa, Turkey, altancakmak5@gmail.com

Ayşe Okur

Celal Bayar University Faculty of Education, Manisa, ayseokur@windowslive.com

Assoc. Prof. Dr. Nurhayat Çelebi

Karabuk University Faculty of Letter Department of Educational Sciences, Turkey, nurcelebi@marmara.edu.tr

Abstract: The aim of this study is to examine and compare metaphorical perceptions of teacher candidates. The sample of the study consists of teacher candidates with an education in Science and Turkish Language Teaching departments in the Faculty of Education, Celal Bayar University in the 2014-2015 academic year. While 206 teacher candidates studies at Turkish Language Teaching Department, there are 323 teacher candidates in Science Teaching Department. The study will be based on qualitative research approach. Research design is determined as phenomenological research. In order to investigate metaphorical perceptions of teacher candidates on lifelong learning, semi-structured interviews will be used. They will be asked to complete the statement that “The Lifelong Learning is like..... . Because..... ”. Data obtained from perceptions of teacher candidates in the analysis will be used for content analysis. The data gathered by interview forms will be listed and the related categories will be determined. The answers of the teacher candidates will be interpreted firstly in their own groups. Then, the data of Turkish Language Teacher candidates and the data of Science Teacher candidates will be compared. The similarities and difference between their perceptions will be revealed. Results about each problem will be supported with the interpretations and literature. Conclusions and recommendations will be written according to the findings.

Keywords: Lifelong Education, Metaphorical Perception, Pre-Service Teachers, Skills

Analysis of the Effects of Theorem Proving with Mathematical Models on the Proving Skills of the Students Studying in the Department of Teaching Elementary Mathematics

Alper Çiltaş

Atatürk University, Turkey, Email: alperciltas@atauni.edu.tr

Kübra Yılmaz

Ministry of Education, Turkey, Email: kubrayilmaz_yilmaz@hotmail.com

Abstract: In the present study, we aimed to analyse the effects of theorem proving with mathematical models on the proving ability of the students. In this regard, a study was conducted with 45 second-grade students currently studying in the Department of Teaching Elementary Mathematics during 2014-2015 academic year. Case study method was used in the study. Research data was collected via Mathematical Skill Test. In the data analysis, percentage and frequency tables and descriptive analyses were employed. As a result of the data analysis, it was seen that students did not know and were not able to prove in the pre-test. However, in the final test, it was observed that students were able to prove the theorems based on the mathematical models more easily, and they also improved their proving skills. In this study, case study method has been applied. McMillan (2000) defines case studies a method in which one or more cases, environments, programmes, social groups or other interconnected systems are analysed in depth. In one-group pre-test and final test model, an independent variable is applied to a group and measurements are taken before and after the application. 45 second-grade students from Atatürk University Kazım Karabekir Faculty of Education Department of Teaching Elementary Mathematics in 2014-2015 academic year constitute the research group. This test has been applied as pre-test and final test in order to analyse the effects of theorem proving with mathematical models on students' proving skills. Answers of the students have been classified into five categories as "empty", "false", "partially correct", "partially false" and "correct" via descriptive analysis and percentage and frequency has been applied in the analysis. When the proofs of the three theorem were considered in general, it was observed that students could not prove the theorems in the pre-test and many of them did not even want to try to prove it, therefore left it empty

Keywords: Mathematical Proof, Theorem, Mathematical Model, Elementary Mathematics

The Influence of Social Support and Activities on Disabled Adolescent

Ercan Kocayörük

Uğur Şentürk

Çanakkale Onsekiz Mart University, Turkey,

Email: kocayoruk@comu.edu.tr, ugur_senturk@mynet.com

Fehmi Özel

The Ministry of National Education, Turkey, Email: fhmzelozel@hotmail.com

Özcan Kocayörük

International Institute of Educational and Behavioral Sciences, Turkey, Email: ozcan_ozn@hotmail.com

Abstract: Adolescents and young adults are rarely excluded from these child-focused or adult-focused disability programmes. The needs of a disabled five-year-old however, are usually strikingly different from those of a 13 or 17 year old. Lack of education is a key concern for most disabled young people in the developing world. In many countries, children with disabilities are considered to be incapable of learning, no matter what their disability is. Often a disabled child is considered a distraction to other students and simply sent home. Lack of schooling may reflect the belief that such children cannot learn, that such children should not be put through the stress of learning or that such children are an embarrassment (evidence of bad blood, incest or divine disfavour) and should not regularly be seen in public. School buildings are routinely built with stairs, or far from community centres, making them inaccessible to those with mobility impairments. Lack of trained teachers, appropriate teaching materials and an unwillingness to include disabled children in the regular classroom limits access to education for millions of blind and intellectually disabled children as well as those with mental health difficulties. Considering this issue a social support project was handled for this group. The aim of the project is to encourage for integration of the families and their children who are disabled physically. For this purpose, disabled individuals and families meet in ÇANAKKALE by providing Gallipoli spirit of inter-cultural and historical consciousness. 90 youngsters from 25 five cities different regions of Turkey, included in the this study. They had three days social-support activities. First day, youngsters and their mothers involved in the training that was about the relationships between family and adolescents. Second day, they took part in the social activities such as historical places or social support association. Third day, they participated in training such as painting or art exhibition. The results showed that social support and training was so effective to improve self-esteem and efficacy of disabled adolescents. Furthermore, having a strong social support network can increase overall health and well-being and is especially important for children and adolescents to allow them to develop socially and emotionally. Children with disabilities, specifically with intellectual and developmental disabilities, often have difficulties fostering emotional bonds with peers and families and often perceive receiving less social support compared to their peers, though they arguably need more support.

Keywords: Disabled Adolescents Families Social Support

Lifelong Learning Key Competence Levels of Graduate Students

Abdurrahman Adabaş

MEB, Turkey, Email: a.adabas@hotmail.com

Assist. Prof. Dr. Hüseyin Kaygın

Bartın University, Faculty of Education, Turkey, Email: hkaygin@bartin.edu.tr

Abstract: The European Union defines lifelong learning as all activities aimed at improving an individual's knowledge, skills and competencies individually, socially or vocationally throughout his/her life. In 2007, eight key competences necessary for lifelong learning were identified by the European Union Education and Culture Commission. These competencies are grouped under eight topics; communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology , digital competence , learning to learn, social and civic competences, sense of initiative and entrepreneurship and cultural awareness and expression. The main purpose of this research is to determine the key competence levels of postgraduate students in lifelong learning. The present study, which is a descriptive one, in of relational survey model among the screening models. The study was conducted on a sample of 262 students studying in the Graduate School of Educational Sciences, Graduate School of Social Sciences and the Graduate School of Natural and Applied Sciences in Bartın University, in 2014-2015 academic year. The research data was obtained via Lifelong Learning Key Competence Scale developed by Şahin, Akbaşlı and Yanpar Yelken (2010). The arithmetic mean and standard deviation values of the data obtained from the scale were determined, Mann-Whitney U test and Kruskal-Wallis H test were used to compare the difference between independent variables. It was concluded that lifelong learning competences of the graduate students participating in the study were high. Moreover, it was found out that the graduate students considered themselves best at the native language communication competence, while the lifelong learning key competence at which they considered themselves worst was foreign language communication competence.

Keywords: Lifelong Learning, Competence, Graduate Students

The Relationship between Teachers' Cultural Values and Their Discipline Model Preferences

Yaser Arslan

Soner Polat

Ufuk Sarıdede

Kocaeli University, Turkey,

Email: yaserarslan@yahoo.com; spolat@kocaeli.edu.tr; usdede@kocaeli.edu.tr

Abstract: Culture is a very inclusive concept that affects individuals' behaviors. The individuals who have different cultural values have different actions and discourse, and also it is asserted that teachers who have different cultural values may prefer different classroom discipline models. The attitudes of individuals towards uncertainty and power are also related with their cultural values. For instance, it is expected that teachers who have high levels of power distance prefer classroom discipline models that attach importance to power and control; on the other hand teachers who have low levels of power distance prefer classroom discipline models that attach importance to self-control. Thus, it is asserted that teachers' perception about power and other cultural values may affect their classroom discipline model preferences. Hence, this study aims to investigate the relationship between teachers' cultural values and their discipline model preferences. The participants of this study consisted of 222 teachers who work in the schools of Kocaeli/Turkey. Uncertainty Avoidance and Power Distance subscales of National Cultural Values Scale which was developed by Hofstede (1980) and soon adapted for individuals by Dorfman and Howell (1988), and beliefs about discipline inventory which was developed by Glickman and Tamashiro (cited by Wolfgang and Glickman, 1986) were used as data collection tools. Data analysis process is ongoing. The relationship between the variables will be analyzed using correlation and regression techniques.

Keywords: Power Distance, Uncertainty Avoidance, Classroom Management, Discipline Model

Level of Intercultural Competence of International Students

Assoc. Prof. Dr. Soner Polat

Gizem Günçavdı

Kocaeli University, Turkey,

Email: spolat@kocaeli.edu.tr; gizemguncavdi@hotmail.com

Abstract: The concept of intercultural competence has gained importance recent years because of some factors, such as globalization and technological improvements. This concept can be defined as an individual's ability to understand other cultures, and to be able to communicate easily with people from those cultures. In order for a person to be interculturally competent, s/he should have intercultural knowledge, attitude, skill and awareness. The aim of this study is to determine Kocaeli University's international students' level of intercultural competence. The population of this study consists of 650 international students in Kocaeli University. The sample of this study includes 230 international students chosen through convenience sampling method. This study is in descriptive survey model. As the data collection tool, "Intercultural Competence" scale developed by Fantini (2007) is used. It has been found that international students' level of intercultural competence is high (=3.91). Also it has been seen that international students' level of intercultural skills (=4.00), intercultural attitude (=3.97), intercultural knowledge (=3.88) and intercultural awareness (=3.79), which are sub-dimensions of intercultural competence, are high. Moreover, it has been found out that the level of intercultural competence differs depending on whether international students got some information about Turkey before coming here, the continents in which international students' home countries are, and international students' level of Turkish language proficiency.

Keywords: Intercultural Competence, Multicultural University, International Students

Connect to Life: A Psychosocial Training for Preventing of Substance Abuse

Uğur Şentürk

Çanakkale Onsekiz Mart University, Turkey, Email: ugur_senturk@mynet.com

Ercan Kocayörük

Çanakkale Onsekiz Mart University, Turkey, Turkey, Email: kocayoruk@comu.edu.tr

Abstract: Games and plays in terms of the type of sport at the primary school age are extremely important for the children that is preparatory to the future. During this period, sports and physical activities and movement within the game and plays provides the teaching of sports skills. On the other hand, the psychosocial programme or training for the children comply with the teaching of sports skills may be insufficient and irregular to prevent of substance abuse. Many factors influence whether an adolescent tries drugs, including the availability of drugs within the neighborhood, community, and school and whether the adolescent's friends are using them. The family environment is also important: Violence, physical or emotional abuse, mental illness, or drug use in the household increase the likelihood an adolescent will use drugs. Finally, an adolescent's inherited genetic vulnerability; personality traits like poor impulse control or a high need for excitement; mental health conditions such as depression, anxiety, or ADHD; and beliefs such as that drugs are "cool" or harmless make it more likely that an adolescent will use drugs. There are many reasons adolescents use these substances, including the desire for new experiences, an attempt to deal with problems or perform better in school, and simple peer pressure. Adolescents are "biologically wired" to seek new experiences and take risks, as well as to carve out their own identity. Trying drugs may fulfill all of these normal developmental drives, but in an unhealthy way that can have very serious long-term consequences

In this Project, psychosocial training will be organized that can be used for games, plays, and physical activities for the primary and secondary schools students. The aim of this project is create a students freely amused areas that will contribute to the physical development and sports skills.

75 students aged between 12-19 consisted of the study. The children had both training about psychosocial development such as effective communications skills and sport activities such as football. The results showed that children has shown a significance improvement on their psychosocial skills.

Keywords: adolescent substance abuse psychosocial training

Life Long Learning and Continuing Education Centers in Turkey

Gülenaz Selçuk

Altan Çakmak

Ayşe Okur

Celal Bayar University Faculty of Education, Manisa, Turkey Email: gselcuk@hotmail.com, altançakmak5@gmail.com, ayseokur@windowslive.com

Abstract: With the rapid progress of information technologies, access to information has brought new techniques. Accordingly, concepts like “Lifelong Education (LLE)”, “Continuing Education (CE)” and “Lifelong Learning (LLL)” have started to be shaped in universities and transformed institutional constructs involving local authorities. The aim of this study is to reveal present situations of continuing education centers (CEC) in Turkey and their educational categories as parts of LLL. All of the higher education institutions in the title of “Universities” in Council of Higher Education (CoHE)’s official website forms the theoretical sample of the study. In the study, “The Continuing Education Center Research Form” has been developed by the researchers. The form includes the types of names CEC’s have and the contents of educational categories applied. The data gathered has been analyzed with content analyses method from qualitative analyses methods. As a consequence of document analyses, it has been found that 99 of 109 state universities, 64 of 74 public foundation universities, 6 of 8 higher public foundation and 7 of other 19 higher schools have a CEC. In the study, also it has been attempted to determine the variety of CEC names and categorizations of their educational programs.

Keywords: Continuing Education, Education, Higher Education, Lifelong Learning

The Relationship between Prospective Teachers’ Readiness and Satisfactions about Internet-Based Distance Education

Assist. Prof.Dr. Duygu Saniye Ozturk

*Abant İzzet Baysal University, Faculty of Education, Department of Elementary School
Email: ozturk_d@ibu.edu.tr*

Assoc. Prof.Dr. Faruk Ozturk

Prof.Dr. Raşit Ozen

*Abant İzzet Baysal University, Faculty of Education, Department of Educational Sciences
Email: farukozturk2006@gmail.com, rasitozen@yahoo.com*

Abstract: Distance education is a kind of education in which learner and teacher communicate through a means either simultaneously or at different times being present in different places. In this study, it is aimed to determine the prospective teachers’ readiness and satisfaction levels after the procedure related with the courses which they take through distance education. Descriptive survey model is used in the study. The study was conducted with 261 undergraduate students who took some of the courses distantly in diverse undergraduate programs in the faculty of education at Abant İzzet Baysal University, Bolu-Turkey and 232 students of pedagogical formation in the same faculty. The study group consisted of 493 prospective teachers. In the study, “e-Readiness Scale” and “e-Satisfaction Scale” by Gülbahar (2012) were used as data collection instruments. As a result, the levels of readiness and satisfaction from internet based distance education of prospective teachers were found to be above the mean score. Readiness levels according to the sub dimensions of the Readiness Scale are generally positive; however, prospective teachers think that they are equipped in the subjects including the sub dimensions of “technical skills” and “factors that affect success”. It was determined that prospective teachers are generally satisfied with the subjects related to all the sub dimensions of the Satisfaction Scale. It was revealed that there is a meaningful relationship between readiness and satisfaction levels. The readiness and satisfaction levels of the prospective teachers having pedagogical formation education were higher when compared to those of the prospective teachers of education faculty. The department having the highest readiness and satisfaction levels was History-Geography department.

Keywords: Internet-Based Distance Education, e-readiness, e-satisfaction, Online Learning, Prospective Teacher

Relationship with Perception of, Effects of, and Coping Strategies for Organizational Toxicity in Higher Education

Gamze Kasalak

Prof.Dr. Mualla Aksu

PhD, Akdeniz University, Faculty of Education, Turkey

Prof. Dr., Akdeniz University, Faculty of Education, Turkey

E-mail: <gamzekasalak@gmail.com>, <muallaaksu@akdeniz.edu.tr>

Abstract: The purpose of this study is to determine the relations between the organizational toxicity perceptions of the faculty members, the perceived effects of organizational toxicity, and coping strategies for organizational toxicity. The population of the study where correlation research models which were adopted comprised 3549 faculty members working in various academic units at three state universities located in the western Mediterranean Region in Turkey. The sample of the study includes 707 faculty members who were selected by stratified sampling method. Data were collected through perceived organizational toxicity scale, perceived effects of organizational toxicity scale, and coping strategies for organizational toxicity scale developed by the researchers. The package programs of SPSS 13.0 and LISREL 9.2 were used for all the analysis. The relations between the perceived organizational toxicity, the perceived effects of organizational toxicity and the strategies for coping with organizational toxicity were examined through Pearson correlation coefficient. Three different structural equation models were formed in order to determine i) if the organizational toxicity perceived by the faculty members predicted the perceived effects of organizational toxicity, ii) if the organizational toxicity perceived by the faculty members predicted the strategies for coping with organizational toxicity and iii) if the perceived effects of organizational toxicity predicted the strategies for coping with organizational toxicity significantly. The findings of the study revealed that there were significant relations between the organizational toxicity, the perceived effects of organizational toxicity, and the coping strategies for organizational toxicity. In addition, toxicity based on unethical behaviours predicted the dimensions of draining, psychologically recurring, and disconnecting significantly; and toxicity based on rigid behaviours predicted the draining significantly as well. What is more, resistance strategy was predicted by disconnecting and toxicity based on narcissistic, unethical, and rigid behaviours; avoidance strategy was predicted by draining and toxicity based on unethical behaviours; conflict strategy was predicted by toxicity based on rigid behaviours, and social support strategy was predicted by toxicity based on narcissistic, unethical, and rigid behaviours and the all dimensions of the perceived effects toxicity

Keywords: Toxic workplace, Perceived organizational toxicity, Perceived effects, Coping strategies, Faculty members

The Relationship between Anxiety, Motivation, Self-Efficacy Beliefs towards English Class and Class Success

Özlem Karakış

Abant İzzet Baysal University, Turkey, Email: karakis_o@ibu.edu.tr

Prof.Dr. Süleyman Çelenk

Girne American University, Cyprus, Email: suleymancelenk@gau.edu.tr

Abstract: The aim of this research is to examine the relationship between English language learning anxiety, motivation, self-efficacy beliefs and English class success of high school students. The sample of the present study consisted of 1505 high school students, studying at 9, 10, 11 and 12th grades in a city located in Black Sea region of Turkey. The data regarding the students' English language learning anxiety were collected through "Foreign Language Learning Anxiety Scale" developed by Horwitz, Horwitz ve Cope (1986); the data regarding the students' foreign language motivation were collected through subscales called "Motivational Intensity, Desire to Learn English, Attitudes toward Learning English and Instrumental Orientation" of "The Attitude/Motivation Test Battery (AMTB)" developed by Gardner (1985); the data regarding the students' foreign language self-efficacy beliefs were collected through subscale called "Self-efficacy" of "Motivated Strategies for Learning Questionnaire (MSLQ)" developed by Pintrinch and De Groot (1990). Students' grades in relation to English classes were obtained by the researcher with the assistance of vice principals of the schools. The results of the present study demonstrated that;

- 1) Students' anxiety towards English class, motivation, self-efficacy belief levels and English language class academic achievement did not differ according to their school type, gender, class level, parents' educational status, whether there is someone in the family (mother, father, sibling) who knows English or not, how many hours they study English on average in a week and the monthly income of the family.
 - 2) Students' English class achievement average was 69,04. In other words, English academic achievement of students was slightly above average.
 - 3) Students' anxiety towards English class, motivation and self-efficacy belief levels were high.
 - 4) All correlations between students' anxiety towards English class, motivation, self-efficacy belief levels and English language class academic achievement were statistically significant but weak at both .05 and 0.01 level.
 - 5) Correlation between students' Social Desirability subscale scores, total scores of Social Desirability Scale and other scales was low and students were not under the influence of social desirability while answering the scale questions.
 - 6) Students' anxiety towards English class affected their English class academic achievement directly most and indirectly self-efficacy belief and motivation towards English class affected their English class academic achievement respectively.
- Suggestions based on the data obtained in this study can be summarized as follows;

- 1) In the present study, that there was a meaningful relationship between English course success and anxiety towards English course, motivation, self-efficacy belief was determined. Thus, despite students' high level of anxiety towards English course, improving their English course success can be provided by increasing their motivation and self-efficacy beliefs towards the course.
- 2) In the present study, students' anxiety towards English course, motivation and self-efficacy beliefs were identified as indicative of English course success. Such an approach limits casual implications as this study had a relational pattern. Therefore, longitudinal and / or experimental research that will be done in the future may reveal important results in terms of allowing the causal inferences about it.

Keywords: Anxiety towards English Class, Motivation Towards English Class, Self-efficacy Beliefs Towards English Class, English Class Achievement, High School Students

The Analysis of Written Exam Questions Based on Certain Variables

Assoc. Prof. Dr. Ali Sabri İpek

Assist. Prof. Dr. Ercan Özdemir

Assist. Prof. Dr. Tuğrul Kar

Recep Tayyip Erdoğan University, Education Faculty, Primary Mathematics Education Department, Turkey

Email: ali.ipek@erdogan.edu.tr ercan.ozdemir@erdogan.edu.tr karrtugrul@gmail.com

Abstract: Activities for assessing students provide them with a message about what mathematical information and performances are important (NCTM, 2000). Furthermore, measuring and assessment activities show which cognitive skills are emphasized by the teacher over others, in a learning environment. In this context, the research aims to analyse how mathematical questions prepared by elementary mathematics teachers are presented in written exams and the cognitive abilities required for these by the student. In this study, using document analysis technique, a total of 77 exam papers, prepared for students between the 5th and 8th grades by 21 math teachers were analyzed. The questions contained in the written exam papers were analyzed according their types, contextual features and the cognitive skills required for solving them. The type of questions included various categories such as: open-end questions, right or wrong, fill in the blanks, matching tests and multiple choice questions. The contextual features of the questions were determined based on an analysis on whether questions were related to daily life or depicted with visual representations, or were entirely presented in a purely mathematical form. As for determining the required cognitive skills, questions were assessed according to the following sub-categories: i) procedural practice ii) conceptual knowledge iii) representation iv) verbal problem solving v) mathematical reasoning vi) problem-posing. The results showed that 53.4% (1153 questions) of the 2162 questions analyzed were open-end questions, while 28.9% (624 questions) were multiple choice questions. By contrast, the other types of questions, such as fill in the blanks, right or wrong or matching tests, are proportionately much lower. On the other hand, 79.1% of the questions contained visual representations or were related to daily life situations. It was assessed that those 2162 questions involved a total number of 2,204 cognitive skills. It was found that 70.1% (1547) of the cognitive skills required by those questions focused on procedural practice. In contrast, the proportion of questions involving mathematical reasoning, conceptual knowledge and problem-posing skills is less than 10%. In particular, problem-posing, which is considered to be the fifth step of problem solving in the program, only figured in one of the questions? The middle school mathematics curriculum (MONE, 2013) emphasis on the development of basic skills, such as problem-solving and problem-posing, communication, mental reasoning and connection. Under the category called communication skills, the program recommends making use of oral expression, visual models, along with abstract symbols. In other words, the programs underline the importance of multiple representations in the teaching process. However, the fact that despite the recommendations, only a few such questions figured in the written exam papers, indicates shortcomings in the implementation of the program's targets. Comparative international studies show that the mathematical success of Turkish students is low. This kind of research gives more importance to high-level cognitive skills, particularly such as mathematical reasoning and problem-solving. When considering that written exams are prepared in parallel with activities in the teaching process, the results obtained from this research provide important data on the causes behind the low-degree of success of Turkish students.

Keywords: Elementary Mathematics Teachers, Written Exam, Math Questions

An Investigation on Teachers' Emotion Management Competence of School Administrators

Hazal Takmak

Assoc. Prof.Dr. Mehmet Akif Helvacı

Uşak University, Turkey, Email: hazaltakmak@gmail.com, mahelvacı@yahoo.com

Abstract: This research was carried out to determine teachers'emotion management competences of school administrators who work in primary, secondary and high schools in terms of management process according to teachers'perspectives. To gather the data, the Scale for the Attitudes of Emotion Management from Administrative Processes developed by Çoruk (2012) was conducted. The questionnaire was administrated to 261 teachers and 109 school administrators working in Uşak province in the 2015/2016 academic year. The data was analyzed by SPSS (Statistical Package for Social Sciences) program. In the analyzes of research data t-test, one way Anova test and in order to determine the group which cause the difference Tukey HSD test were used. According to the results of this research teachers' opinions related to emotion management competence of school administrators have been found on the "quite" level in terms of decision-making, planing, communicating, organising, evaluating while in terms of coordinating the results are on the "medium" level. Accordingly, at emotion management skills, teachers evaluate the school administrators efficient. It has been determined that there are differentiations teachers'opinions related to emotion management of school administrators in terms of management process in terms of their sex, branch, school type, task type, seniority and educational status.

Keywords: Emotion, Emotion Management, School Administrators

The Assessment of the Effect of Culinary Students' Self-Efficacy Beliefs on the Academic Motivation

Beysun Güneri

Gamze Kasalak

PhD Student, Akdeniz University, Social Science Institution, Turkey

PhD, Akdeniz University, Faculty of Education, Turkey

E-mail: <beysunguneri@gmail.com>, <gamzekasalak@gmail.com>

Abstract: The purpose of this study is to determine correlations between culinary students' self-efficacy and academic motivation levels. Relational survey method was used for the study. The sample of the study was identified through the simple random sampling method. The data were collected from 206 culinary students in the food and beverage department of a vocational high school in Antalya, Turkey. The data for the study was collected through the "General Self Efficacy Scale (GSES)" which is developed by Sherer, Maddux, Mercandante, Prentice-Dunn, Jacobs & Rogers (1982) and was adapted into Turkish by Yıldırım & İlhan (2010), and "Academic Motivation Scale (AMS)" which is developed by Bozanoğlu (2004). SPSS 13.00 and Lisrel 8.80 software were used to analyze the collected data. Descriptive analysis, t-test, Anova, Pearson Correlation Coefficient Technique, and Multiple Regression Analysis methods were used for data analyses. The study results indicated that there is a relation between culinary students' self efficacy beliefs and academic motivation. Culinary students scored high points on the GSES as a whole (M = 4.06, SS = 0.53) and on its subscales (M1= 4.17, SS1 = 0.70; M2 = 4.03, SS2 = 0.74; M3 = 3.85, SS3 = 1.07). In addition, culinary students scored moderate points on the AMS as a whole (M = 3.48, SS = 0.79) and its subscales (M1 = 3.14, SS1 = 1.02; M2 = 3.91, SS2 = 0.89; M3 = 3.26, SS3 = 0.96). It is found that, there is no significant difference in gender between the selfefficacy of culinary students and their academic motivation) Another result of this study is there is a positive and statistically significant relationship between the points scored on the GSES as a whole and its subscales and on the AMS as a whole and its subscales. The study also showed that culinary students' self-efficacy levels constitute an important predictor for the AMS as a whole (R2 = .190, F = 15.780, p < .01) and for its subscales (Subscales 1. R2 = .129, F = 10.016; p < .01; Subscales 2. R2 = .147, F = 11.560 p < .01; Subscales 3. R2 = .125, F = 9.628; p < .01).

Keywords: General Self Efficacy Beliefs. Academic Motivation. Culinary Students

Dance Improvisation Method for Professional Development Perfection of Emerging Sports and Dance Teachers in Liepaja University

**Zita Valka
Inga Papirte
Daiga Čabovska**

*Liepaja University, Faculty of Education and Social Work, Liepaja, Latvia
E-mail: zitavalka@inbox.lv; papirte_i@tvnet.lv ;daigaca@inbox.lv*

Abstract: Elaboration of professional development methods for sports and dance teachers is a topical issue in contemporary education. Dance improvisation method has a special role not only in training process of professional dancers and dance teachers, but also in training of future sports teachers. Dance improvisation can be recognized as a method that develops students' motor, cognitive and emotional abilities (Biasutti, 2013). It is a method which a creative pedagogue can apply not only when teaching dance and its aspects, but also in various other activities related to movement and sports. In Liepaja University, dance improvisation as a professional development method has been successfully practiced already for 6 years within the study programme "Sports and Dance Teacher", where students are professionally trained simultaneously in both areas of movement – sports and dance. The aim of the study course "Dance improvisation" is a creative coordination of motor and mental processes, excluding unnecessary negative mental activities that create undesirable negative emotional reactions. In the context of professional development, the aim of the movement improvisation method is to prepare theoretically and practically educated and independently and creatively thinking and acting sports and dance teachers. The data obtained from semi-structured interviews indicate, summarize and conceptually formulate as content units the attitudes and changes that have occurred as the result of emerging sports and dance teachers' professional development process within the study course "Dance improvisation", revealing also the physical and socio-psychological aspects that influence the students. The empirical research study was conducted with 46 third year students at the end of the study course "Dance improvisation" (volume of the course – 32 contact hours) during four different academic years – 2012, 2013, 2014, 2015. Most of the students who enter the "Sports and Dance Teacher" programme do not have sufficient body experience and prior training in dance and its teaching methods. In sports and dance teachers' profession it is necessary to maintain a good general health condition, and the physical and mental factors are very important. The research shows that almost all future sports and dance teachers are influenced by negative socio-psychological aspects, less by physical ones. After using the improvisation method for professional development of sports and dance teachers, students apply the acquired skills both to professional and everyday life activities, but for acquisition and retention of these skills as well as for harmonization of motor and mental processes a longer period of time is needed, which for everybody is different. The concept 'creativity' is often mentioned in the students' responses to the interview questions. The concept of creativity is in line with the main principle of dance improvisation technique where emphasis is more on the creative process than the result, and also it is the most essential structural element of the emerging teacher's personality. In authors' view, using dance improvisation method in the professional development process and for creative coordination of motor and mental processes, the experience of feeling a creative impulse, which students mention during the interviews, becomes the most important. The empirical results of this study allow making conclusions about the results and effectiveness of professional development process of emerging sports and dancing teachers using dance improvisation method.

Keywords: Dance Improvisation Method, Emerging Sports and Dance Teachers, Professional Development, Liepaja University

Tarih Öğretiminde Tarih Felsefesinin Rolü

Kadir Kasalak

Yrd. Doç. Dr., Süleyman Demirel Üniversitesi, Fen- Edebiyat Fakültesi, Tarih Bölümü

Email: kadirkasalak@sdu.edu.tr

Özet: Türkiye’de “Tarih” öğretimi konusunda çok sağlıklı uygulamalar yapılamadığı bir gerçektir. Bunun da ilk başta gelen nedeni; Tarihin felsefesi ve yöntemi konusunda bilimsel yaklaşımlar konusunda ortak akıl ve düşüncenin olmayışıyla ilgilidir. Ayrıca uygulama zafiyetleri de en problemliler konulardan. Bu yüzden biz bu bildirimizde; Tarih öğretiminin hangi yaş grubuna nasıl yapılması gerektiğini, öncelikle tarih felsefesinin ne olduğunu, bundan elde edilecek faydalarla topluma nasıl bir birey yetiştirilmesi gerektiği, özetle, hedefler ve hedef kitlelerin nasıl bir öğretim alması gerektiği üzerinde tartışılacaktır. Tarihin ana materyali ve hedefinin insan olduğu herkesin malumdur. Dolayısıyla insanı ilgilendiren her şey tarihi de ilgilendirir. Bu yüzden tarih, sadece geçmişteki olayları değil; aynı zamanda siyasi, sosyal, iktisadi, kültürel, eğitim, hukuk ve sanat gibi pek çok alanı kapsamaktadır. Bu alanlardaki faaliyetleri incelemek ve öğrenmek için ise; bir metod, bir mantık, bir felsefe gerekir. İşte bize bu konudaki rehber tarih felsefesidir. Tarih felsefesi, basit bir tanımla; insanlığın oluşumunun ve yaşamış olduğu olayların tamamının bir yöntem ve ahenk içinde açıklamasıdır. Tarihin, kelime anlamıyla hareket ettiğimiz sürece; “tarih”; sadece olayların nakli ile uğraşır. Tarih felsefesi ise, medeniyet ve tarihin gelişimine etki eden genel kanunları ortaya koyar ve insanlığın geçirmiş olduğu iyi ve kötü tecrübelerin sebeplerini bulmaya çalışır, geleceğe yönelik mukayeseli (göreceli) tekliflerde bulunur. Bu işlevi yönünden tarih felsefesi tarihten yararlanma, ondan ders alma yöntem ve prensiplerini ortaya koyar. Bu yüzden tarih öğretimi yapanların; tarihin felsefesini bilmeden, tarih öğretiminin insanlara pek de bir yararı olmayacağını bilmesi gerekir. Bu bağlamda yaş gruplarına göre yapılacak öğretim, doğru yöntem tespitinde de, yapacağımız öğretimde önemli katkılarının olacağı muhakkaktır.

Anahtar Kelimeler: Tarih Felsefesi, Tarih Öğretimi, Tarihin Temel Unsurları, Tarihin Kanunları

Continuing Medical Education (CME) and Lifelong Learning (LLL): A Semantic Ontology for Two Learning Modalities

Alan Weber

WCM-Q, Qatar, Email: alw2010@qatar-med.cornell.edu

Abstract: *Objective:* To distinguish and clarify the concepts and terminology of the terms Lifelong Learning (LLL) and Continuing Medical Education (CME) in the context of U.S. and European medical schools. *Rationale:* Science, medicine and technology are advancing rapidly as a result of genomics, Personalized Medicine, human stem cell research (hSCR), robotics, and Big Data; healthcare workers must be prepared for a rapidly changing workplace necessitating ongoing and continual updating of information, knowledge, and praxis, as well as cognitive and manual skills. *Hypothesis:* The research questions are: Do LLL and CME represent the same conceptual domain, or do practical distinctions exist between these educational philosophies? Do these distinctions impact the kinds of learning strategies for future knowledge acquisition – such as information retrieval, information literacy, evidence-based medicine, etc. – that should be integrated into medical education curricula? *Methodology:* Theoretical literature, primarily reviews and systematic reviews on CME and LLL published from 1970 – 2016, was retrieved from Pubmed, Scopus, Web of Knowledge and Google Scholar and analyzed to create an ontology for post-graduate learning philosophies and strategies in medical education. *Results:* Although the concept of CME was found to possess some overlap with educational philosophies such as ‘lifelong education’, ‘continuing education’, ‘adult education’, ‘further education’, and ‘lifelong learning’, CME is very strictly defined within the Anglo-American professional context of medicine as focused on improving patient care, satisfaction, and outcomes (SACME). LLL on the other hand, encompasses a much broader set of learning modalities and embraces many of the traditional liberal arts justifications for education – good citizenship, informed electorates, social harmony, inclusion, sustainability and future stewardship. One prominent difference that arose in theoretical discussions in the literature is that CME tends towards ‘enhancement of existing skills and knowledge,’ while LLL gravitates towards discovery and exploration. *Conclusions:* CME and LLL are distinct pedagogical approaches to education, learning and knowledge, with CME more profession- and skills-based and limited to the medical domain while LLL represents a more diffuse and broad-ranging set of concepts encompassing curiosity, exploration, learning as discovery, self-development, etc. Both approaches are critical for medical professional development – while CME guarantees professional competence throughout the entire career of a healthcare worker, LLL aids practitioners in broadening their cognitive skill set to encounter highly novel situations and disruptive technologies (i.e. Computerized Clinical Decision Support Systems, CDSS; robotic surgery, etc.) outside of the previous experience of the profession. Both CME and LLL should be taught in the medical school curricula beginning in the premedical years – however, the concepts should be clearly defined for doctors-in-training and specialized learning objects, workshops, and courses should be developed for both kinds of learning. Non-STEM humanistic activities such as literature, drama, arts, dance, history, and philosophy may represent the best modalities for LLL in medical training.

Keywords: Lifelong Learning (LLL), Continuing Medical Education (CME), Adult Education

A Comparison of the Pre-Education Expectations, Perceptions Developed Through the Experience, and Motivation of the Students Taking Vocational Tourism Education

Zeki Akıncı

Murad Alpaslan Kasalak

Gülseren Yurcu

Akdeniz University, Faculty of Tourism, Antalya, 07058/Turkey,

Telephone: +90-242-3102059, Fax: +90-242-2274670

Email: zakinci@akdeniz.edu.tr, muradkasalak@akdeniz.edu.tr,

gulserenyurcu@akdeniz.edu.tr

Abstract: The quality of tourism education provided at vocational schools could be achieved through a two-way interaction between the school and the students. In order for tourism education provided at vocational schools aiming to train mid-level human resources for the tourism sector to be at desired quality, it is of paramount importance to know the levels of expectations, perceptions, and motivation of students, who are the most important elements of education. In this study, it was detected that the levels of expectations that 423 students receiving associate degree tourism education had prior to tourism education affected the levels of perceptions formed in the process and motivation positively. However, as a result of the fact that the expectations of the students who had high expectations prior to tourism education were not met during their experiences, their perceptions fell compared to the expectation and they had motivation at the rate of the perceptions formed. It was revealed that vocational schools were insufficient to meet student expectations.

Keywords: Expectation, Perception, Motivation, Tourism Students, Tourism Education

Constructivism and Guerilla Literacy Method in Teaching Comparative Children Literature

Imron Harits

Stefan Chudy

Jitka Plische

University of Palacky Olomouc, Czech Republic

Email: imronwakhidharits@gmail.com, stefan.chudy@upol.cz, jitka.plische@upol.cz

Abstract: Children literature is the meaningful and profound subject for introducing the widespread of culture and diversities. From the Primary school till university, children literature is an effective way of teaching literacy, identity, and morality as well. The similarities of the children literature across nation together with their own uniqueness are the essential aspects in learning children literature. The constructivism as one philosophical method in teaching engages will engage the prior experiences or schemata of the learners for understanding the content of the children literature packs. This research is aimed to draw the learners comprehending through the reconstructing of the learner's schemata, socio – cultural and historical notion of children literature. Since the children literature media are English, the teaching of English as Second Language (ESL) and English as Foreign Language (EFL) should be emphasized. Thereby the Guerilla method, the new ways of English as second language teaching from European Union project, can use as the solution in teaching comparative children literature. The combination of Constructivism as the basic thought and the Guerilla method as the teaching strategy in the class will be an ideal concept and perspective in the teaching comparative children literature.

Keywords: Constructivism, Guerilla method, Comparative Children Literature

Relationship between Leadership Styles of School Principals and Whistleblowing Behaviors of Teachers

Abbas Ertürk

Emrah Dönmez

*Muğla Sıtkı Koçman University, Faculty of Education
Email: abbasertu@gmail.com, emrahdonmez123@gmail.com*

Abstract: This study aims to determine the relationship between leadership styles of school principals and whistle blowing behaviors of teachers. The sample of this study, which is designed in the relational survey model, consists of 393 teachers working in primary, secondary and high schools in the province of Mugla. The data was collected through “School Principal Leadership Style Scale” and “Whistleblowing Scale”. In data analysis, descriptive statistics and regression analysis were applied. According to the findings obtained from these data, it was identified that teachers preferred internal whistleblowing at the highest level whereas they opted for external whistleblowing behavior at the lowest level. Besides, according to teachers’ opinions, it was asserted that at the very most school principals demonstrated transformational leadership behaviors. In addition, it was also determined that there was a medium level of significant relationship between the leadership styles school principals demonstrated and whistle blowing behaviors of teachers. Moreover, it was stated that as long as school principals demonstrated transformational leadership behaviors, teachers mostly preferred the internal whistleblowing type of behavior. On the other hand, it was remarked that teachers opted for anonymous whistleblowing behaviors as long as school principals demonstrated laissez-faire leadership behaviors.

Keywords: Whistleblowing, Leadership Styles, Teacher

What Kind of Tourism Education Must Schools Offer?

Zeki Akıncı

Murad Alpaslan Kasalak

*AkdenizUniversity, Faculty of Tourism, Antalya, 07058/Turkey,
Telephone: +90-242-3102059, Fax: +90-242-2274670
Email: ¹zakinci@akdeniz.edu.tr, ²< muradkasalak@akdeniz.edu.tr>*

Abstract: Tourism education fulfils an important task in terms of supporting the improvement of tourism and providing quality human resources continuously. If schools do not determine the expectation level of its students, it is also impossible for it to identify exactly why their perceptions and expectations do not match. In addition, there are also suggestions that expectations have an impact on the perceptions of the education service quality and so affect the behaviours after receiving the service. Thus, it becomes crucial for the educational institution to manage the expectations of the students effectively for a long term success. Tourism education offered by higher education institutions providing undergraduate and associate level education plays an important role in training human resources at desired quantity and quality to provide sustainable quality services in the tourism sector where an intense competition is experienced at national and international level. The quality of services offered in the tourism sector which is experiencing an intense competition can be achieved and improved through high-quality employees. The educational service quality in schools offering tourism education plays a decisive role in making students qualified who will be employed in the tourism sector in the future. In this context, it is of paramount importance to determine the expectations, perceptions and satisfaction of students in terms of the quality of educational services provided in schools. In this theoretical study, student expectations, perceptions and satisfaction have been assessed under the Maslow’s Theory of Needs Hierarchy, Herzberg’s Two Factor Theory and Alderfer’s ERG Theory.

Keywords: Expectation, perception, satisfaction, tourism education, tourism industry

Use of Reflective Journals in Development of Teachers' Leadership and Teaching Skills

Suleyman Davut Goker

Artvin Çoruh University, Turkey,

Email: gokersd@gmail.com

Abstract: Focusing on the contribution of reflective practice to teaching practice amongst student teachers, this study examines the impact of using reflective journals on development of student teachers' teaching skills and reflective leadership in a pedagogical formation certificate program organized by Faculty of Education at the Artvin Coruh University in Turkey. 16 student teachers from pedagogical formation certificate program were included in the study while taking their teaching practice course (PF506). The goal of this study was to examine the impact of reflective journal entries of 16 student teachers investigating the types of reflections, the strengths and weaknesses experienced by the the student teachers' on writing their reflection and perceptions of participants on writing reflective journals. Quantitive and qualitative research approaches were employed for this study including open-ended questioning techniques (surveys and interviews), written reflections under reflective categories showing how the participants reflected on their teaching experience as anecdotal data. Frequency analysis was employed to show the distribution of types of reflection. Before the 7-week research study, they were trained through a 10-h orientation on reflective writing program developed by the researcher. To categorise the reflective writing types, identification of Hatton and Smith (Hatton and Smith (1995) of types of reflection (instrument 1), was employed. Participants were later requested to answer a 26 open –ended questionnaire (instrument 2), the questions of which were constructed based on Richards and Lockhart's (1997). The findings revealed that the student teachers were involved in the following order: Dialogic Reflection (35%), Descriptive Writing (29%), Critical Reflection (26%) and finally Descriptive Reflection, (10%). After the implementation of journal writing, almost 83 % of the participants indicated that the training helped them evaluate their strengths and weaknesses, choice of teaching methods used, awareness of their current practice, obstacles encountered teaching style, identifying authenticity for materials. Findings have implications for in teacher training how reflective journals can be employed used in school-based contexts and pre-service teacher education.

Key Words: Student teachers, Reflective journals, Leadership, Teaching skills, Reflective writing strategies.

The Effect of Movement Education That is Based on Teaching with Cooperation Method on The Development of Basic Motor Skills of Primary School 1st Grade Children

Mustafa Altinkök

Akdeniz University, Turkey, Email: mustafaaltinkok@akdeniz.edu.tr

Abstract: This study has been conducted to examine the effects of the movement education based on teaching with cooperation program for 12 weeks on the development of basic motor skills of primary school 1st grade children. 34 students with ages ranging between 6-7 attending primary school 1st grade participated in the study as the Study Group. 34 students were determined as the Control Group. There were 68 students in total. The parents of the children were informed about the study, the children volunteered in the study and wanted to be included in it. The Study and Control Groups were formed by lot randomly after the pre-evaluations were made. In order to examine the effects of the movement education based on teaching with cooperation activities on the basic motor skills of the 1st grade students in primary school, controlling the ball with foot, controlling the ball with hand, running coordination, agility, promptness and dynamic balance motor skill tests were used. The statistical package program has been used in analyzing the data and in finding the calculated values. In order to find the difference between the Study and Control Groups, the Independent Sampling "t" Test was used; and the statistical "t" test for Dependent Variables was used to find the difference between the pretest-posttest of the Study and Control Groups. According to the results of the statistics, there were no significant differences between the basic motor movement pretest average values of the Study and Control Groups; while a significant difference was determined between the posttest value averages in favor of the Study Group. While there was a negative significance between the pre-posttest average values of the Control Group in the skill of controlling the ball with hand; there were no differences between the other motor skill average values. A significant difference was found between the pre-posttest average values in favor of the post tests of the Study Group. As a conclusion, it is understood that the movement education based on teaching with cooperation program applied in a planned manner for a long time in which the students participate in an active manner may develop the basic motor skills of the 1st grade primary school children at a significant level.

Keywords: Physical Education, Movement Education, Learning with Cooperation Method, Basic Motor Skills, Lifelong Education.

Investigating the Attitudes of the Parents of Children Aged 5-6 in the Pre-School Education Groups Who Demonstrate Sociable and Unsociable*

Prof. Dr. Handan Asûde Bařa1

Res. Asst. Demet Koç

Res. Asst. Burcu Sari

*Uludağ University, Faculty of Education, Department of Pre-School Education
Email: asubasal@uludag.edu.tr, demetkoc@uludag.edu.tr, burcusari87@gmail.com*

Abstract: Family is where children acquire their first social experiences. The interaction of both the mother and the father has a crucial influence over the way child's personality as well as his/her social development is shaped up. The attitude and behavior of the parents towards the child is resonated on the personality of the child and pave the way for him/her to become a balanced individual within the society and earn social acceptance in his/her social environment. The purpose of this study is to investigate the attitudes of the parents of children aged 5-6 in the Pre-School Education Groups who demonstrate sociable and unsociable and determine whether there is a significant relationship between having social and unsociable behavior, and their attitudes towards their parents. The universe of the research was composed of children aged 5 and 6 who attended the pre-school education institutions of Bursa Provincial Directorate of National Education in the 2015-2016 Academic Year, and the parents of these children. In order to comprise the sample of the study, interviews were made with a total of 16 teachers who actively taught the 5-6 yea-old age group in four different kindergartens located in the Central District of Bursa Province, and a total of 120 subjects composed of 60 students who were classified based on teachers' opinions as 30 "social" and 30 "unsociable", and 60 parents, the parents of these children were included into the study. As a research tool, the Family Life and Child Rearing Attitudes Scale (PARI) developed by Schaefer and Bell (1958) and adapted to Turkish by Le Compte and Özer (1978) was used. t-Test was used to acquire findings from the data obtained from the scale used to determine whether there was a significant relationship between the attitudes their parents and children's social and unsociable behavior. The findings were illustrated by tables and then interpreted on them. When the scores of the parents they obtained from the sub-dimensions of the Family Life and Child Rearing Attitudes Scale are examined, it was found that the scores of the parents' unsociable children regarding "over protective" and "denial of the mother of being a housewife" were higher. In other words, it was clearly revealed that there was a significant difference between the parents of social children and those of the unsociable ones and their over-protective attitudes.

Keywords: Parent Attitudes, Unsociable Child, Sociable Child, Pre-School Period.

**The Relationship between the Children Aged Five and Six Who Have Compliant and Aggressive Behavior
According to Views of Their Teachers and the Emotional Intelligence of Their Mothers**

Prof. Dr. Handan Asude Bařal

Res. Asst. Burcu Sari

Res. Asst. Demet Koç

Serap Canbay

Damla řahin

Uludağ University, Faculty of Education, Department of Pre-School Education

Email: asubasal@uludag.edu.tr, burcusari87@gmail.com, demetkoc@uludag.edu.tr, canbayserap@gmail.com, ddsahin2708@gmail.com

Abstract: The first social relationship of a baby born into the world is established with its mother. Children acquire their first social experiences through their observations of first their mothers and then the other members of the family. Therefore, the interaction a child establishes with his/her mother is crucially significant in developing his/her social relationships later in life. The fact that the mother has a healthy emotional life and positive emotional behavior also help the child to develop healthy and positive emotional attitude. The general purpose of the study is to determine whether there is a relationship between the compliant and aggressive behavior of children aged five and six attending pre-schools and the emotional intelligence of their mothers. The universe of the research was composed of children aged 5 and 6 who attended the pre-school education institutions of Bursa Provincial Directorate of National Education in the 2015-2016 Academic Year, and the mothers of these children. In order to comprise the sample of the study, twelve pre-school teachers were interviewed and were asked to determine complaint and aggressive children among the students in their classes taking into account the items available in a questionnaire prepared by the researchers containing characteristics of complaint and aggressive children. Therefore, within the scope of the study, a total of 160 subjects 80 of whom were children, 35 female and 45 male, who had complaint and aggressive behavior and 80 mothers of these children. As a data collection tool in the research, the Bar-On Emotional Intelligence Test developed by Bar-On and Parker (2000), and translated and adapted into Turkish by Fusun Tekin Acar (2002) and Karabulut (2012) was used. t-Test was used to acquire findings from the data obtained from the Bar-On Emotional Intelligence Test used to determine whether there was a significant relationship between the emotional intelligence levels of mothers and complaint and aggressive behavior of their children. The findings obtained were illustrated by tables and then interpreted on them. Based on the findings obtained from the study; the emotional intelligence level of the mothers whose children had complaint behavior was higher than those of mothers whose children had aggressive behavior. Furthermore, a significant relationship was found between the aggressive children and "personal awareness" and "compliance with the conditions and environment" sub-sections of the emotional intelligence of their mothers. In other words, it was revealed that the "personal awareness" and "compliance with the conditions and environment" level of mothers whose children had aggressive behavior was lower than the "personal awareness" and "compliance with the conditions and environment" level of mothers whose children had complaint behavior.

Keywords: Emotional Intelligence, Complaint Behavior, Aggressive Behavior, Pre-School Period.

Social and Civic Benefits of Higher Education

Carlos Francisco de Sousa Reis

Portugal Coimbra University - CEIS20, Portugal, Email: csreis@uc.pt

Maria Formosinho Sanches Simões

Portugal Coimbra University - CEIS20, Portugal, Email: mformosinhosanches@gmail.com

António Castro Fonseca

Portugal Coimbra University, Portugal, Email: acfonseca.fpce@gmail.com

Marta Oliveira

Portugal Coimbra University, Portugal.

Abstract: *Study purpose:* the main objective aims to explore the impact that the successful completion of a course will have in the early years of adulthood in Portugal, in particular, in the civic and political participation, as well as in the respect for social values and norms, among others issues. *Methods:* A longitudinal study in which several hundred students were followed from the first years of primary school until the last years of the twenties, coinciding with the period of the Bologna Process. The sample was composed of 893 subjects, 445 of the 2nd grade and 448 of the 4th grade. Subsequently the participants were divided into two groups (those who have completed a degree and those who did not) that were compared on several measures relating to the areas in question. Data were collected using a battery of instruments, including structured interviews and several instruments in order to evaluate: civic participation, community involvement, social development and adherence to norms and social values. *Results:* We found significant differences with advantage to those that have concluded courses in the following aspects: global index of civic participation; importance given to civic participation; involvement in community, social development and adherence to norms and social values. *Conclusions:* The major impact found of higher education is located, first of all, in the realm of social adaptation and civic participation of young adults. The results confirm the existence of an effect, as reported in other countries, from higher education in the civic and political involvement of young adults, which is felt several years after finishing studies. An inference that can be drawn is that we should put more emphasis on education (formal or informal) directed to promote a school environment conducive to the development of skills, values, attitudes and behaviors that contribute to increase the civic and political participation of students. Complementary to this it is recommended the articulation between participation in relevant activities with the feeling of life satisfaction and a better understanding of the meaning of life by students.

Keywords: Higher Education, Civic Engagement, Social Benefits

Innovation Strategies and Its Effects on Competitiveness

Abdullah Karakaya

Emine Genç

Karabuk University Faculty Of Economics And Administrative Sciences, Karabük, 78100, Turkey, Email: akarakaya@karabuk.edu.tr

Bartın University Vocational School, Bartın, 74100, Turkey, Email: egenc@bartin.edu.tr

Abstract: Under today's economic conjuncture which arises as a result of globalization and puts the businesses in such a cruel competition environment, it's compulsory for businesses to create new strategies and apply them correctly in order to survive. It's possible to place the innovation strategies among the most important ones. The aim of this study is to define the effects of the innovation strategies on the business' competitiveness. It is also aimed to determine the strategies which are in use by the businesses and making a comparison between the strategies applied by the businesses and the demographic features of them. The data were collected from 300 businesses via survey method among the first 500 + second 500 businesses which were set in 2014 by Istanbul Chamber Industry. As a result of this study it is determined that, businesses usually follow the aggressive and traditional innovation strategies, and there is no significant differences of the innovation strategies between influence degree of the business' competitiveness and it has been found that there is a meaningful differences between the number of employees and the innovation strategies followed by the businesses.

Keywords: Innovation Strategies, Competitiveness, Istanbul Chamber Industry (ISO)

**Experiences of Turkish University Students on Academic Mobility: Before and After
Academic Mobility Factors**

Dr. Hale Erden

Cyprus Social Sciences University Faculty of Education, Nicosia, Mersin 10 Turkey

E-mail: halerden@gmail.com

Abstract: Student academic mobility has been defined as the movement of students from one country to another for studying undergraduate and/or graduate purposes. In this sense, student academic mobility especially occurs through students studying at a university. Students' academic mobility involves some factors. These factors are divided into two: before academic mobility factors and after academic mobility factors. The current study aims at identifying the perceptions of Turkish university students regarding before academic mobility and after academic mobility factors. Importance of identifying the perceptions of Turkish students regarding before and after academic mobility factors are important because this kind of identification gives rise to find out how to deal with before and after academic mobility factors of Turkish university students, how to handle with their problems and/or issues they face/experience and expectations as well as to explore and deal with additional management issues in relation to the identified factors. The study adopted an interpretive methodology under qualitative research paradigm. Focus-group-interviews (FGIs) and in-depth-interviews (I-DIs) were applied for data collection process. Focus-group-members (FGMs) were 50-TUSs studying at various departments and various universities in NC. FGIs were applied to identify factors contributing to before academic mobility and after academic mobility factors. I-DIs were taken place with 60-different-Turkish-university-students (dTUSs) studying at various departments of universities in NC to identify the common before academic mobility and after academic mobility factors. Interpretive approach was applied for data collection process and data were analysed through content analysis. Results reveal that Turkish university students experience pull and push factors as before academic mobility factors. Additionally, faced factors and expected factors are identified as part of the after academic mobility factors. In conclusion, pull factors involve educational quality, personal contribution and adaptation quality. Similarly, push factors include departmental issues, familiarities, family factors and country factors. Also, faced factors contain factors regarding finance, difficulties and dangers whereas expected factors involve factors regarding campus quality and valuing the self. It is strongly recommended to establish assistance and controlling system for giving immediate assistance whenever the students need as well as for controlling their adaptation process, academic and social growth.

Keywords: Academic Identity, Learning And Personal Growth, Pull and Push Factors, Sense of Academic Belonging, Student Engagement

Proposing A Primary School Principalship Model through Positive and Negative Metaphoric Perspective

Dr. Ali Erden

Cyprus Social Sciences University Faculty of Education, Nicosia Mersin 10 Turkey

E-mail: ali.erden@kisbu.edu.tr

Abstract: Primary school ages are very important for the students. Primary school education is the timemost of the pupils start formal education because some of them may not find opportunity to join pre-schooleducation. Primary school education is a challenge for education because it exposes potential of the students, enhances balance between freedom and control, promotes creativity, enables cultural understanding, issystematic and programmed. Primary school principals are responsible from every aspect of education atrprimary level. In this sense, they are educational leaders; curriculum and instructional leaders; maintain lifelong-learning of teachers and staff and maintain a link between school environment and teachers, parents, students as well as the school itself. They continuously supply interaction between teachers, parents and studentswhere communication and cooperation are essential. Therefore, it is extremely vital to explore the perceptions ofkey stakeholders on how they perceive primary school principalship.The aim of the current research is to explore the perceptions of the teachers, 4th year initial teacher trainingstudents from education faculties, parents, vice principals and primary school principals as the key stakeholders(TSPVPPSPs) in two groups to identify positive and negative metaphors of primary school principals andpropose a primary school principalship model. Group 1 of the key stakeholders was used for identifying thepositive and negative metaphors. Group 2 of the key stakeholders were used to find out the common positive and negative metaphors among the identified metaphors.Qualitative research paradigm under interpretive methodology were used in the current study. Group 1 consisted 60 focus group members (FGMs) and Group 2 involved 60 in-dept-interviewers (IDIInts). Data were collected through metaphoric perspective. The key stakeholders were asked to write in full sentences on if they would define the school principal, what positive and negative metaphor/s they would use and they were also asked to give their justifications. Interpretive approach for data collection was used and data were analyzed using content analysis method. Identified positive metaphors describe primary school principals as talented supervisors, as leaders, as the one who carries the Olympic-flame, as a negotiator and as a sensitive teddy whereas identified negative metaphors describe primary school principals as pollution, as mis-user of the rights and as a mechanical machine. The dimensions of the proposed principalship model are identified as the (i) Leadership, (ii) Supervision, (iii) Inspiring, (iv) Negotiation, (v) Affectivity, (vi) Ineffectiveness, (vii) Un-riskiness and (viii) Un-productiveness and Non-creativity. The proposed model identified throughout the current study has been recommended to use while conducting future researches to combine practice with theory. Additionally, higher education providers from the universities and from the Ministry of Education as well as politicians are recommended to apply the current model to prepare primary school principals as future leaders.

Keywords: Leader Preparation, Metaphor, Primary School Principalship Model, Policy, Theory And Practice

Equity vs. Equality Debate on Public Spending for Higher Education in the United States

Alvin Chang
Yong-Shun Lin
Chih-Yang, Chao

Ph.D. Student, National Changhua University of Education, Department of Industrial Education and Technology, Changhua, Taiwan, Email: achang5391@gmail.com

Research Assistant, President's Office, Ling Tung University, Taichung, Taiwan, Email: yongshun10@gmail.com

President, Ling Tung University, Taichung, Taiwan, Email: cychao@teemail.ltu.edu.tw

Abstract: This research addresses an issue about funding for higher education in the modern United States. Ideally, to reduce financial pressures for the young adults, the government should either raise financial aids or educational spending. Yet, the decision between financial aid and educational spending is an “equity versus equality” debate, since financial aids are funds to low income students, whereas educational spending will benefit every student. With limited resources, the federal government should efficiently apply its funds to satisfy the public interest. To explore the public interest on education policy, this research will analyze opinions reported in the American National Election Study. Since the policy emphasizes on public spending, the study about opinions is based on income differences. The main research is about which of the two policy goals, aids to the poor for equitable education or equally affordable tuition to all students, and is preferred by Americans in different incomes. The research tool is chi-square statistical test, since the variables (income quintile as independent variable, preferences on public school spending and on aiding poor as dependent variables, employment status and education level as confounding variables) are ordinal. According to the chi-square tests for the relationships between independent and dependent variables, both relationships are significant (<0.05), which indicates a rejection of null hypotheses (H_0) for both relationships. With the addition of both confounding variables, employment and education, the proportion of preference on public school spending is higher than the proportion of preference on aiding poor. Comparing the two relationships, the study is confident to emphasize on public school funding.

Keywords: Public Administration, Equality in Education, Social Equity, Education Policy

Applying Syundz's Philosophical Concepts to Teaching Leadership in Higher Education and Lifelong Learning

Hsin Chi Ko

*Department of Mass Communication and Language Education Center,
Chang Jung Christian University, Taiwan R. O. C.
Email: hsin899@gmail.com*

Abstract: Syundz (c. 314-237 BC), born in China during the Warring States period, was a Chinese realist philosopher who contributed to the Hundred Schools of Thought, a period of cultural and philosophical development that flourished from the 6th century to 221 BC. Syundz commented on many ideas, particularly the teachings of Confucius and Mencius, and a collection of influential essays, usually attributed to him, is known by his name, the *Syun dz*. An outstanding thinker in a turbulent time, Syundz's philosophy covers education, society, culture and music, and one of his principal arguments is that humankind can be improved by education and ritual. Syundz believed that education is a lifelong process. This study analyzes Syundz's work with the purpose of applying his ideas to teaching leadership in contemporary higher education. The methods adopted by this study are concept analysis and content analysis, both of which are qualitative research methods. By applying these methods to Syundz's work, the study summarizes his ideas about leadership and the role education plays in its promotion, following his central idea that to live is to learn. How Syundz's philosophical concepts apply specifically to contemporary higher education and to lifelong learning are comprehensively discussed in the research outcomes. The study's additional objective is to provide a reference point for teaching specialists, so that they can exchange ideas about Syundz's philosophy and to deepen their understanding of its relevance to contemporary education, in the belief that Syundz's ideas are as applicable today to teaching leadership as they were over two millennia ago.

Keywords: Syundz, Philosophy, Teaching Leadership, Higher Education, Lifelong Education.

Metaphoric Perceptions of Private Schools Employee Teachers about Concepts of Supervision and Supervisor

Salih Paşa Memişoğlu

Abant İzzet Baysal Üniversitesi, Turkey, Email: memisoglus@hotmail.com

Ayça Kaya

Abant İzzet Baysal University, Turkey, Email: ayca.bagmen@hotmail.com

Abstract: The aim of this study is to determine the perceptions of private school employee teachers about concepts of supervision and supervisor through the method of metaphors. Within this context similarities and differences of the perceptions of private school employee teachers have been revealed; suggestions about review and reevaluation of the concepts supervision and supervisor have been presented with a scientific basis. This study, conducted with the pattern of phenomenology from qualitative researches, has a working group determined with snowball sampling from proposal sampling methods and consisted of 100 teachers working in private schools in cities Sakarya and Kocaeli in 2015-2016 academic year. Data of the research has been collected with a form consisting of questions such as “Supervision is like... Because supervisor is like... Because...” Metaphors composed by teachers and their reasons are analyzed with content analysis method. According to the results of the study; concept of supervision has been expressed with 75 different metaphors while concept of supervisor has been expressed with 71 different metaphors. Metaphors of the concept supervision have been gathered under 7 categories while metaphors of the concept supervisor have been gathered under 11 categories. Participants have perceived supervision mostly as correction and development and supervisor mostly as advisor. It's also determined that perceptions of supervision and supervisor of participants are generally positive.

Keywords: Supervision, Supervisor, Metaphor, Private School Teacher

Evaluation of ELT Course Books with Their Limits

Deniz Yalçinkaya

Selcuk University, Turkey, Email: denizyalcinkaya@yahoo.com

Abstract: Course books used in EFL classes are one of the most important decisions a school of foreign languages will make in designing their concept of language teaching and learning. It means the method will be used and it is the purpose of learning a foreign language and the aspect of the curriculum. Do the course books fulfil the expectations in language learning? What are the limits of course books? Are the presentations of the skills in the course books satisfactory? All these questions are considered and are analyzed in this paper and the course book series titled 'English for life' by Oxford University Press is evaluated from the language teachers' perspective. The course books as a core material in EFL need to be criticized and placed in language education when we are aware of the goals must be achieved in language teaching and learning. Course books should be supported by supplementary digital materials which serve a self autonomy for the learners encouraging their efforts and self-esteem to learn a foreign language beyond classroom. Surely the course books should have i-tools availed for class teaching to attract the attention and not to fall behind in age of technology.

Keywords: Course Books in Efl Classes, Language Teachers Perspective, Teaching Skills

Multilingual Parenting: Benefits and Challenges

Ieva Margeviča-Grinberga

Anna Stavicka

Ligita Grigule

Anita Berke

Gunta Kraģe

University of Latvia, Latvia,

Email: ieva.margevica@lu.lv, anna.stavicka@lu.lv, ligita.grigule@lu.lv, anita.berke@lu.lv, gunta.krage@lu.lv

Abstract: The growing mobility and opportunities for international cooperation lead to the necessity for parents to ensure the possibility for their children to acquire two or more languages. Mass media and web portals for parents are increasingly highlighting the benefits of the bilingual and bicultural development, as bilingual children have higher cognitive skills, language awareness and sensitivity to other cultures. Despite the research results revealing the positive impact of bilingualism on human development and labour market opportunities, the issue of bilingual education is still ambiguous and challenging for many parents due to their insufficient knowledge of the methodology related to bilingual education provision. To promote bilingualism and support parents in their decision-making, many countries regularly issue manuals for bilingual and/or multilingual parents. The article reports the results of the research conducted in the framework of the project (CB35) “PIM Development of Parent Involvement Models for Bilingual Pre- and Primary School” supported by the programme “Interreg Central Baltic”. Within the research framework, 70 manuals and handbooks on raising a multilingual child were analysed with the aim to identify the core aspects of multilingual education addressed within the research sample. Based on the data obtained in the research framework, the conclusion can be drawn that the manuals and recommendations are mostly based on long-term observation studies, communication with parents, the research of experts’ (speech therapists, paediatricians, educators, psychologists, etc.) viewpoint; as well as the analysis of bilingualism or multilingualism experience in their own families. The research data substantiated the conclusion that the primary goal of the available resources is to dispel myths about the negative impact of bilingualism/multilingualism on the child’s development and language acquisition.

Keywords: Benefits of Bilingualism, Multilingual Parenting, Manuals for Bilingual or Multilingual Parents

DSDI and DSDII As A Strong Base for A Consecutive and Qualitative German Acquisition

Ruta Kemere

Liepaja University, Latvia, Email: m.meldra@apollo.lv

Abstract: In a multicultural society, which increasingly becomes the most characteristic European feature in globalization conditions, one of the most essential types of communication, which unites different groups of culture, is the language. The variety of cultures and wealth of languages are important European resources whose acquisition influences significantly both the procedure of social processes in Europe in general and every individual’s life activities. Representatives of all generations are certain that skills of several foreign languages guarantee possibilities of career development and improve the quality of life. Acquisition of several languages as a goal and tool is particularly important among the school youth whose self-realization process has just started. Therefore in the current society’s learning phase positive tendencies should be emphasised in the acquisition of modern languages at school. One type of schools in Latvia which offer a qualitative acquisition of several languages is schools with specialization in German, which obtained a new status in 1993- German Diploma Schools. In Latvia the internationally recognized German Diploma Examination has been taken for more than 20 years and lots of youth from Latvia have been enrolled in higher educational establishments in Germany, Austria, etc. without any extra examinations in German schools, because the obtained scores in the DSDII examination according to the “Common European Framework of References for Languages” are high (B2/C1). In a few schools in Latvia also the DSDI examination has already been taken for three years which checks the compliance level of pupils’ German skills to A2/B1, which provides an opportunity to study at the colleges mentioned above. Both the DSDI and DSDII diplomas are also an advantage when applying for a job.

When learning several languages in one educational establishment, the succession and intensity of languages acquisition are important, as well as the approbation and gradual introduction of modern teaching methods which are based on multilingual didactics. The DSDI examination is the first important German competence level, which motivates pupils for the next and most difficult step in German acquisition – the DSDII examination.

Keywords: Multicultural Society, Multilingual Didactics, Complex Language Acquisition, Schools with Language Specialization, German Diploma Examination

Learning Multiculturalism Through Storyline Method

Dr. E. Özlem Yiğit

Research Assist. İsmail Hakkı Çatlak

Abant İzzet Baysal University, Turkey, Email: ozlem1406@hotmail.com, ihcatlak@hotmail.com

Abstract: Multiculturalism is defined as a system of beliefs and behaviors that recognizes and respects the presence of all diverse groups in an organization or society (Rosado, 1996). In a definition done by Heckmann (1993) to show that the term of multiculturalism is used in at least seven different versions he presented seven different uses of the term. One of these versions is that multiculturalism means the changing ethnic composition of the population. Secondly the term used as the consequences of immigration. Thirdly, multiculturalism is an interpretation of the concept of culture and it tells us that there are no "pure," original cultures. Fourth multiculturalism is an attitude that looks upon some aspects of the immigrants' culture and sees these as possible enrichment of "our" culture. Fifth, multiculturalism is used referring to ethnic identities as a major basis for political and state organization. Sixth meaning of the multiculturalism is necessity for a common culture, language, and identification to enable societal and state integration and stability. There are different definitions about multiculturalism but in this study multiculturalism is discussed as tolerance toward others; as friendly and supportive behavior toward other cultures and societies. This definition is the seventh version of the term of multiculturalism according to Heckmann (1993). Multiculturalism and citizenship both attempt to identify the sense of identity (Torres, 1998). In both, identity is not only about nationality but also includes features like gender, socio-economic status, disabilities and so on. This study used the term of multiculturalism and citizenship in this manner. Besides, multiculturalism is not only related with national agenda but it is about international issues and to educate individuals as multicultural citizens it is important to raise their awareness about other cultures and countries. The needs of the 21st century demand a citizenry that is culturally sensitive and internationally focused, with an orientation toward the future rather than the past (Rosado, 1996). In this study it was aimed to raise social studies pre-service teachers' cultural awareness and to gain them a multicultural perspective. Tolerance and empathy are also required skills for global citizenship. We should consider global citizenship as a concept for engagement with the world. Learning about the world will develop into a sustainable efforts aiming to gain knowledge about other cultures, their histories and their experiences during both past and today. If students have information about "others" and learn about their lives they could feel sympathy to and empathize with them. Citizenship has emerged as a key topic of debate within social, political and educational spheres. Governments consider citizenship studies as a core subject within secondary education. In Turkey citizenship is taught through the social studies course both in primary and secondary levels. Social studies teach students to both learn about their countries and the whole world. Social studies teachers should be tolerant, empathetic and multicultural to teach being a citizen who familiarize with own country and the others. Pluralist multiculturalists believe that it is important that pupils gather knowledge concerning the values and beliefs of other cultural groups (Simon, 2008). Storyline is an effective learning approach in developing skills like empathy and tolerance. Through storyline method students have active learning opportunities and it makes students responsible for their own learning. Students, themselves, build new knowledge on what they've already learned and experienced. It provokes students' curiosity. This study aims to present the social studies pre-service teacher's views of their learning about multiculturalism and the storyline approach in this process. There has been a promising trend of teacher educators examining their own practices while teaching multicultural courses. However, systematic studies of teacher candidates' perceptions of their learning about issues of diversity continue to remain largely absent (Lowenstein, 2009). Thus, this study aims to examine teacher candidates' perceptions of their learning about multiculturalism through storyline method.

Keywords: Multiculturalism, Storyline Method, Social Studies

Significance of Operational Art in the Lifelong Education of Military Professionals

Ján Spišák

Ivo Pikner

University of Defense, Czech Republic, Email: jan.spisak@unob.cz, ivo.pikner@unob.cz

Abstract: Participation of the Armed Forces in operations requires trained, experienced and competent military personnel. The area of officers' lifelong education is one of the key issues of their preparation for the conduct, command, and control of military operations. Those demands can be fulfilled through skillful theoretical and practical application of operational art. The purpose of this paper was to investigate and describe opinions about the significance of operational art, submitted by military officers who studied the career courses at the Centre for Security and Military Strategic Studies, the University of Defense in the Czech Republic in the years 2014-2016. The data were collected using the qualitative and quantitative research methods. The case study model encompassing three research inquiries, completed with a structural questionnaire were used for this research. The questionnaire included 13 questions that were complementary with the content of the case study. The research was conducted with the sample of the courses participants, which comprised 101 students from different military units within the organizational structure of the Czech Armed Forces. The results indicate that many responses admitted unclear understanding of the significance of operational art theory and its skillful application in practice. Regarding the case study and the questionnaire results the authors believe it is necessary to accept a set of precautions to eliminate the negatives via a balanced combination of officers' military education and their preparation within the units. For the more sophisticated approach to this area, there are some measures proposed at the end of the paper.

Keywords: Operational Art, Career Courses, Education, Questionnaire

Prospective Teachers' Personal Characteristics to Multicultural Education

Assist. Prof. Dr. Menekşe Eskici

Kırklareli University, Faculty of Science and Art, Educational Science Dept.

Email: menekseeskici@klu.edu.tr

Abstract: The aim of this paper is to determine prospective teachers' personal characteristics to multicultural education. It is also aimed to reveal whether there are meaningful differences in prospective teachers' personal characteristics to multicultural education according to their genders, age and number of siblings. The descriptive model was chosen to analyze in this paper. Likewise quantitative data was collected. The participants of the paper are 308 (220 female and 88 male) prospective teachers studying at Kırklareli University pedagogical formation certificate training program in the 2015-2016 academic year. The data collected by using the "Multicultural Personality Questionnaire" that developed by Van Der Zee and Van Oudenhoven (2002) and adapted to Turkish by Polat (2009). The data of this research were analyzed by SPSS 17. During the analysis of data arithmetic mean, standard deviation, t-test, the analysis of one way variance (ANOVA) and LSD test were used. According to these results prospective teachers' scores of "Multicultural Personality Questionnaire" has been found to be high. "Multicultural Personality Questionnaire" sub-dimensions were examined. Prospective teachers' multicultural personality has been highest in "cultural empathy" sub-dimensions and prospective teachers' multicultural personality has been lowest in "flexibility" sub-dimensions. Meaningful differences was found in favor of female prospective teachers toward "cultural empathy" and "emotional balance" sub-dimensions of the questionnaire. Meaningful differences was found in "Multicultural Personality Questionnaire" according to prospective teachers' ages but no meaningful differences was found in "Multicultural Personality Questionnaire" according to prospective teachers' number of siblings.

Keywords: Prospective Teachers, Personal Characteristics, Multicultural Education.

Learningapps.Org E-Environment As A Tool of Blended Learning Form of Education at Elementary School

Olga Sakadiņeca

Anita Jansone

Liepaja University, Latvia, Email: olgal7vsk@gmail.com, anita.jansone@liepu.lv

Abstract: Development of information technologies in the modern world creates conditions of a paradigm of education change and causes prerequisites for introduction of the new forms and methods of training with use of the e-environment in educational process. Blended learning is one of the forms of electronic learning in the course of education based on application of Internet technologies. Informal methods and forms in education in the process of transition to a competent approach can possess a high potential of students' personal and social skills development. In the article methods and techniques of introduction in educational process of electronic-educational environment Learningapps.org are described, as a tool of mixed educational form at elementary school. One of the research objectives was to identify the educational motivation of pupils of 3 - 4 grades during the process of introduction of the electronic environment Learningapps.org in educational process. The results of the questioning, which was carried out at Liepaja Secondary School No. 7, defining educational motivation while using such a form of education, are given in the article. 54 respondents took part in the questioning. Questionnaires contained statements, answers to which were estimated according to Likert's 5 point scale. The results of the questioning of the pupils of 3 and 4 grades revealed a rather high level of educational motivation – in the 3rd grade - 100% and in the 4th grade - 95,8% of pupils were referred to motivated while Blended Learning form of education with the use of the Learningapps.org e-environment was applied. The statistical analysis of the results of the questioning revealed regularity of the decrease of educational motivation in the 4th grade, in comparison to the 3rd grade, that is confirmed by psychological researches of Markova (1983) and Matyukhina (1984). In general, the use of Blended Learning forms with application of the Learningapps.org e-environment at the lessons at Elementary school causes interest of pupils and promotes formation of competences of 21 century.

Keywords: Blended Learning, Learningapps.Org, Students' Motivation, E-Environment

Integrated Health-Enhancing Physical Activities for Liepaja University Students

Helena Vecenane

Antra Alksne

Aivis Talbergs

Liepaja University, Latvia; E-mail: helena.vecenane@liepu.lv; antra.alksne@liepu.lv; aivis.talbergs@liepu.lv

Abstract: Nowadays, highly skilled professionals are in high demand, therefore many young people choose to enter higher educational establishments. The higher education environment demands from the young people a high self-organization level as during the studies intense intellectual activity must be balanced with various other activities of young people's lives. Therefore, it is particularly important to support and encourage students to choose a healthy lifestyle and make it as a foundation for their daily routine, as it is one of the most essential prerequisites for qualitative engagement in activities and self-actualization process. To solve this problem, a programme of integrated health-enhancing physical activities (IHEPA) was elaborated for promoting a healthy lifestyle for students in higher education environment. The Aim of the research: the effectiveness test of IHEPA programme. For testing effectiveness of IHEPA programme, the survey method was applied. Two questionnaires were elaborated: the first has 3 sections for determining students' physical activity, eating habits and health self-evaluation, but the second questionnaire allows assessing the students' knowledge about healthy lifestyle before and after engagement in IHEPA programme. The Results. After implementation of IHEPA programme, statistically credible changes are observed in self-evaluation of students' knowledge: before the study course the average self-assessment of students' knowledge in 5-point scale was 2.8 points, but after – 4.3 points. The results are statistically credible (Wilcoxon Signed Ranks Test). Also positive statistically credible changes are observed in regards to frequency and duration level indicators of physical activities ($p < 0.01$). Credible positive changes are observed in muscle strength and strength endurance position where 19.1 % more students got involved, and also improvement of 34.2 % is found for duration and frequency indicators of flexibility promoting exercises. With regards to healthy nourishment, statistically credible ($p < 0.01$) positive changes are observed for all eleven indicators, and also significant statistically credible changes are observed in self-evaluation category ($p = 0.01$) (Wilcoxon Signed Ranks Test), which shows the effectiveness of IHEPA programme for students during the study process.

Keywords: Students, Physical Activities, Eating Habits, Knowledge, Integrated Health-Enhancing Physical Activities.

Teachers' Views on Impression Management Tactics and Cyberloafing

Assoc. Prof.Dr. Şenay Sezgin Nartgun

Serkan Ekinci

İbrahim Limon

Hayrettin Tükel

Abant İzzet Baysal University, Turkey,

Email: szbn@yahoo.com,serkanekinci_aibu@hotmail.com,hayrettintukel@gmail.com,ibomon@gmail.com

Abstract: In a rapidly changing world, human beings trying to keep up with new advances have quickly begun to make technological inventions a part of his life. While its being a part of humans' life has many advantages, technology has also brought in some disadvantages. One of these problems is cyberloafing which can be defined as spending time online on activities non-related to work. The frequency of this incident can affect employee's social interactions. It can be difficult for a person spending over time in virtual environments to become socialized or to be involved in social interactions. Impression management is the behaviors exhibited to be honored in social environments or for adaption in such environments and to create the impression that one behaves according to expectations of others or universal norms. Impression management has also become a research interest recently. In this sense, the aim of this study is to identify secondary school teachers' employed in Nevşehir central district views on impression management tactics and cyberloafing. It also aims to demonstrate whether there is a significant relationship between their views. The study was conducted in relational screening model. On the other hand, the universe of the study consisted of 316 secondary school teachers employed in Nevşehir central district during 2015-2016 educational years. Of the participants 55,4 % were females and 44,6 % were males. 40,5 % of them had 1-10 years experience, 50 % of them had 11-20 years experience and 9,5 % had 21 and more years experience. 18 % of the participants aged between 20-30; 62,3 % of them aged between 31-40; 17,1 % aged between 41-50 and finally 2,2% were 51 and over. Considering their graduation 94,3 % had undergraduate while only 5,7 % of them had graduate degree. Data were collected through Impression Management Tactics Scale and Cyberloafing Scale. In the analysis of the data, means and standard deviations were calculated and Spearman's Rho correlation analysis was conducted. According to results of the study, even at a low level teachers apply to impression management tactics and the level of cyberloafing behavior was "occasionally". A positive low level significant relationship was found between teachers' views on impression management and cyberloafing.

Keywords: Impression Management, Cyberloafing, Teacher

The Effect of Optimism Level' on Career Decision-Making Competence and Professional Results Expect

Emine Şener

Mustafa Kocaoğlu

Ahi Evran University, Faculty of Economics and Administrative Sciences, Turkey.

Email: esener@ahievran.edu.tr, m_kocaoğlu@hotmail.com

Abstract: This study has been carried out so as to identify the effect of level of optimism upon career decision-making competence and professional outcome expectancy. Career decision-making has been defined as one's choosing a profession by being aware of his own capabilities, while Professional outcome expectancy is defined as the beliefs related to the long-term outcomes of achievements attained through certain educational or career decision-making behaviors. It is considered that the students of the Faculty of Economics and Administrative Sciences, which aims to raise students who will become the executive candidates of the future and professional individuals in the fields of economics, management, international relations, politics and public administration in both public and private sectors, should have positive perceptions so as to make significant effect on the future of the country. Positive psychology, which aims to discover the strengths of an individual, has started to be in the limelight in recent years. In this study too, the relationship between the level of optimism, which is one of the strong points of university students who are on the verge of a critical transition period in their lives and thus faced with several worries and problems, and their career decision-making competence and professional outcome expectancy has been analyzed. Target population of the study consists of the students currently attending the Faculty of Economics and Administrative Sciences of Ahi Evran University in 2015-16 educational year. No selection process has been carried out during the study for a special sample; instead, all the student population has been included in the study. 966 students have participated in the study. Three different scales have been used in the study in order to identify students' career decisions, their professional outcome expectancies and level of optimism. The data gathered have been analyzed with the help of a statistical package program. As a result of the statistical tests that were carried out, it was seen that most of the participants were first-grader girls and that a great majority of them had willingly chose their departments at the university. It was observed that their career decision-making competence and professional outcome expectancies were at the medium level, whereas their degree of optimism was high. Furthermore, a positive significant correlation was observed between the level of optimism and levels of career decision-making competence (0.05, $r=0.369$). As a result of the regression analysis that was made ($p < 0.05$, $r=0.309$; $p <$ and professional outcome expectancy (p in order to identify the degree of optimism, which was the fundamental item of the study, on career decision-making and professional outcome expectancy, it was seen that the 9% change in career decision-making competence was explained through level of optimism.

Keywords: Optimism, Career Decision Efficacy Expectation, Professional Results Expect, Faculty Of Economics And Administrative Sciences

Üniversite Öğrencilerinin Alçakgönüllülük ile Umutları Arasında Sosyal Bağlılığın Aracılık Rolünün İncelenmesi

Yrd. Doç. Dr. Recep Uysal

Prof. Dr. M. Engin Deniz

Yıldız Teknik Üniversitesi Eğitim Fakültesi, Turkey, Email: ruyisal@yildiz.edu.tr, edeniz@yildiz.edu.tr

Abstract: Sosyal bağlılık bireyin sosyal çevresinin geneliyle yakın ilişki içinde olmasına, kendini bu ilişkilerin önemli bir parçası hissetmesine ilişkin öznel farkındalık düzeyi olarak tanımlanabilir ve bireylerin ait olma ve bağlanma ihtiyaçlarını tatmin etmeleri ile gelişir. Sosyal bağlılık düzeyinin yüksek olması bireyin sosyal ortamlarda kendini daha rahat ve güvende hissetmesini sağlayan önemli bir etkidir. Yapılan çalışmalar sosyal bağlılığın birçok olumlu değişkenle ilişkili olduğunu ve farklı değişkenler arasında aracı rol oynayabileceğini ortaya koymasına karşın üniversite öğrencilerinin alçakgönüllülük ve umut düzeyleri arasındaki ilişkide aracı rolü incelenmemiştir. Bu çalışmada üniversite öğrencilerinin alçakgönüllülük ile umutları arasındaki ilişkide sosyal bağlılığın aracılık rolü ele alınmıştır. Yöntem: Bu çalışma 182'si (%58) kadın ve 127'si (%41) erkek olan ve yaşları 17 ile 24 arasında değişen toplam 309 üniversite öğrencisinin katılımıyla gerçekleştirilmiştir. Veriler Eliot (2010) tarafından geliştirilen ve Sarıçam, Akın, Gediksiz ve Akın (2012) tarafından Türkçeye uyarlanan Alçakgönüllülük Ölçeği, Synder ve meslektaşları (1991) tarafından geliştirilen ve Tarhan ve Bacanlı (2015) tarafından Türkçeye uyarlanan Sürekli Umut Ölçeği ile Lee ve Robbins (1995) tarafından geliştirilen ve Duru (2007) tarafından Türkçeye uyarlanan Sosyal Bağlılık Ölçeği kullanılarak toplanmıştır. Sosyal bağlılığın aracı rolünün olup olmadığı Anderson ve Gerbing (1988) tarafından önerildiği haliyle iki aşamalı yapısal eşitlik modellemesi ile test edilmiştir. İlk aşamada, ölçüm modeli test edilmiş ve ölçüm modeli doğrulanmasının ardından hipotetik yapısal model analize geçilmiştir. En iyi modeli belirlemek amacıyla kay-kare fark testi yapılmıştır. Parselleme yöntemiyle tek boyutlu olan sosyal bağlılık iki parseli ayrılmıştır. Dolayısıyla modellerde, umut kendisini temsil eden iki alt boyutuyla, alçakgönüllülük kendisini temsil eden dört alt boyutuyla ve sosyal bağlılık da kendisini temsil eden iki parseliyle olmak üzere 8 adet gözlenen değişken ve üç adet gizil değişken yer almaktadır. Yapısal eşitlik modeline ek olarak, sosyal bağlılığın aracılık rolünün anlamlılığını ek kanıt sağlamak için bootstrapping analizi de gerçekleştirilmiştir. Bulgular: Yapısal eşitlik modelinin ilk aşaması sonrasında ölçüm modelinin kabul edilebilir bir uyum iyiliğine sahip olduğu görülmüştür ($\chi^2=33.68$, $\chi^2 /sd=1.98$, CFI=.98, IFI=.98, GFI=.97, RMSEA=.056 ve SRMR=.029). Ölçüm modelinde yer alan tüm yol katsayıları da anlamlı olduğu anlaşılmıştır. Yapısal modelin ilk aşamasında öncelikle, sosyal bağlılığın alçakgönüllülük ile umut arasında tam aracı olduğu model sınanmış ve bu modelin kabul edilebilir uyum iyiliğine sahip olduğu belirlenmiştir ($\chi^2=48.54$, $\chi^2 /sd=2.69$, CFI=.97, IFI=.97, GFI=.96, RMSEA=.074 ve SRMR=.064). Ardından, sosyal bağlılığın kısmi aracı olduğu yapısal modelin daha iyi uyum iyiliğine sahip olduğu görülmüştür ($\chi^2=48.54$, $\chi^2 /sd=2.69$, CFI=.97, IFI=.97, GFI=.96, RMSEA=.074 ve SRMR=.064). Tam ve kısmi modelin kay-kare fark testiyle karşılaştırılması sonucunda kısmi aracı olan yapısal modelin daha iyi bir model olduğu anlaşılmıştır ($\Delta\chi^2=14.86$, $sd=1$, $p < .001$). Bootstrapping analizi sonucunda sosyal bağlılığın alçakgönüllülük ile umut arasındaki aracılığının anlamlı olduğu saptanmıştır (bootstrap katsayısı=.12, %95G.A.=.07, .19). Sonuç: Tüm bu bulgular ışığında, sosyal bağlılığın üniversite öğrencilerinin alçakgönüllülükleri ile umut düzeyleri arasında kısmi aracı olduğu söylenebilir.

Keywords: Alçakgönüllülük, Umut, Sosyal Bağlılık, Pozitif Psikoloji

Analysis of The Relationship Between Lifelong Learning Scores and Technology Attitude, Smart Phone Usage Frequency of Distance Education Students with Structural Equation Modeling

Hakan Kör

*Hitit Üniversitesi, Turkey
Email: hakankor19@gmail.com*

Hasan Erbay

*Kırıkkale Üniversitesi, Turkey
Email: hxe68@yahoo.com, ,*

Melih Engin

*Uludağ Üniversitesi, Turkey
Email: melihengin@uludag.edu.tr*

Emre Dunder

*Ondokuz Mayıs Üniversitesi, Turkey
Email: emre.dunder@gmail.com*

Abstract: Lifelong learning is defined as all activities aiming at improving one's skills, knowledge, competencies socially, individually or professionally throughout an individual's life. Considering previous studies related to lifelong learning, studies like lifelong learning, computer use, digital competence, demographic structure and the relationship with intelligence can be seen as intrinsic research. In this study, we investigated the Relation between the Lifelong Learning Tendency, technology attitudes and smartphone usage frequency of higher education student's. In the study, reliability studies have been made in advance and implemented with the permission of the Turkish version of the scale and has been under review in international journals. The research population of The Hitit University is comprised of 4466 students enrolled in distance education. The research samples, 6 Vocational Schools, 4 faculties and 2 higher schools are included, and are comprised by 881 students studying at 12 different education units at Hitit University. The data collected from the students, was analyzed by establishing structural equation modeling ran on the open source R program. Looking at the results, it was found that a significant correlation with the frequency of smartphone technology use and the relationship between attitude scaled towards lifelong learning for students who scored between the 3 different scales has been found to be more.

Keywords: Lifelong Learning, Technology Attitude, Smart Phone Usage, Relationship Of Technology And Leadership

Teachers' Views on Course Supervision Competencies of Secondary School Managers

Assist. Prof. Dr. Arslan Bayram

Artvin Coruh University, Turkey Email: arbay06@hotmail.com

Abstract: The dictionary definition of Control is " to take care ", " steer ", " supervise ", "audit ". Usually, it is considered as a means for controlling the teacher. The fact that both new and experienced teachers flee from education is partly due to the external control of teachers' work life. (Lavie, 2006; Akt: Aksu, Ağaoğlu, 2014). Supervisory approaches in education have gone through a change and progress in parallel with the approaches and theories in management. In the same way, approaches to supervision have also differentiated from each other according to the principles put forward by the management theory (Aydn, 2005). Supervision, in general, means the process of measuring the efficiency of the organization in the public sector and in the similar institutions with legal personality (Taymaz, 2002). Supervision can be considered as the process of determining whether the organizational actions are appropriate or not for the determined principles and rules. The general purpose of supervision is to determine the degree of realization of the goal of organization, take the necessary measures to achieve better results and improve the process (Aydn, 2005). The goal of this study is to determine teachers' views on course supervision competencies of secondary school managers. Screening model has been used in this study. Population of this study consists of teachers working in high schools in Artvin in the 2015-2016 academic year. Due to the fact that it is not possible to reach all high school teachers in Artvin, sample consists of 342 teachers chosen by cluster sampling. The scale used in this study was formed using the " Teacher Evaluation Form" prepared by the Ministry of Education Guidance and Supervision Department developed by researcher. Cronbach's alpha and Spearman- Brown reliability of the scale was carried out. SPSS 22.0 software package was used for data analysis. In analyzing the data, frequency, percentage, t-test, one-way analysis of variance was used.

Keywords: Principals, Control, Course Supervision, Supervision Competencies

Analysis the Effect of Parental Characteristics on Lifelong Learning Tendencies of the Eighth Grade Students with the Simple Linear Regression

Selda Koç

Bartın İMKB Ortaokulu, Turkey, Email: selda7483@gmail.com

Sema Sulak

*Yrd.Doç. Dr., Bartın Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü
Email: semasulak@bartin.edu.tr*

Abstract: The aim of this research is to determine the relationship between the life-long learning tendencies of 8th grade secondary school students and their parents and demonstrate the various variables (gender, age, parent's education level, participation of any education) with the simple linear regression analysis. Also the relationship of life long learning tendency between the 8th grade secondary school students and their parents is aimed to determine. On this research relational model was used in the study of the screening model. The working groups of the research are the 8th grade students of İMKB Secondary School and their parents. The research's data was obtained by the help of demographic questionnaire survey and Scale Of Life Long Learning Tendencies. On this research it is concluded that parents' life long learning tendencies level, age, gender, education level and willingness of participation of any course or education have no effect on life long learning tendencies of child.

Keywords: Life Long Learning, Parent Life Long Learning Tendencies, Simple regression

**A New Cloud-Teaching Approach to Higher Education
and Lifelong Learning: Using Classic Poetry as an Example**

Hsin Chi Ko

Chang Jung Christian University, Taiwan, Email: hsin899@gmail.com

Abstract: Although it is widely used in business, science and technology, the use of cloud technology in education is still in its infancy. Cloud computing is an internet-based resource, providing shared processing and data to computers and devices that are connected to the internet, and in many fields it is now an efficient means for providing easy access to widespread computing resources such as networks, servers, applications and services. Worldwide, teaching specialists are slowly applying cloud technology in new and innovative ways to improve teaching methods and efficiencies. Even so, cloud technology is not as commonly or as imaginatively used in education as it is in other fields. By combining digital teaching with cloud technology to provide students with a state-of-the-art learning environment, the purpose of this study to develop a new method for classroom teaching – specifically, to use ancient Chinese poetry to illustrate and develop teaching strategies within a digital classroom. By using qualitative analysis techniques, the study explores selected ancient Chinese poems with the aim of encouraging students to think creatively and resourcefully about topics under discussion using an interactive instructional model. The goal of the study is to find new methods and strategies for teaching classic Chinese poetry while simultaneously developing a foundation for cloud-teaching and in the process to rediscover the 'old' by way of the 'new'. Although the present study focuses on the application of cloud-based teaching using classic Chinese poetry, the results should be relevant to other fields in education, particularly in the humanities.

Keywords: Digital Learning, Cloud Technology, Cloud Learning Approach, Higher Education, Lifelong Learning, Classic Poetry.

**The Effect of the Position of Educational Organizations
Within the Social Network on their Collaboration Levels**

Assist. Prof. Dr. Zeynep Uğurlu

Sinop University, Turkey, Email: zeynepugurlu2002@yahoo.com

Abstract: Objectives: In this research, it has been aimed to determine the opinions of administrators serving in the public education organizations at the central districts of Sinop on inter-organizational collaboration (collaboration levels). Methodology: The study, in the descriptive survey model, has been carried out by a mixed research approach where qualitative, quantitative and social network analyses have been used collectively. At the qualitative phase of the research, 36 school administrators have been interviewed, and then the interview inventory has been subjected to content analysis. In the social network analysis phase of the research, the Collaboration Levels Scale developed by the researcher has been applied to 36 school administrators. The obtained data have been analyzed in the UCINET 6.0 and Keyplayer 1.46 software. The density, structural holes, centrality degrees of the responses of the administrators to the items included in the scale have been calculated and network maps have been generated. In the quantitative phase of the research, whether the positional characteristics of the administrators within the organization and network demonstrated variations depending on variables or not has been analyzed with the Mann-Whitney U and Kruskal Wallis Test, since the distribution was not normal. Results and Conclusion: According to the conclusions reached in the study, 36 education institutions have established a collaboration network of 68 actors, including themselves. From these organizations, 39 are education organizations, while 29 are public, private sector and non-governmental organizations. All education organizations at the provincial center have established a collaboration network. There are no isolated institutions. According to the density analysis, 57% of the maximum relations that the organizations could achieve among themselves, has been established. Accordingly, the education organizations have both close and distant connections within the collaboration network. According to the research findings, the education organizations at the provincial center display a structure that is very close within themselves – but closed to the outside. While the areas where the collaboration potential could be used the most in proportion are data sharing, financial resources sharing and administrator opinion exchange, the lowest levels have materialized in working on a common project, institutional health and safety. Among the collaboration levels, from the five levels that are networking, cooperation, coordination, coalition and collaboration, the highest achieved collaboration is the collaboration at the cooperation level. In conclusion, meaningful differentiations have been determined between collaboration subjects and levels, depending on the positions of the organizations within the network (central actor, effectiveness level and betweenness condition). Positions within the network have an impact on the collaboration levels of organizations.

Keywords: Educational Organizations, Collaboration, Collaboration Levels, Social Network Analysis

The Features of Female and Male School Principals in Turkey

Assoc. Prof. Dr. Emine Babaoğlan

Bozok University, Turkey, Email: ebabaoglan@yahoo.com.tr

Abstract: Introduction and Objective The purpose of this research is to specify the features of male and female school principals comparatively. Method The study is a qualitative research. In the study, interviews were done with 25 female and 25 male school principals from different cities of Turkey and the data was analyzed with content analysis. Findings and Conclusion It is determined that male and female principals have similar specialties on the themes; individual characteristics, human relations and communication, being development-oriented, diligence, leadership and professional competence, in the research. Male principals emphasize the themes of democratic management, student-centeredness, worker centeredness and being encouraging/ incentive more than female principals; whereas female principals emphasize motivation more than male principals. In the study, it came to light that the features of male and female principals are: justice-fairness, determination, reliability, tolerance, self-confidence, honesty, well-communication, giving value to people, empathy, self-development, owning a vision, openness to change, democratic management, team-group work, diligence, disciplined-planned work, being skilled for the job, leadership, model behavior, loving students, promoting student activities, orienting student success, professional skills, knowing laws and regulations, giving motivation, rewarding achievements, encouraging/being-incentive and love of the job. In addition, male principals emphasize justice-fairness, democratic-participative management, orienting student success and giving motivation more; while female principals emphasize determination, information exchange and disciplined-planned work more. It was determined that male and female principals have more common features than different ones, and their competence were at the same level.

Keywords: School Leader, Female Principal, Male Principal, Gender, School Principal.

The Predictive Power of Leadership to the Perception of School Trust

Assoc. Prof. Dr. Emine Babaođlan

Bozok University, Turkey, Email: ebabaoglan@yahoo.com.tr

Abstract: Introduction The leadership of school principal and trust to school is important organizational variable for pleasure of school stakeholders and effectiveness of them. In this research these two variables are inquired according to school principal and vice principal perception. Objective The purpose of this research is to determine predictive power of leadership to the perception of trust to school. Method This research is descriptive and quantitative study. In this research relational screening research method was used. In this research data were collected by two scales. The first scale is Leadership Behavior Questionnaire which was developed by Ekvall & Arvonen (1991) and which was adapted into Turkish by Tengilimođlu (2005). The one-dimensional leadership scale consists of 36 statements. The second scale is Organizational Trust Scale" developed by Daboval, Comish, Swindle and Gaster (1994) which was adapted into Turkish by Kamer (2001). The data were analyzed with descriptive and regression analysis. The IBM SPSS 20 packaged software was used in research data analysis. The research has been carried out with the elementary and secondary school principals and vice principals. Findings and Conclusion In the end of the research it was seen that leadership behavior of the school principals predicts to the perception of trust to school. The research results were discussed in the light of the literature.

Keywords: School Trust, Leadership, Principal Leadership, Vice Principal

The Predictive Power of University Student's Learned Resourcefulnesslevel to Alienation Level

Assist. Prof. Dr. Ejder elik

Bozok University, Turkey, Email: ejder.celik@bozok.edu.tr

Abstract: Introduction and Objective: The purpose of this research is to determine the predictive power of university student's learned resourcefulnesslevel to alienation level. This research has quantitative research technique. Method: In this research relational screening research method was used. In this research data were collected by two scales. The first scale is LearnedResourcefulness Schedule(RÖGO)' which The students' perception of learned resourcefulness was measured by the Learned Resourcefulness Scale (RÖGO) which was developed by Rosenbaum (1980) and Haynes (1996) adapted into Turkish by Dađ (1991) and Yıldırım, Gölpinar and Uđuz (2012). The second scale is The students' perception of alienation was measured by Students Alienation Scale which was developed by ađlar (2012). Student Alienation Scale hasfour sub scales which are weakness, anomy, meaninglessness, isolation. Student Alienation Scale and Learned Resourcefulness Scheduleconsists of five likert type items. The data were analyzed with descriptive and regression analysis. The IBM SPSS 20 packaged software was used in research data analysis. The research has been carried out with the 820 university students who are Bozok University. Findings and Conclusion It is concluded that there is a positive and low-level relationship between students' alienation perception and learned resourcefulness perception. The students' alienation (weakness, anomy, meaninglessness, isolation) perception had a weak predictive power over the students' learned resourcefulness perception. This finding suggests that if the alienation perception (weakness, anomy, meaninglessness, isolation) increase, the students' perception of learned resourcefulness will also increase

Keywords: Learned Resourcefulness, Alienation, University Students, Anomy, Weakness

The Transformation of Femininity in Modernity

Assist. Prof. Dr. Ejder Çelik

Bozok University, Turkey, Email: ejder.celik@bozok.edu.tr

Abstract: The definitions of women's rights and freedom has become almost a modernity myth nowadays. The myth has become almost produces fundamental deadlock on women about the ontological properties of social identity of women according to the manipulative effects on a modern system. The basis of the work is the phenomenon of "femininity" has become disappear in the male roles. Traditional society structure emphasizing modern society with the structure they see separations between the axis of the applied social roles in modern society the meaning and impact of women's social structure and effects of content conversion highlight the work of the economic and social development of cultural aspect designation. The work is a qualitative research. Theoretical study and document scanning will be done for the work. The changing of social roles has an important role on the social change emerging modernity among the main parameters. Changes in gender roles plays the most important role on the changes in social role structure. Urbanization, relations of production, the transformation of cultural and legal structure are decisive elements of the change. The change of women's gender roles has actually cause more radical change. The phenomenon of "femininity" has been the main transformation. Changes in the each stage of modernity affect women more than men. Traditional manipulations on women give place to determinations of the production of modern management which is more complicated. What extent did women will has an impact on defining the "femininity" in traditional society. Has women been pleased with their social position and gender for centuries. What it means "freedom" and "equality" the concepts, which are highlighted when it was switched from traditional society to modern one? Is it a problem that women transformed themselves male roles which represents the working World instead of renewal of femininity in modernity? The answers of these questions will give us the underlying logic of not only being melted in male role, for making us a part of production in the society but also artificialized us as a commodity trading figure. I wonder if there are a refer to femininity's unchanged meaning and the effective, real femininity phenomenon in everyday life or women share the same code of men role?

Keywords: Femininity, Feminism, Modernity, Women's Rights, Gender Roles

Life in a Chemically Safe Environment: The Education Aspect

Doc. Olga Glikasa

Doc. Ludmila Karule

Liepaja University, Institute of Educational Sciences, Latvia, Email: olga.glikasa@liepu.lv, ludmila.karule@liepu.lv

Abstract: Every moment the child is affected by the environment in all its diversity and complexity. Natural environment is a very stable system, whereas the social environment is governed by stereotypes, fashion trends, financial considerations, importunateness of psychologically efficient advertising, and the moral pressure of peers, characteristic of the time period and the region. Besides, each family forms their own habits, priorities of purchases and treatment of values. Joining various children's groups (in the playground, the kindergarten, the sports team, the art club, etc.), the child is influenced by the atmosphere prevailing there, wants to fit in and to be like the leaders. It determines their desire to wear certain types of clothing and footwear, use school and hygiene accessories of special design, and have trendy toys. The chemical composition of the object that can affect health is of least consideration for them. Skills obtained at school are not an end in themselves - they need to start being used as early as possible in life. In deciding how to treat natural environment, what to consume, and what things to buy, opportunities arise at every step. Introducing junior schoolchildren to dangerous substances is utterly important, but the complexity of the topic and the students' lack of necessary knowledge in chemistry makes the task difficult. Game elements, practical research activities, and training brought closer to the realities of life, ensure positive results. Children should be encouraged to search for information in both using literature and listening to teachers and specialists, performing cognitive activities in their neighborhood, and being observant and careful in everyday life.

Objectives: 1) to establish the primary school pupils' and their parents' and teachers' knowledge of hazardous chemicals and their attitude to the choice of various things and hygiene products; 2) to develop a methodology for teaching and learning the theme in the study process and extra-curricular activities. As there is no special subject in the syllabus, the most appropriate subjects, teaching which issues related to hazardous chemicals prove to be the sciences, social sciences, arts, manual training, and sports. Students do not know chemistry and are not sufficiently aware of the presence of hazardous chemicals in the living environment as shown by questionnaires, brainstorming, discussions, and analysis of drawings. Our study shows that the teaching/learning process should emphasize the presence of hazardous chemicals in the household, and skills to avoid them by using diverse teaching methods should be mastered.

Keywords: Hazardous Chemicals, Safe Environment, Life Skills

Teacher Views on Organizational Deviance, Psychological Ownership and Social Innovation

Prof. Dr. Türkan Argon
Serkan Ekinçi

Abant İzzet Baysal University, Turkey, Email: turkanargon@hotmail.com, serkanekinçi_aibu@hotmail.com

Abstract: When people feel a sense of ownership for ideas and objects, their attitudes towards these ideas and objects become more positive, they regard them as an extension of their personality and feel more responsible for them. The notion of psychological ownership is essential in the workplace. Moreover, its incidental characteristic differentiates it from other work-related attitudes such as organizational commitment and job satisfaction (Van Dyne and Pierce, 2004). Employee's feeling a sense of ownership for the organization make employees psychologically committed and a part of organizational identity (McIntyreSrivastava and Fuller, 2009). One of the obstacles to psychological ownership is workplace deviance. Workplace deviance is the set of behaviors that is not suitable to the values and expectations of the organization, violates its norms, and damages its functions, structure, members and relations. These intentional behaviors can be verbal or nonverbal (Demir and Tütüncü, 2010; Muchinsky, 2006). (Lying, making gossip, work slowdown, aggression, violence etc.). All these unfavorable behaviors bring about some individual and organizational negations. Organizations desire to have employees who always change, innovate themselves and contribute to their organizations. The employees who are in the pursuit of change and innovation not only contribute to their organizations more but also will minimize time and effort for unfavorable behaviors. Furthermore, such behaviors are more likely to be present in employees whose contributions are low or absent. On the other hand, employees with a higher psychological ownership are not expected to display workplace deviance but to improve and innovate themselves because innovative employees inquire, question and contribute to organization. In this study, the social aspect of innovativeness is dealt with. Social innovativeness means new or improved activities, initiatives, services, processes or practice and development of goods to find solutions to the problems individuals and society face (Goldenberg, 2004; Tanimoto etc, 2007; Neamtan, 2003). Additionally, it is finding tangible ways to change the lives of people positively (Goldenberg, 2004). The three notions in this study are thought to be particularly important for teachers. Teachers with these traits can contribute to the improvement of their school. They will also build the upcoming society with the students they educate. In this context, this study aims to determine teachers' opinions about psychological ownership, workplace deviance and social innovativeness. It also aims to determine whether there is a relationship among these opinions. The study was conducted in relational screening model. The population of the study is the primary and elementary school teachers working in Bolu during the education year of 2015-2016. Data collection tools are Psychological Ownership Scale, Workplace Deviance Scale and Social Innovativeness Scale. Psychological Ownership Scale was developed by Van Dyne and Pierce (2004) and it was adapted into Turkish by Ökten (2015), $\alpha=.91$. Workplace Deviance Scale was developed by Bennett and Robinson (2000) and it was adapted into Turkish by İyigün (2011), $\alpha=.87$. The third scale used in the study is Social Innovativeness Scale developed by Halaç, Eren and Bulut (2014), $\alpha=.86$. Depending on the distribution, the data will be analyzed. Data collection process is still going on and the results will be presented at the congress.

Keywords: Organizational Deviance, Psychological Ownership, Social Innovation, Teacher

Lifelong Learning as a Requirement, Development, Continuity and Encouragement Tool: Metaphoric Perceptions Related to Lifelong Learning

Res. Assist. Gözde Sezen Gültekin
Assist. Prof. Dr. Duygu Gür Erdoğan

Sakarya University Faculty of Education Educational Sciences Department, Hendek, Sakarya, Turkey
Email: gsezen@sakarya.edu.tr, dgur@sakarya.edu.tr

Abstract: This study aims to reveal the metaphorical perception of participants regarding the concept of lifelong learning. In this context, phenomenology pattern which is a qualitative research model was used. In the determination of the participants, sampling criteria which is a purposeful sampling methods was preferred. In this regard, the study group consists of 36 postgraduate students who have distance education at Sakarya University Institute of Education Sciences in 2014-2015 academic year. For collecting data, a semi-structured interview form developed by the researchers was used. Considering credibility, transferability, dependability and confirmability criteria, some measures were taken and the methods were applied in order to ensure trustworthiness. The data obtained from the participants were analyzed through content analysis method. It was seen that the participants developed totally 31 different metaphors related to lifelong learning. These metaphors were evaluated according to their rationales and subsequently four categories including requirement, development, continuity and encouragement were created. In this context, the results and discussions were conducted and the recommendations were presented by emphasizing these four aspects of lifelong learning.

Keywords: Lifelong Learning, Metaphor, Phenomenology Pattern, Postgraduate Students, Qualitative Research, Trustworthiness

Relationship between Lifelong Learning Levels and Information Literacy Skills in Teacher Candidates

Assist. Prof. Dr. Dilek Yalız Solmaz

Anadolu University, Faculty of Sport, Turkey, Email: dilekyaliz@anadolu.edu.tr

Abstract: This study was aim to examine the relationship between lifelong learning levels and information literacy skills in teacher candidates. The research group consists of 127 physical education and sports teacher candidates. 41.7% of the students in the study population were female, 58.3% are male. According to the grade levels, it is observed that students are 1st class of 24.4%, 2nd class of 27.6%, 3rd class of 25.2% and 4th class of 22.8%. Data were collected by means of "Life Long Learning Scale (LLL)" which was originally developed by Coşkun and Demirel (2012) and "Information Literacy Scale" which was developed by Adigüzel (2011). In the data analysis, "mean, standard deviation and Product-Moment Correlation coefficients" were used. As a result of the study, it has been observed that participant student' lifelong learning levels are above the average. Sub-dimensions of lifelong learning levels have been analyzed, it shows that participant student' curiosity, perseverance, motivation and self-regulation subscale scores, were slightly above the mean score of the scale. Another result obtained from this research is that teacher candidates' information literacy trends are also quite high. It shows that students' "defining information needs", "access to information", "use of information" and "ethical and legal settings in use of information" subscale average scores is the high level. According the results of the analysis, there is a significant relationship between teacher candidates' information literacy skills and lifelong learning levels. This relationship is positive and at moderate level. Thus, it is understood that when teacher candidates' information literacy skills increase their attitudes toward lifelong learning will also increase in parallel at moderate level.

Keywords: Lifelong Learning; Information Literacy Skills; Pre-Service Teachers; Physical Education And Sport; Correlation.

Lifelong Learning and The Use of Technology in Music Education

Assist. Prof. Dr. Vahdet Çalışkan

Trakya University State Conservatory, Wind and Percussion Department, Clarinet Division, Turkey,

Email: vahdetcaliskan@trakya.edu.tr

Abstract: The concept of lifelong learning which was introduced in the 1970s continues to gain increasing importance in various fields. In music, as it is in many different fields, to train highly motivated, research-oriented and updated individuals about the changes in technology is of paramount importance to promote lifelong learning. Although individualized training namely master-apprentice understanding has been favored in music education, this approach should be reconsidered to improve the participation and sustainability. In the light of all these components, music education should be done in line with the lifelong learning according to the developing and changing dynamics of the era regardless of individual's being an amateur or a professional. Most of the fields in education ongoing with traditional teaching methods gained a new perspective with the technological developments which make life and learning easier and accessible. The importance of technology, which is an indispensable part of our lives nowadays, cannot also be ignored in the progress of music within the framework of lifelong learning concept. As a result of technological developments, it is possible and easier to access not only to music, but also its meta-data, note, records, software and lots of other data quickly today, regardless of time and space while in the past it was only possible to access to music in real-time. Variety and limitlessness of applications in areas such as flow of information, quick transfer of information, access to information and information sharing provides new perspectives to individuals. The efficiency of such applications and contents will increase if they become multilingual rather than being limited to only some particular languages and if they become free in order to enable equal opportunities. In addition to these, creating a musicbased data base among the institutions which give amateur or professional music education will play a very important role in raising equipped musicians who have self-confidence. Therefore, in this study some of the useful websites, applications, databases and magazines are stated.

Keywords: Lifelong Learning, Music, Education, Technology

Teachers' Views on the Instructional Supervision by School Principals

Salih Paşa Memişoğlu

Abant İzzet Baysal Üniversitesi, Turkey, Email: memisoglus@hotmail.com

İbrahim Limon

Milli Eğitim Bakanlığı, Turkey, Email: ibomon@gmail.com

Abstract: Organizations have their goals and their survival depends on achieving these goals. One of the main factors contributing to the achievement of the goals is the employees. There is a strong correlation between employee's efforts towards the organizational goals and the success of the organization. In this sense, it is an obligation for the organizations to supervise their employees. Aydın (2007) defines the supervision as the process to understand whether organizational activities are in line with the goals accepted and according to principals and rules of the organization. Aydın states that the main aim of the supervision is to determine to what extent organizational goals are achieved, to take necessary measures and improve the activities. So, organizational operation as a whole is continuously supervised in a planned and programmed way. The deficiencies are specified and corrected. The repetition of the mistakes is prevented and the operation of the organization is improved. Education, one of the most important public institutions, must be supervised just like any other organizations. This is necessary for the educational institutions to meet the expectations of the society. Teachers are one of the most important actors for schools. So, school leaders aim to improve the efficiency of the teachers via supervision (Farley, 2010). Memişoğlu and Kalay (2013) also assert that supervision is necessary to develop the occupational competencies of incumbent teachers and train them. On the other hand, it is one of the major factors on the success of the teachers. One of the ways supervising teachers is observing their teaching process which is instructional supervision. The aim of this study is to determine teachers' views on instructional supervision carried out by school principals and bring forward proposals depending on the findings. The study was conducted in qualitative design. Descriptive analysis was used to analyze the data. The participants are 25 teachers working in Sakarya during the educational year of 2015-2016. The participants were chosen through purposive sampling. An interview form consisting of three questions were used to collect the data. The findings of the study showed that % 60 of the participants regard the instructional supervision as unnecessary while % 40 of them regard it as necessary. The participants who are not in favor of supervision claim that supervision is not functional because it is not carried out by experts. Also, the frequency of the supervision is not enough. Instructional supervision is carried out by school principal and this brings about some advantages and disadvantages as well. For example, while the familiarity between school principals and teachers is an advantage for the supervision process, school principals' not being an expert about supervision and branch of the teachers being supervised is a disadvantage. This disadvantage makes supervision inefficient to some extent. In this respect, the proposals focus on who the supervisor should be, the frequency of the supervision, criteria for the evaluation and the need for self-control.

Keywords: Instruction, Supervision, View

Importance and Evaluation of Creative Ability in Design Education

Assist. Prof. Dr. Masoumeh Khanzadeh

*Nuh Naci Yazgan University, Faculty of Fine Arts, Department of Interior Architecture and Environmental Design, Turkey,
Email: masumehkhanzadeh@gmail.com*

Abstract: The equivalent of creativity notion in Western languages is ‘kreativitaet, creativity’. It comes from Latin word ‘creare’ and means “give birth, create, generate”. Today the creativity becomes of importance in science and technique as well as art. Therefore the creativity has grown into a notion which is tried to be defined by scientists in recent years. Studies in psychology field and data acquired from these studies have revealed new evaluations regarding the notion and its definition. However the creativity is still one of the difficult-to-define notions in the psychology field. Conclusion of that the creativity can be expressed as a behavior in each field and by everyone has resulted in varying definitions of this notion. The creativity can be considered as a mental ability which is different than other mental functions. Although the architectural design education and art education are topical issues in education field, they are affected from various variables in an interesting and disputable way. These factors are to let the importance of art education to gain designer identity and ability to be requested by people concerning the subject. Thus today the design education system is required to be reviewed and renewed. In general, people with creative ability get higher results in intelligence tests than normal population and are also considered to be smarter than their peers by objective observers. Creativity has been thought to be specific to extraordinary people for hundreds of years, and mostly used in fine arts field. As there is a little difference between genius and insanity, non-scientific opinions also have been accepted until recent times. Creativity, according to San, is a “whole of processes resulting in core works in art field and a sort of attitude and behavior”. Notion of creativity, not for only fine arts, covers all areas in daily life. As an architectural product, design process is a system consisting of different steps. Architectural product, the last step, is proportionally related to designer’s knowledge, experience, and creativity factors. Creative design principles are comprehension intelligence, memory and creativity. These principles feature in varying rates during product formation. Main approach and thinking in creative design is to reveal a new idea, the comprehension process to be accurate, and product environment and context oriented process. In rational view (logical) as well as concurrent creativity and visual perception development, it would result this process to be more productive. Main question of this paper should be the following; how can architecture students improve their creativity skills in design courses? This can only be revealed through reviewing with various methods during research process. There are several methods to improve creativity. One of these methods forming general frame of our ideas and supported by Educational Psychology is to benefit from other knowledge and experiences and improve using knowledge transfer methods. Knowledge sharing between Faculty Members and upper-grade architecture students, who use common workshops, is suggested to be the most appropriate for architectural design education after reviewing various methods.

Keywords: Architecture, Design Process, Memory, Creativity, Comprehension Intelligence

Comparison of Interior Architecture Education Systems; Case Study Turkey and USA

Assist. Prof. Dr. Masoumeh Khanzadeh

*Nuh Naci Yazgan University, Faculty of Fine Arts, Department of Interior Architecture and Environmental Design, Turkey
Email: masumehkhanzadeh@gmail.com*

Abstract: Interior architecture is the environmental design arising from interaction with human relations within building boundaries. Environments designed with aesthetics, innovativity, creativity, technology, and comfort are created by interior architectures. Today most of the occupational groups can work together in design and production as a result of professional specialization and human comfort coming into prominence. Building processes among these inter-disciplinary studies lastly includes interior architecture as well. According to Edward Cornish, the change in world must be foreseen for success. Population growth, technology and material epidemics, information revolution, and following socio-cultural changes etc. introduce difficulties in our personal and professional lives, which we have not met yet. In the information era in which the technology is advanced, educational system also should move together. Design is the combination of science and art with change and innovation; on the other hand today's students getting interior architecture education will spend their professional life as future's interior architects. In other words, the design in student nature will develop with education, and easily find tools and materials required to meet future changes. Mistakes and missing in today's educational system strengthen their concern that they may not respond problems they will encounter in their professional lives. Peter Eisenman says that today's architectural problems result from missing comprehension of new facts. This situation is caused by advocating old thinking inherited from history to us and being against novelties. In this context, with realistic and critical approaches in architecture, new opportunities can be prepared in future. Innovativity and change as well as science and technology are both two significant factors for architecture intended for future. There is a strong relationship which cannot be break off between interior architecture and architecture, and although it seems to be an independent department, its design, thinking, and curriculum inspired by the curriculum of architecture is the symbol of their connection. USA, the world's leading country in technology and science, takes place near the top in interior architecture education among worldwide universities. However the countries are globally famous with design and art takes their place in mid-ranks in interior architecture university education. The purpose of this study is to compare and interpret first five universities in this ranking at the level of interior design bachelor's degree in USA and Turkey. Future of interior architecture in Turkey can be predicted by examining two difference educational system with determining their pros and cons. Any potential problems in this context are foreseen and prevented with changes in educations system. This study indicates to improve internal architecture education in Turkey. Findings acquired during examinations will be taken into consideration in improving and developing current situation, correcting system nature, determining tools and materials, and consequently preparing students for future. Information and data will be gathered from university educational system and relevant organizations, and reviewed by comparing syllabus and purpose with end-of-term outputs. The differences we encounter in learning outputs from two different educational systems will be investigated in terms of the extent of their effects on success in business life.

Keywords: Future, Education, Internal Architecture, Learning Outputs

Tekstveide Kultūras Studiju Kontekstā

Elita Balčus

Indra Kalnina

Liepāja University, Latvia, Email: elita.balcius@liepu.lv, indra.kalnina@liepu.lv

Abstract: Latviešu skolas jau sen vairs nav monoetniskas, jo tur mācās daudz dažādu tautību skolēnu un katrs ir ar savu izpratni, emocionālo attieksmi. Ja skolotājs mācīs tā, kā pirms 50 gadiem, rezultāti nevar būt veiksmīgi. Skolotājs ar savu redzējumu un vēlmi mainīt mācību procesu un pats mainīties, ar savu vērtīborientāciju un zināšanām var veidot nākotnes cilvēku – brīvu no stereotīpiem un aizspriedumiem pret citādo. Skolās ienāk jēdziens “multikulturāla klase”, kas tiek uztverts divējādi:

* kā klase ar multinacionālu skolēnu sastāvu

* kultūras studiju programma, kas ietver:

* zināšanas par citu valstu kultūrām

* savas kultūras apzināšanos

* tolerance pret citām kultūrām.

Kultūras studiju uzdevums ir atklāt un izprast svešas nācijas mentālo kodu, iemācīties tolerēt neierasto. Ne tikai zināšanas par citas tautas kulturālo mantojumu veido šo izpratni. Ir nepieciešama iedziļināšanās un atbilstoša meklēšana uz jautājumiem, kurus procesa sākumā pat vēl nenojaušam. Raksta mērķis ir apskatīt dažādus tekstveides piemērus kultūras studiju procesā, kas ļauj izziņas procesam noritēt dabiski, mainot lineāru pieeju pret asociatīvu, sazarotu, kad studenti paši izvirza jautājumus un rod risinājumus, padziļinot izpratni un veidojot apzinātu darba stilu. Rakstā tiks piedāvātas aktivitātes, kas veicina šo procesu.

Keywords: Kultūras Studijas, Hiperteksts, Sižeta Metode, Drāma

Outdoor Sports Recreation to Improve the Well-Being of 45-55-Year-Old People

Ieva Zvigule

Juris Grants

Intars Nikonovs

Latvian Academy of Sport Education, Riga, Latvia, Email: Ieva.Zvigule@lspa.lv, Juris.Grants@lspa.lv,

Intars.Nikonovs@lspa.lv

Ilze Mikelsonsone

Liepāja University, Liepāja, Latvia, Email: ilze.mikelsone@liepu.lv

Abstract: Physical activity is of a fundamental importance not only for improving the physical health, but also for increasing and improving the level of well-being. Increase of beta-endorphin (β -EP), levels in the blood plasma depends on the load intensity, amount and type. The trends of changes in β -EP levels as a result of physical load are connected with β -EP levels before physical activity. The level of β -EP affects a person's positive and negative emotions. A type of physical recreation affects positive and negative emotions of a human being. In order to realize the aim of research - to discover how the natural means for outdoor recreation (biking, Nordic walking, cross-country skiing) influence the beta-endorphin levels in the body and the positive and negative emotions of the 45-55 year-old people, a total of 16 participants were tested. Before and after physical recreation (50 min with personalized heart rate frequency 65-70% of HRmax) positive and negative emotions (using facial expressions analyzing tool "Face Reader 3.0" (FR)) and β -EP level in blood plasma (using the ELISA method) were tested. The most explicit increase of β -EP level was experienced in cyclists (+ 15.3%, $p > 0.05$). The changes detected in Nordic walkers and skiers are similar (+ 5.9% and + 6%, $p > 0.05$). Also the obtained results demonstrate the following link: for the people with relatively low beta-endorphin levels prior to performing physical recreation activities, it will be relatively lower also after such activity and vice versa ($p > 0.05$). By analyzing separately the average changes of negative emotion in the group, "Face Reader 3.0" results demonstrate the reduction of average indicators of sorrow - 1.3%; anger - 3.3% and disgust - 2.8% ($p > 0.05$). The link between levels of positive emotions - joy and surprise, and beta-endorphin levels in the blood prior to recreational physical activity (Nordic walking, cycling and skiing) demonstrate the following trends: in accordance with the correlation coefficients, the changes in beta-endorphin level has no incentive effect of positive emotions. Therefore people with more joyful emotions have lower beta-endorphin levels and vice versa – people with lower beta-endorphin levels have more joyful emotions ($r = -0,403$; $p > 0,05$). Analyzing the changes of beta-endorphin level and negative emotions affected by physical recreation, moderately strong correlation was found between the emotion of anger and the level of beta-endorphin before the physical recreation activities. It is understood that for the people with higher beta-endorphin level the level of anger will be lower and for the people with low endorphin level the level of anger will be high ($p < 0,05$).

Keywords: Well-Being, Beta-Endorphins, Physical Recreation, Emotions.

Instructors' Emotional Labor and Burnout

Dr. Emine Selin Kepekcioglu

Abant İzzet Baysal University, Turkey, Email: kepekcioglu_e@ibu.edu.tr

Abstract: The aim of the current study is to investigate if there is a significant relationship between instructors' emotional labor and burnout. The population of the study which is structured on relational survey model is made up of 126 instructors working at different faculties associated to a university in the Black Sea Region of Turkey. Emotional Labor Scale which was developed by Diefendorff, Croyle and Grosserand in 1999 and adapted into Turkish by Basim and Beğenirbaş (2012) and Maslach Burnout Inventory that was developed by Maslach and Jackson in 1986 and adapted into Turkish by Ergin (1993) were used as data collection tools in this study. In the analysis of the data, in order to obtain the instructors' surface acting, deep acting, naturally felt emotions, emotional exhaustion, depersonalization and reduced personal accomplishment, average and standard deviation and to find out the if there is a significant relationship between instructors' emotional labor and burnout Spearman Rho correlation coefficient were applied. The findings of the present study documented that instructors' exhibition of naturally felt emotions was higher than their exhibition of surface acting and deep acting and instructors' emotional exhaustion, depersonalization and reduced personal accomplishment was found to be low. It was found that there is a positive significant relation in a low level between instructors' exhibition of surface acting and emotional exhaustion, depersonalization, but a negative significant relation in a low level between instructors' exhibition of deep acting and reduced personal accomplishment and instructors' exhibition of naturally felt emotions and emotional exhaustion, depersonalization and reduced personal accomplishment.

Keywords: Instructors, Emotional Labor, Burnout

Adult Education Trends in the Enterprises of Latvia

Inga Zeide

Language School Communication Teachers Group, Latvia, Email: inga.zeide@ctgroup.lv

Indra Odina

University of Latvia, Latvia, Email: indra.odina@lu.lv

Abstract: The article deals with the survey carried out at 27 enterprises in Latvia. The aim of this study has been to find out how companies in Latvia tackle the issues of adult education and to outline the main trends in adult education in the past 3 years (that is – in the period from 2013 until the beginning of 2016). The Human Resource managers of 27 companies representing over 18 000 employees have been interviewed during the survey. The following research questions have been put forward: what the attitude of different types of organizations: private, state, municipality are towards the employees' education, what the priorities of learning are, how learning is supported, planned, and promoted in organizations. The main conclusions are that 58% of respondents consider there is a tendency for staff training needs to change both in quality and quantity. There are differences in state, municipal, and private business training structures in terms of creativity approach. Similarly, it can be concluded that the organization of corporate creativity training – in both form and content – is largely dependent on the size of the company. The data also reveal that in general companies have no convincing mechanism to evaluate the return on investment (ROI) in employee training.

Keywords: Adult Learning, Workplace Learning, Non-Formal Learning, The Return On Investment (ROI)

Lifelong Learning and The Effects of Think-Aloud Protocol on Reading

Meltem Baysal

Instructor, Trakya University, Foreign Languages Department Email: meltembaysal@trakya.edu.tr

Abstract: Research during the past several decades has demonstrated that when students interact with text while reading, reading comprehension improves. As it is already known reading is normally a silent, hidden process and researchers cannot determine what is happening in the brain by simple observation or by product-based assessment. Asking readers to provide verbal reports or protocols is the most direct way to access this process. Think aloud protocols provide language learners with a means of monitoring their own reading processes as well and characterize reading skills in which they describe each strategic step in learning or comprehending information immediately after it occurs. Although thinking-aloud differs from silent reading, it can be introduced to learners at any level or age, because lifelong learners are supposed to be metacognitive. Lifelong learning (LL) which has been introduced since decades is of vital for both educators and learners in any field and it is possible with LL for anyone to embrace different approaches, teaching and learning methods and practices. Therefore, the learners from early childhood to elder ages can be introduced with thinking-aloud protocols. The purpose of this study is to determine whether the use of think aloud protocol in language teaching has a crucial impact on learners and their achievement in reading skills. A qualitative research has been carried out to gather data for the study. The research has been implemented on B2 level Faculty of Medicine students and the study tries to determine whether there is an enhancement of reading skills via think aloud integrated reading courses.

Keywords: Think Aloud Protocol, Promoting Reading Skills Via Thinking-Aloud, Lifelong Learners

Research on The Attitude of Lifelong Learning of The University Academic Staff Member

Hamit Aksoy

Hitit University, Turkey, Email: hamitaksoy@hitit.edu.tr

Hasan Erbay

Kırkkale University, Turkey, Email: hxe68@yahoo.com

Hakan Kör

Hitit University, Turkey, Email: hakankor19@gmail.com

Abstract: The concept of lifelong learning has been described distinctly by discrete scientists who have studied on it and by various international foundations. Regarding the examination of literature's definitions, lifelong learning can be considered as the professional improvement of individuals, of art and of language through their lives or it can be perceived as the collective information of individuals, which is assembled in an informal way. Since the process of losing the worthiness of information has decreased with the development of knowledge and communication velocity, the knowledge of informatics is modernized particularly. The nascent requirement of lifelong learning has existed inherently in order to accommodate individuals with resultant alterations occurring in their environments. In this study, the occasion of lifelong learning of academic staff members has been investigated considerably. Consequently, the data which is valuable for the comprehension of intrinsic study has been collected by the agency of this survey named "The Measurement of Lifelong Learning" by scrutinizing the perceptions of academic staff members. It can be stated that the backbone of the research is the academic staff members who dedicate themselves to work for the Hitit University. Participants have been determined randomly among people who agreed to participate in the survey voluntarily. Subsequently, data which were accumulated from lifelong learning measurement have been compared according to the demographic features of their gender, age, education unity, members department and years of service for the individuals. Finally, complete collective data have been distributed into tables in terms of the comparison of staff members accurately.

Keywords: Lifelong Learning, Lifelong Learning Attitude of The Academic Staff, Demographic Features And Lifelong Learning Attitude

**Technology Leadership of Education Administrators and Innovative Technologies in Education:
A Case Study of Çorum City**

Hakan Kör

Hitit University, Turkey, Email: hakankor19@gmail.com

Hasan Erbay

Kırıkkale University, Turkey, Email: hxe68@yahoo.com

Melih Engin

Uludağ Üniversitesi, Turkey, Email: melihengin@uludag.edu.tr

Abstract: Whereas information sharing took place by painting cave walls and writing on animal skins in the ancient times, it gained pace through printed resources upon the invention of printing house. In the beginning of the twentieth century, introduction of broadcasting tools such as the radio and television, communication tools have developed further. Owing to these communication tools, it became more convenient for individuals to access information and independent of time and place. Individual learning opportunity was given to people upon the invention of computers and their usage as a personal tool. As internet usage commenced in the 90's and highly popularized in the 2000s, learning method and techniques have flourished. In this regard, internet learning concepts such as e-learning, m-learning, digital learning and web-based learning have been used more frequently. In our contemporary world, computer software has been utilized in preparation and the presentation of content materials in education more than ever; web sites undertook a supportive role for printed and digital materials used in the education process. As the number of user of mobile devices such as tablet and smart phones has increased, mobile applications have become more popular. In line with these developments, education software products have penetrated into mobile application markets. As technology evolves at an incredible pace, public education institutions have not ignored these developments and directorship organizations such as General Directorate of Educational Technologies which govern technology. Moreover, a material pool was established by the Ministry of National Education, which allows sharing of course contents on the internet. The best example of this initiative is the EBA (Education Information Network). Numerous different course contents could be provided to primary, secondary and high school students through the EBA. Again, another education project conducted by the Ministry of National Education was the FATİH Project (Developing Opportunities and Technology Movement). It was aimed through this project that students would gain equal opportunities in education. Within the scope of the project, the schools infrastructures were developed in terms of technology; and mobile devices were distributed to students for following up their courses. In this global world in which educational technologies have developed at such a great pace, it is possible to say that administrations in the education sector are obliged with serious roles with regard to keeping up with the evolving technology and the management of education in this virtual environment. In the present study utilizing screening research method, technologic leadership attitudes of administrations in educational domain were investigated. The survey titled "Technology Leadership of Education Administrators" developed by Banoğlu (2012) was employed in this study. The research universe consisted of administrators at the public schools located in Çorum City. The research sampling was composed of 162 school administrators who participated in the "Technology Leadership of Education Administrators" survey on a volunteer basis. The acquired data was analyzed through the SPSS 22 package software with descriptive and comparative statistical methods. The analysis results were presented in tables in the findings section.

Keywords: Technology Leadership, Education Administrators, Innovative Technologies In Schools

The Opportunities of Teachers' Further Education Model Improvement in the Context of Inclusive Education Reform

Dina Bethere

Ilma Neimane

Liepaja University, Faculty of Education and Social Work, Latvia, Email: dina.bethere@liepu.lv, ilma.neimane@liepu.lv

Svetlana Ušča

Rezekne Technology Academy, Research Institute of Regional Studies, Latvia, Email: svetlana.usca@ru.lv

Abstract: Publication initiative is based on two inter-related areas of the education system: inclusive education and teachers' further education. Modern teachers should be professionally competent to provide education for children with special needs in comprehensive school. The following condition includes professional skills related to the optimal learning environment provided for each pupil. At the same time the following condition causes certain discrepancies between two above-mentioned areas of the education system. In Latvia teachers' lifelong education in professional development segment is governed by the regulations. Meanwhile in inclusive education practice the influence of regulatory factor is conditioned, because each pupil is unique. Therefore the teacher should understand the expressions of developmental disorders and disabilities, contribute social integration of the child with special needs as well as provide communication with pupils, colleagues and cooperation with parents (Knauer, 1999; Maikowski, 2000; Sander, 2000). The important landmark for the quality of teachers' further education implementation is Index for Inclusion. In accordance with the following conception the foundation for the effective inclusion process is educational institution culture which influences inter-related areas: support for pupils' participation and diversity in the educational process as well as use of appropriate teaching methods and resources (Booth, Ainscow, 2002). In the following publication the aim of the research is to evaluate critically the opportunities of the current further education model to provide effective teachers' professional activity in the context of inclusive education. This is intended to make the analysis of development trend of teachers' further education and inclusive education scientific and regulatory conditions. For the basis of the current problem there have been used long time period summarized survey data of teachers – further education courses participants. Within the research there have been reflected teachers competence inclusion obtained in the further education segment for the formation of the promoting educational institution culture, the respect of pupils diversity and the use of appropriate didactic methods for individual needs. The set of results obtained during the research confirms that for the implementation of teachers' further education it is necessary to ensure a close link between theoretical knowledge acquisition process and its practical implementation in the specific educational institution. This implies the need to promote school autonomy in the implementation of further education programs. In that case there will be possibility for the observation of educational process as well as teachers' intern exchange. Implementation of such further education model is related to the structural changes in the planning and implementation of the programs.

Keywords: Inclusive Education, Teachers' competences, Teachers' further Education

Professional Needs As One of The Factors That Influence Quality of Work Life

Ērika Gintere
Dīana Oļukalne
Artūrs Jankausks

Liepaja University, Latvia, Email: erika.gintere@liepu.lv, diana.olukalne@liepu.lv, arturs.jankausks@gmail.com

Abstract: Quality of work life is one the most important aspects why people are satisfied with their jobs and can professionally self-realize. Studies on the quality of work life have shown that one of the essential factors that influence quality of work life is professional needs, which are the foundation of a high level of quality of work life. In everyday life, each person deals with existential issues to achieve a good quality of life, therefore quality of work life, as a part of the overall quality of life, is very important for each individual in their personal life and in their relationships with others. The human strives for wellbeing in all areas of life, including work life, but, to achieve that, various professional needs have to be provided for. The aim of this research – to find out the current professional needs of teachers and to create a model for the provision of said needs. The study included 78 participants from the regions of Kurzeme, Vidzeme and Zemgale. Research methods – to identify the professional needs of teachers, a survey (pilot study) was developed and carried out. The survey was based on M. Burns', J. Lawrie's (2015), L. Calvert's (2016), G. V. Caprara's (2006), L. Hall's (2007) and APA's researches on teachers' professional needs. The development of professional needs provision model was based on the results of education management staff focus group discussions. The study revealed the current needs of the teachers. The most frequently mentioned needs were the need for vocational education, professional development courses and seminars, the need for creativity and related activities, the need for the latest teaching aids and IT solutions to be provided during classes, the need for adequate wages and social guarantees, the need for the school management to be understanding, supportive and appreciative, the need for friendly and supportive colleagues, and the need for a convenient, safe and psychologically comfortable working environment. The provision of teachers' professional needs activates certain aspects of the work done by the director of an educational institution. These include providing adequate working conditions and work environment, maintaining the institution's budget and spending it according to the needs of the teachers, cooperating with the teachers to achieve goals, providing information about courses and seminars, their contents and quality, provision of feedback and a safe and supportive microclimate, caring for the balance between a teacher's work load and leisure time. It is concluded that an all-round cooperation among employees, the management of the educational institution, the management of the education sector and on the international level is the primary basis for the provision of teachers' professional needs and the increase in quality of work life.

Keywords: Professional Needs, Quality of Life, Quality of Work Life, Teachers

School Museum in Forming Pupils` Understanding of the History

Arija Kolosova
Irisa Otrupe
Kintija Ozola

Liepaja University, Latvia, Email: arija.kolosova@liepu.lv, iotrupe@gmail.com, ozola.kintija@gmail.com

Abstract: Interdisciplinary research is carried out. In relation to School Museum development, Latvia has accumulated experience from the beginning of the 20th century, however, its content was influenced by historical and political processes. More contemporary activities and stock accumulation took place after the political restoration of the Republic of Latvia in the 90th of 20th century. Nowadays the importance of School Museums is growing, triggered by the research direction of microhistory, the epicenter of which is „little people" with their views on the historical periods and events that are different from the views, explanations and versions expressed formally. The research carried out is a qualitative study and describes pedagogical experience gained over a long term period. The methods used are the following: theoretical (scientific literature analysis), empirical (monitoring, discussions, interviews, situation analysis), historical and descriptive. It is concluded that the school museum materials can be practically used in varied forms of study and methods; the involvement of pupils, parents, alumni and local community is essential in the museum development process and activities; pupils, investigating and finding out the nearest history and events, make vision of the future - towards a city, country, as well as world history. Classes at the School Museum promote not only the knowledge of the history, but, according to a survey of senior students, they also have an educational function, they form the attitudes of students towards their school, city, and country.

Keywords: School Museum, Microhistory, Historical Cognition, Teacher And Student Activity

Analyzing Tutors and Learners Opinions Towards Adult Educaion in Public Education Centers: Expectations, Challenges and Solution Offers

**Asst. Prof. Dr. Zeynep Demirtaş
Perihan Ökten**

Sakarya Üniversitesi, Turkey, Email: zeynept@sakarya.edu.tr, abduzce@hotmail.com

Abstract: These innovations and changes in the world force people to improve and develop themselves. The knowledge that the person acquires in life is not going to be satisfactory so he/she is going to be aware of learning new things in every fields of her/his life. In this research, the opinions of the tutors working in public education centers and the adult learners attending courses in different areas were aimed to be investigated. In accordance with this aim, the tutors and learners' expectations about adult education, kinds of problems encountered and their own solution offers were tried to be defined. The research was carried out with the interview method, which is one of the methods of qualitative researchs. The semi-structured interview forms separately prepared for tutors and learners were formed in accordance with expert opinions. There are 27 tutors and 126 learners in the study group defined with the data obtained in the research was analyzed with descriptive analysis method. 1- From the point of the instructors, most of the problems are due to physical disabilities, lack of course materials, level differences among learners, curriculum (modules) and inconsistency between the learners' needs and demands 2- Related to the problems experienced the instructors suggest that learners should be separated in groups by age and level of education, the material support should be provided and curriculum (modules) should be revised in accordance with the instructors' opinions. 3- At the top of the learners' expectations are having a job, improving oneself, being beneficial to one's family and environment. 4- The problems encountered by the learners were defined as lack of course materials, small classes, over population of the learners, ignoring hygiene, long duration of the course, late ending of the courses. 5- The solution suggestions of the learners were that the buildings containing new, well-equipped, large classes should be allocated to public education centers, courses should be taught at early hours, textbooks should be given for free, repetitions should be done frequently. **Keywords:** Public education, adult education, lifelong learning, public education center.

Keywords: Public Education, Adult Education, Lifelong Learning

Development of Music Therapists' Professional Competence in the Pedagogical Process

**Liga Engele
Mirdza Paipare
Olga Blauzde**

Liepaja University, Latvia, Email: liga.engele@liepu.lv, mirdza.paipare@liepu.lv, olga.blauzde@liepu.lv

Abstract: The aim of this research is to clarify the music therapist's professional development opportunities in the context of lifelong learning. Professional competence includes the actual work experience, obtained skills and abilities during the work process, as well as academic knowledge (education, courses, seminars, foreign languages, computer skills, etc.) and its role in the professional advancement process. Professional competence reveals the employee's attitude towards work, his/her ability to improve and willingness to obtain new knowledge. This research was organized in order to clarify whether the new specialists with music therapist's qualification consider themselves as sufficiently competent in their profession, as well as to clarify the missing or insufficient knowledge, skills and competence of their therapeutic activity. Music therapist's professional competence can be described as integrative that implies a set of sub-competences and practical abilities, where the musician, medical practitioner, psychologists and teacher's skills are in continuous interaction. In music therapy in Latvia the integrative eclectic approach is recognized, and above mentioned professional competence is necessary for its successful implementation. For this study a survey was carried out with participation of professional music therapists. The survey questions inquired about the obtained professional skills and abilities and about the ones that still need perfection in order to improve music therapist's professional competence. Music therapists rated their professional competence according to specified criteria. Results. When asked to name the lacking or insufficient knowledge, skills or competence to which the study programme should pay more attention in order to develop them, the graduates suggest to devote more time and space for acquiring different techniques and methods, and to provide deeper insights for work with various groups of clients/patients both individually and in the group. Similarly, the new specialists recommend to increase the amount of practical classes, to pay more attention to mastering arts-based assessment instruments (assessment diagnostic), as well as to practical application of principles of short-term music therapy process. Summarizing the survey results it can be concluded that the knowledge and skills acquired during the study process at University make up the core competence of music therapist, however, for professional development and professional maturity the further education is needed, which is provided both by the certification process and participation in supervisions.

Keywords: Music Therapist, Professional Competence, Integrative Eclectic Approach

Pre-Service Science Teachers Views on Stem Materials

Ali Çetin

*Siirt University, Faculty of Education, Department of Elementary Science Education, Siirt, Turkey,
Email:alicetin@siirt.edu.tr*

Nuri Balta

*Canik Basari University, Faculty of Education, Department of Educational Sciences, Samsun, Turkey, Email:
nuribalta@basari.edu.tr*

Abstract: STEM acronym simply refers to the four distinct fields we know as science, technology, engineering, and mathematics. STEM education is an attempt to bring these fields together which consistently defended their independent fields for a century. STEM applications are basically the project-based learning that allows learners to explore real-world problems and challenges. STEM challenges in schools allow students to use the principles that professional engineers use and let them plan, design, and sometimes struggle to figure them all out. Students learn complex scientific concepts while being completely engaged in STEM challenges. Integration of STEM subjects require qualified teachers who are educated in all subjects effectively. However, teachers do not step up toward using STEM integration approaches in their classrooms because they are in need to guidelines or models regarding how to teach STEM integrated approaches. Because of this reason, this qualitative study is designed to help pre-service science teachers introduce STEM activities and identify their views about STEM materials. In this context, a competition is organized with 42 pre-service science teachers (13 male- 29 female) who took Instructional Technologies and Material Development course in Elementary Science Education Department in Siirt University, Turkey in 2015-2016 education year. The competition consisted of 5 categories: balloon powered car, mousetrap car, water rocket, spaghetti bridge 1 (durability) and spaghetti bridge 2 (visuality). Structured interview form developed by researchers was used as data collection instrument. The conventional content analysis was used to analyze responses of pre-service science teachers. In this analysis, coding categories are derived directly from the text data. Texts are read word by word to derive codes to capture key thoughts or concepts. Then, these codes are included into two existing categories, namely, positive and negative views on STEM materials and competitions. In findings, positive and negative views on STEM materials are categorized by using these codes. Participants (especially females) are more willing to use STEM materials in their future teaching life. On the one hand, pre-service science teachers mostly believe that STEM materials facilitate learning, enhance retention and increase self-confidence; on the other hand, they think preparation of STEM materials is difficult and takes too much time, not appropriate to students' levels. Regarding the competitions organized by using STEM materials, almost all pre-service science teachers (95 %) are keen on using these materials in their future career in teaching. They believe that these activities would increase socialization, self-confidence and motivation. On the other hand, very few numbers of participants (5%) think that organizing these kinds of competitions is difficult and take too much time.

Keywords: STEM education, Pre-service Science Teachers, Science Education

Teachers' Opinions About Job Satisfaction

Prof. Dr. Türkan Argon

Abant İzzet Baysal University, Bolu, Turkey, Email: turkanargon@hotmail.com

Didem Çelik Yılmaz

Mehmet İsmetoğlu

Ministry of National Education, Email: didemcelikyilmaz@gmail.com,mehmetismetoglu@hotmail.com

Abstract: Organizational climate which people sense at their working places is an important factor to achieve both organizations' and people' aims. Teachers give shape to human and society so their all attitudes and behaviors about their job are really important for future hopes of a country. From this point of view, job satisfaction arises in the process of improving organizational climate. The teachers who find meaningful their job and have job satisfaction are thought to be open to improvement, pro-communication and solution-oriented. On the other hand, job dissatisfaction, effecting also teachers' psychology and physiology badly, makes education organizations' reaching their goals difficult. Especially administrators' attitudes and behaviors can be thought as important factors which effect teachers' opinions about job satisfaction and dissatisfaction. An administrator's duty should be to enrich organization's climate in a positive way. This enrichment make the organization successful and teachers happy and motivated to work harder. Considering the literature, quantitative researches have been carried out to identify the opinions of teachers about job (dis)satisfaction. However job (dis)satisfaction's sphere of influence is very wide so it needs to be examined in a detailed way to clear up the problems. Accordingly, the purpose of the study is to define the teachers' senses about job (dis)satisfaction and make suggestions about improvement of the situation. The study group consists of 63 teachers and administrators who work at different schools. Descriptive analysis, one of qualitative data analysis technique, was used to analyze the data, collected with semi-structured interview form. Data has been collected and analyze process is going on. The findings will be presented at the congress.

Keywords: Job Satisfaction, Teacher, Educational organizations, Dis-satisfaction

Increasing the Stability of the Organization: Spreading the Fundamental Knowledge of Management

**Olga Kamforina
Rostislav Kopitov**

ISMA University, Latvia, Email: oljga2005@inbox.lv, rostislavs.kopitovs@isma.lv

Abstract: The proposed concept is aimed at identifying the organization's ability to respond promptly to the influence of the large-scale external circumstances, due to the timely preparedness of management to act on their negative manifestation. Solving the problem is carried out in the framework of the full scale strategic management contour in the context of advance adaptation problem and continuing education negotiation. This is a new methodological approach, the accumulation of knowledge about management in process of eliminating serious errors and organizational problems. As fundamental bases the positions of constructing purposeful systems in terms of ensuring business resilience is used. Such positions make it possible to identify the levers of organization growth and with their help to develop measures of controlling system transfer to a new level of quality. Thus, an improvement of objective means of diagnosing the state of the organization occurs. The introduction of such facilities helps to prevent the effects of negative trends and guide the saved resources to the development of the organization. During the implementation phase the interaction of all parties involved in organizations are worked through. Such interaction is assessed taking into account the principles of collective responsibility and achieving overall efficiency of the organization. A full-scale assessment is made on the basis of cost control mechanisms and is carried in the long term perspective from the point of synchronization of business coverage assessment tools. Developed mechanisms are considered as tools to improve the structure of the organization during the support of conformity of unified leadership and overall management of the process. This tool is being finalized on the basis of the description of the identified large-scale circumstances in terms of education and skills training for staff behavior in the event of their reappearance. During the training, fundamental knowledge about performance management are accumulated. Such management is focused on the formation of effective leadership through the acquisition of skills to timely determine the fault status and to configure the control system on a timely warning for detected fault. In the course of adjustment the level of prevented losses are determined as well as the forms of promotion for the ones who find the fault are developed. In this case, not only the professional consciousness of people who are not afraid to be punished for the mistakes is changing, but the level of trust to the leadership during the formation of the collective knowledge of the management is also increasing.

Keywords: Purposefulness, Diagnostics, Errors, Amending, Training

The Evaluation of Teachers' Perceptions About Multicultural Education in Terms of Abroad Experience Variable

Prof. Dr. Türkan Argon

Abant İzzet Baysal University, Bolu, Turkey, Email: turkanargon@hotmail.com

Mehmet İsmetoğlu

Didem Çelik Yılmaz

Ministry of National Education, Email: mehmetismetoglu@hotmail.com, didemcelikyilmaz@gmail.com

Abstract: This age's cyclical developments (migration, internet, movement of capital etc.) put the interaction of different cultures over the top. This interaction implies that it is necessary to argue the problems about minorities, language rights, political representation, syllabus changes, migration and acceptance to citizenship loudly. These arguments are carried out from politics to education with the frame of multiculturalism. In terms of education, Multiculturalism has arisen as a reformist movement to find a solution for the problems in this area. Multiculturalism which stands for respect for diversity and human rights aims to create awareness about race, language, sexual preferences and religious tendencies. It stands out one of the major topics of education as it focuses on social justice and proposes a solution to prevent pressures and prejudice about diversities. Concordantly, MoNE (The Ministry of National Education) carries out a project supported by The Ministry of EU National Agency in order to develop teacher efficiency in EU standards. . School education staff mobility (Erasmus) programs are important to develop teachers' efficiencies and it also gives teachers a different perspective about multiculturalism. The aim of the projects which are carried out to make real the goals of European Union, Education and training 2020 is to raise individuals who have global citizenship idea, successful and happy individually, socially and avocationally. The people who internalized democratic values, socially agreeable and open to dialogue among cultures are the aims of EU for Education and training 2020. Thus, it is thought that teachers who have an abroad experience with Erasmus Programs develop their attitudes about multicultural education in a positive way. Accordingly, the aim of the study is to define the attitude differences towards multicultural education between the teachers who have abroad experience and who do not and to decide which steps should be taken to develop the situation. The study group consists of 20 teachers who have abroad experience and 20 teachers who do not. The teachers work in Düzce, Akçakoca. Descriptive analysis, one of qualitative data analysis technique, was used to analyze the data, collected with semi-structured interview form. Research data has been collected and analyze process is going on. The findings will be presented at the congress.

Keywords: Erasmus, Multiculturalism, Multicultural Education, Teacher's mobility

Determining Science and Math Teacher Candidates' Perception of Science and Math Integration

Prof. Dr. Mehmet Bahar
Prof. Dr. Soner Durmuş
Assist. Prof. Dr. Hakan Yaman
Mustafa Yılmaz
Yunus Özyurt
Dr. Naciye Somuncu Demir

Abant İzzet Baysal University, Faculty of Education, Turkey, Email: mehmet.bahar@gmail.com, sonerdurmus@gmail.com, hakanyaman@ibu.edu.tr, mustafayilmaz.fen@gmail.com, ozyurtyunus@gmail.com, ncsomuncu@gmail.com,

Abstract: It can be said that as similar concepts or methods in the curriculum of science and math serve in both fields, science and math are inseparable fields, and they should be separated (AAAS, 1989; NCTM, 1989). However students cannot be integrated to the subject matter about both science and math by themselves. They have difficulty to think that these two disciplines are correlated (Wicklein and Schell, 1995). In that context, it is expected that teachers should give importance to the integration of educational operation and have an insight about this subject to help students. It is expected that the courses that they have taken in their bachelor should give them an insight about the integration and plan about activities on the integration. For that reason, the perception of teacher candidates' perception and the perception of this correlation is considered highly important. With the light of information, the basic aim of this study is to reveal the perception of science and math middleschool teacher candidates' perception. In the frame of these objectives, we will try to answer the question below.

1. What is the perception of correlation between math and science for teacher candidates in the Department of Elementary Mathematics Education?
2. What is the perception of correlation between math and science for teacher candidates in the Department of Elementary Science Education?

Keywords: Integration, Integration of Science And Mathematics, Teacher Candidates, Perception

Investigation of the Association Between Facebook Connect Strategies and Academic Procrastination Behavior of Adolescents to Ongoing Different High Schools

Prof.Dr. M.Engin Deniz

Yıldız Teknik University, Psikolojik Danışma ve Rehberlik Ana Bilim Dalı, Turkey, Email: edeniz@yildiz.edu.tr

A.Ensar Uzun

Başakşehir İlçe Milli Eğitim Müdürlüğü, Turkey, Email: aensaruzun_@msn.com

Abstract: The aim of this research is examination the relationship between on going different High school adolescents connection the Facebook strategies with the academic procrastination behaviors. Academic Procrastination was examined whether differed by gender, frequency of use of Facebook, the type of high school and class level. Totaly 450 students, including 9th,10th,11th students, participate in this study. A stratified sampling method was selected. First, schools are subdivided into lower middle and upper socio- economic groups. Then students selected sample group was formed by random sampling method. This study is a descriptive study in the relational model. Relational screening model aims to determine the existence of the exchange agreement between two or more variables (Karasar,2003). The research data was collected by Facebook connection strategies scale, Academic procrastination scale, Personal Information Form. Significant difference has been found in academic procrastination by frequency of using Facebook account of sample from the group of students' (F=5.48; p<.01). it is also found that students' academic procrastination scale score differ according to the gender variety (t=.,054; p<.001), class level (F=8.61; p.001) . According to High School Types, no meaningful difference is found (F=2.94; p>.05). Finally, it was observed that Facebook Connect strategies initiating (r.:337; p<.001), maintaining (r.:223; p<.001), information- seeking (r.:116; p<.05) at a scale of higher scores of students committed information search score rises.

Keywords: Puberty, Facebook Connect Strategies, Suspension, Acamedemic Procrastination Behavior.

Determination of the Science Teacher Candidates' Cognitive Structure about Some Epidermal Structure in Plant

Yeşim Yener

Abant İzzet Baysal University Education Faculty, Turkey, Email: yesimyener77@gmail.com

Abstract: The main purpose of this research is to determine the cognitive structure of science teacher candidates about trichome and stomata, which are the elements of plant epidermal structure through two of the alternative assessment and evaluation techniques: metaphor, and word association test. They have been used as data collection tools in this research. The data have been obtained with the participation of 35 science teacher candidates. They were asked to complete some sentences for the metaphor during data collection stage for example; "Stomata is similar/like...", "Because...", "trichome is similar/like...", "Because..." For word association test, stomata and trichome were asked as stimulating word then were requested to write the first ten words coming to mind associated with these concepts. The obtained data are divided into categories by evaluating according to content analysis. The reliability coefficients between coders were calculated for trichome as 95%, for stomata as 92%. According to the results, the metaphors which are related to trichome are grouped under two categories as "function similarity", and "shape similarity". For "function similarity", it was observed that almost all metaphors that are put forward by users are especially for protective function of the trichomes. On the other hand, the metaphors about stomata are grouped under three categories: "working mechanism similarity", "function similarity", and "shape similarity". All of the metaphors gathered under the "working mechanism similarity" category has been determined to be associated with opening-closing mechanism of stomata. Also, the metaphors which are not included in any category suggested by three teachers shows that these candidates have a misconception. In word association test the reliability coefficients between coders were calculated for trichome as 90%, for stomata as 94%. The words expressed about the stomata concept in the word association test are collected under six categories as follows: "its working mechanism", "its anatomical structure", "its region", "its permeability", "its function" and "its shape". In addition to this the words expressed about the trichome concept in the word association test are collect under six categories as follows: "its function", "its region", "its origin", "its liveliness", "its shape" and "feeling created". When the words are examined with regard to both concepts, "plant", "leaf", "epidermis (epiderm)" and "water" words have also been mutual used words. At the end of this study, the cognitive structure of teacher candidates belonging to stomata and trichome concepts from the plant epidermal structure was revealed using metaphors and word association test. Besides this, it was also identified that they have some misconceptions. For future studies, I believe that using metaphors in conjunction with word association test in the same study, which contains determining of the cognitive structure of students in any subject, would be complementary factor for each other's in a research.

Keywords: Cognitive Structure, Metaphor, Word Association Test, Stomata, Trichome

The Role of Information Technology and Knowledge Management in Higher Education

Dimitris Drosos

Michalis Skordoulis

Mary Mandalenaki

Miltiadis Chalikias

*Department of Business Administration, Piraeus University of Applied Sciences (T.E.I. of Piraeus), Greece
Email: drososd@teipir.gr; mskordoulis@gmail.com; mchalikias@hotmail.com; mary.mandalenaki@gmail.com*

Abstract: In the era of information technologies, all organizations have identified the significance of knowledge management. The expansion of information technology (IT) and particularly the use of web technology have allowed the establishment of networks which enable vast amount of information to be transferred around the globe. Hence, the new internet economy requires organizations to seek opportunities in e-business and expand their ability of managing knowledge. Therefore, knowledge management systems (KMS) have been developed in order to support the main processes of knowledge management; knowledge creation and exchange. Knowledge management in a strategic, innovative, and operational level of decision making aims to develop awareness of the interactive role of technology and science towards business success. Furthermore, knowledge management strategies aim to the development of flexible organizational structures that encourage entrepreneurial creativity, structural flexibility, and managerial change. Managing business processes in higher education institutions appears similar to contemporary organizations and therefore, practices of knowledge management and information technology equally influence this industry. In the present study, the determining parameters of the role of information technology and knowledge management in higher education are presented in a literature overview. The structure of this paper aims to assist the reader in understanding deeply the issues of knowledge management through the use of information technology in higher education by providing a holistic view on the aforementioned concepts.

Keywords: Information Technology, Knowledge Management, Knowledge Management Systems, Higher Education

An Analysis of Students' Satisfaction Using A Multicriteria Method

Michalis Skordoulis

Dimitris Drosos

Mary Mandalenaki

Department of Business Administration, Piraeus University of Applied Sciences (T.E.I. of Piraeus), Greece

Emails: mskordoulis@gmail.com; drososd@teipir.gr; mary.mandalenaki@gmail.com

Abstract: Quality is a very important factor for a contemporary higher education institute. Modern management considers the satisfaction of students as an important performance measuring criterion. Students' satisfaction measurement and analysis should be one of the core processes of an institution as it contributes to the improvement of its internal organization, its quality of services and its image strengthening. The aim of this research is to measure and analyze students' satisfaction from a higher education institute using a multicriteria method. The views of students on image-reputation, teaching staff, curriculum, administration services and facilities-infrastructure were examined. The data from the relevant literature were used for both the selection of the criteria for measuring students' satisfaction and for a better understanding of the research results. The data for the research were collected from 211 questionnaires and were analyzed using the Multicriteria Satisfaction Analysis (MUSA) Method. Furthermore, the collected data were statistically analyzed using descriptive statistics, cross tabulation analysis and correlation analysis. The research results have revealed a low satisfaction of students from the examined institution. Furthermore, a statistically significant correlation between students' satisfaction and students' gender, semester, department of studies and performance was pointed out. Thus, a need for further analysis of students' satisfaction is created as the satisfaction levels and the needs for improvements are not equally formed for all the institution's departments.

Keywords: Quality In Education, Student Satisfaction, Higher Education, Multi-Criteria Analysis, Total Quality Management

Heart Rate Variability: Biofeedback and Controlled Breathing, Competitive and Recreation Sport Athletes

Sunitha Ravi

Dev Sanskriti Vishwavidyalaya, University, Haridwar, India and Latvian Academy of Sport Education, Riga, Latvia

Email: sunitha.ravi@lspa.lv

Intars Nikonovs

Juris Grants

Ieva Zvigule

Latvian Academy of Sport Education, Riga, Latvia,

Email: Intars.Nikonovs@lspa.lv, Juris.Grants@lspa.lv, Ieva.Zvigule@lspa.lv

Abstract: Breathing techniques have significant influence on heart rate variability (HRV). The effects on HRV in athletes using two different controlled breathing techniques is under researched. This experiment aimed to investigate the influence and compare effects of one time HRV biofeedback (BFB) and Alternate Nostril Breathing (ANB) on immediate HRV in athletes participating in competitive and recreational sport. Two different controlled breathing techniques can produce differences in HRV. Participants were healthy female athletes (N = 14) in the age group 19 to 22 (SD +/- 3) years who were novices to the BFB and ANB.

- Healthy athletes were invited to volunteer.

- The experiment was conducted in an outdoor environment with a picturesque nature view.

- Biofeedback (BFB) and Alternate nostril breathing (ANB) were two variables used

- A commercially available HRV app cold HRV+ was used to record the readings of HRV for BFB and ANB

- The difference in the heart rate variability (HRV) in breathing techniques were recorded and analyzed through t-test. There is a positive correlation ($r=.69$) in HRV between biofeedback (BFB) and alternate nostril breathing (ANB) technique. There is also a positive correlation ($r=.86$) in HRV between start and end of the 20 minute experiment. $\alpha < 0.05$. Two different controlled breathing techniques (BFB and ANB) at a similar pace (6 breaths per minute) can significantly influence immediate HRV in healthy female athletes. Further researches are warranted to investigate HRV effects with a sustained duration of biofeedback training (with device) and ANB in athletes.

Key words: Heart Rate Variability (HRV), Breathing, Athletes

Principals' and Teachers' Practices about Parent Involvement in Schooling

Mehmet Akif Erdener

Assistant Professor, Balikesir University, Faculty of Education, Balikesir, Turkey, Email: erdener@balikesir.edu.tr

Abstract: Parent involvement has an influence on children's educational engagement for all school levels. The objective of this study was to examine what public school principals' and teachers' practices for improving parent involvement in schooling. This study used a mixed method to identify the school administrators' and teachers' perceptions about parent involvement in schooling. Data was collected from 64 public schools' administrators and teachers of elementary, middle and high schools. Six hundred and sixty one (55%) of surveys returned from 28 elementary schools, 27 middle schools, and 9 high schools. Data was analyzed with Confirmatory Factor Analysis (CFA) and Multivariate Analysis of Variance (MANOVA) using the Statistical Package for Social Sciences (SPSS). For qualitative part, phenomenological research method was used to investigate principals' and teachers' experiences to promote parent involvement. Findings indicated that school levels and teachers' education level had a statistically significant impact on combined factors of parent involvement. No significant differences were found in parent involvement among principals and teachers who are from different major, gender, and seniority groups This study showed that educator' attitudes is the most significant factor on parental involvement in schooling. Additionally, this study claimed when principals offer different time schedule for parent and teacher meetings, parent involvement is increased. One of parents is selected by Parent Teacher Organization for each grade so parents might use social media for all of meetings, offers, events, and announcements.

Key Words: Parent Involvement, Teacher Attitudes, Schooling, Principals Practices

Lifelong Military Education in the Field of Military Art

Ivo Pikner, MSc., Ph.D. ,

Vlastimil Galatik, MSc., Ph.D.

Head of Dept., University of Defense, Faculty of Military Leadership, Military Art Department, Brno, Czech,

Email: ivo.pikner@unob.cz, 2 vlastimil.galatik@unob.cz

Abstract: The aim of the article is to present new trends in education in the field of Military Art at the University of Defense. Authors describe the reasons and the changes which could modify content of course Military Arts in military carrier educations programs. The article presents the results of the project ROZUM -., "The development of the theory of military art and military history research in the era of modern and postmodern wars" and national approaches to lifelong education conducted within the Faculty of Military Leadership, the University of Defence. For the purpose of this case study, authors used both qualitative and quantitative research methods such as system analysis, synthesis, comparative analysis and structured interview. In order to clarify proposed modifications in education, authors used exploration methods. Results and later recommendations should lead to the development of new subject or course as part of military career education. Complex demands placed on professional development of military officers require their lifelong training and education through courses and training. These increased requirements for the competence of officers are now not only military in nature. The expertise in the fight against terrorism and organized crime, knowledge of diplomacy, economics, psychology, humanitarian and healthcare are also crucial. The very specific knowledge is that of the activities and missions of the non-governmental and governmental organizations, interacting in the areas of operations and CIMIC knowledge, forms of state establishment and its functioning. Knowledge and application of the theory of military art still remains the basis for practical action of officer - leader. On the other hand, frequent and sometimes significant changes in the understanding and interpretation of the theory of military art, the cases where the theory does not match the needs of the practice, influences the approaches to education in this area.

Keywords: Military Career Education, Military Art, Leadership

5-6 Yaş Çocukların Bağlanma Durumları ile Okul Uyum Düzeyleri Arasındaki İlişkinin İncelenmesi

Prof. Dr. Turan Akbaş

Çukurova Üniversitesi, Eğitim Fakültesi, PDR Anabilim Dalı, Turkey, Email: ozan@cu.edu.tr

Gülgün Uzun

Başakşehir Toki Osmangazi İlkokulu, Turkey, Email: gulgun_gen@hotmail.com

Özet: Bu çalışmada, anasınıfına devam eden 5- 6 yaşındaki öğrencilerin bağlanma durumları ile okul uyumları arasındaki ilişkinin incelenmesi amaçlanmıştır. Araştırma, İstanbul ili, Başakşehir ilçesinde 3 okula bağlı anasınıfı ve 1 bağımsız anaokuluna devam eden 100 öğrenci ile gerçekleştirilmiştir. Örneklem grubu belirlenirken basit rastgele örnekleme yöntemi kullanılmıştır. Bu araştırma, verilerin analizi dikkate alındığında, betimsel tekniklerin yanı sıra hem gruplar arası karşılaştırma alan hem de korelasyonel analizleri gerektirmektedir. Bu nedenle araştırma, genel tarama modellerinden ilişki tarama modeli özelliğine sahiptir (Karasar,2013). Araştırmada öğrencilerin bağlanma durumlarına ilişkin veriler ‘Tamamlanmamış Oyuncak Bebek Ailesi Hikâyeleri’ (Seven, 2006) , okul uyum düzeylerine ilişkin veriler ‘Okul Uyum Öğretmen Değerlendirme Formu’(Gülay, 2010) ve kişisel ve ailesel özelliklere ilişkin veriler ‘Kişisel Bilgi Formu’ kullanılarak elde edilmiştir. Verilerin analizinde Pearson korelasyon analizi, parametrik olmayan testlerden Mann Whitney U’ dan yararlanılmıştır. Araştırmadan elde edilen bulgulara göre; araştırmaya katılan anasınıfı öğrencilerinin TOBAH Bağlanma ölçeğine göre kaçınma bağlanması gözlenen çocukların %70 ile en büyük grup olduğu görülmüştür. Bunun yanında güvenli bağlananlar % 21 ve negatif bağlananlar % 9 olarak gözlemlenmiştir. Güvenli, kaçınma ve negatif bağlanma oranlarına bakıldığında çocukların % 79’unun güvensiz, % 21’ inin ise güvenli olduğu belirlenmiştir. TOBAH Bağlanma Ölçeği puanları, anasınıfı öğrencilerin cinsiyetlerine, 0-1 yaş arası bakımını üstlenen kişi açısından, annelerin çalışma durumuna göre anlamlı farklılık göstermemektedir. Araştırmanın sonucunda anasınıfına devam eden öğrencilerin bağlanma durumları ile okul uyum düzeyleri ve alt ölçekleri olan ‘Okulu Sevme’ , ‘Kendini Yönetme’ , ‘İşbirlikçi Katılım’ , ‘Okuldan Kaçma’ ile bağlanma arasında bir ilişki olmadığı tespit edilmiştir.

Anahtar Kelimeler: Okul Uyum, Bağlanma Durumları, 5-6 Yaş Çocuklar

Pedagogical Relationships as an Aspect of Music Teachers` Professional Competence

Assoc. Prof.Dr. Linda Pavitola

Liepāja University, Latvia,

Email: linda.pavitola@liepu.lv

Abstract: Current situation in the field of education has been characterized by the need for changes and paradigm shift, which puts emphasis on relationships, connectedness and interdependence – the concepts underlying the quality of teaching and teacher education. The context demands changes also in the field of music education, where especial role has been allocated to professional competence of teachers. However, the research studies focus more on the content of teacher education, outcomes and competences in general, but hardly on the significance of pedagogical relationships as one of the main aspects reflecting the professionalism of university teachers (Bethere, Pavitola & Ulmane-Ozolins, 2013). This contradiction has been confirmed by majority of competence models that highlight different sets of competences, but those necessary for the development of pedagogical relationships remain unclear. Therefore the following research questions have been put forward: 1) What are the aspects included in the competence model of music teachers? What is the correlation between pedagogical relationships and the outcomes of music education at comprehensive schools? The results of the study offer a possible music teachers` competence model and prove a strong relationship between the outcomes of music education and the quality of pedagogical relationships.

Keywords: Music Learning Process, Comprehensive School, Music Teachers` Competence, Quality Of Pedagogical Relationships

**Investigation of The Attitudes Towards Astronomy between Teacher Candidates with
Different Cognitive Styles: Alternative Course Sample**

Ress. Asst. Dr.Naciye Somuncu Demir

Asst. Prof Dr. Pelin Aksüt

Assoc. Prof. Dr. Dünder Yener

Assoc. Prof. Dr. Fatih Aydın

*Abant İzzet Baysal University, Faculty of Education, Department of Primary Education, Turkey,
Email: ncsomuncu@gmail.com, aksutpelin@gmail.com, dndryener@gmail.com, fatihaydin14@gmail.com*

Özge Subaşı,

Hilal Fidan

Mehmet Aygün

*Master Student, Abant İzzet Baysal University, Institute of Education, Turkey,
E-mail: ozgesubasi25@gmail.com, hllfdnn@gmail.com, mehmetaygun444@hotmail.com*

Abstract: A review of the literature shows that there various studies made on cognitive styles. Aydın (2009), for instance, investigated whether there is a difference, prior to and post-intervention, in the views and concepts related to the nature of technology between teacher candidates with different cognitive styles (field-dependent/independent). In another study, Çakan (2005) researched what kind of relationship exists between the French performance of students learning French as a second language and their cognitive styles. Sarı, Altıparmak and Ateş (2013) examined the effect of the content and format of the assessment tool on the success in the subjects of force and motion among students with F-D/F-I cognitive styles. The purpose of this study is to examine the changes in attitudes towards astronomy following alternative astronomy education among teacher candidates with different cognitive styles. Accordingly, it was thought to be appropriate to use pretest-posttest control group design among the experimental designs. The sample of the study included seniors studying at Abant İzzet Baysal University Department of Science Teaching during 2015-2016 spring term (N=64). Developed by Witkin et al. (1971) and used by many researchers (Aydın, 2009; Blanton, 2004; Taşar, 2001), the “Group Embedded Figures Test (GEFT)” was used to learn which of the following cognitive styles teacher candidates had; F-D and F-I. Attitudes of teacher candidates towards astronomy were measured using Astronomy Attitude Scale (AAS) developed by Yılmaz (2014). Teacher candidates enrolled in astronomy course were assigned to treatment and control groups. In the treatment group, a process enriched with activitybased astronomy practices were followed while the control group used a 12-week program designed as consistent with the program developed by Higher Education Council. GEFT and AAS were administered to the both groups at the beginning of the term. One-Way ANOVA was used to determine whether there was a significant difference between cognitive styles of teacher candidates and it was found that there was no significant difference between the attitude scores of two groups $F(2, 61)=.234, p <.01$. Attitudes of teacher candidates towards astronomy did not differ in terms of their cognitive styles. Based on the number of students, though it seems an expected result that teacher candidates with FD and FI cognitive styles attained mean scores close to each other, it is controversial that those who had F-I style achieved a higher score of at least 2 points than other two groups since they constituted only 17% of the research sample. The results seem to evidence that at undergraduate level there is an urgent need to intensify the efforts, educations and practices that focus on increasing the levels of attitudes towards astronomy regardless of cognitive styles and on transferring these attitudes to skills (psychomotor) areas and these kinds of studies need to be encouraged and extended.

Keywords: Cognitive Style, Astronomy, Attitude, Teacher Candidate

Multistructural Model of Speech and Language Development in Montessori Pedagogy

**Anita Lidaka
Gundega Tomele**

*Institute of Educational Sciences of Liepāja University, Liepāja,
Email: anita.lidaka@liepu.lv, gundega.tomele@liepu.lv*

Abstract: The goal of the article is to provide theoretical justification of the speech and language development multistructural model, analyse speech therapists' opinion about the significance of various language development preconditions in the child's speech and language development, as well as justify application options of the multistructural model in the Montessori pedagogy aspect. Justification of the topicality and problem application. In Latvia every second or third pre-school aged child has insufficient or impaired speech and language development. Assessing the child's language development, it has to be taken into account how it is influenced by the combination of different endogenous and exogenous factors, which lie into a diverse mutual interaction. The interaction model of factors in each individual case is different and it determines the individual character of the child's language development process. The speech or language impairment is not quite often the leading (primary) symptom, but as a part of an illness, specific psychological or socially economic condition and is considered as a secondary phenomenon. In order to state all possible causes of the language development delay or impairment, their possible interaction and to work out an appropriate correction and development plan, the peculiarities of the speech and language development multistructural model of each individual case have to be found out. Understanding the reasons of the insufficient language development or impairment and their elimination, reduction or compensation guarantees a more efficient pedagogic or speech therapy correction process. However, teachers or speech therapists do not always observe it in their professional work, as still the main attention is being paid to the expressions of development insufficiency or impairment and not to the causal identification and decrease of their negative impact. Montessori pedagogy is as one of the methods, in which the holistic approach is implemented in the educational and also correction process, and thus also the speech and language development multistructural model. Theoretical justification of the speech and language development multistructural model is based on the language development theory (nativism, behaviourism, cognitivism, interactionism etc.), as well as the research and analysis of the researchers' work on children's language development. Latvia speech therapists' (n=84) survey has been carried out to find out their opinion about the different language development and impairment correction issues, including the significance of the language development preconditions in the child's speech and language development. Respondents were chosen randomly. Data statistical processing was carried out. The outcomes of the survey confirm that the opinion that biological factors have got the most essential significance, dominates among speech therapists, the least significant are sociocultural environmental factors, but seven respondents think that all factors are equally important. Justification of the multistructural model application in language development promotion and language impairment correction in Montessori pedagogy aspect is based on the research of Montessori pedagogy theory and practice, observations. Conducting theoretical and empirical studies on the operational base of the Alternative Education Centre of IES LiepU from 2007 to 2016, the conclusions have been made that Montessori pedagogy (theory, didactic materials, practice) complies with the working guidelines of the speech and language development promotion and impairment correction in the context of speech and language development multistructural model. On the basis of the theoretical justification of the speech and language development multistructural model in Montessori pedagogy, it can be concluded that promoting the language development or diagnosing and correcting the speech and languages impairments, the child's speech and language has to be looked upon holistically with other development areas and development influencing factors.

Keywords: Speech And Language Development, Speech and Language Development Multistructural Model, Speech and Language Impairment, Montessori Pedagogy.

**The Socio - Cultural, Economic and Education Problems of The Foreign Post Graduate Students
Studying in Turkey**

Assoc. Prof. Dr. Osman Titrek

Ali Erkiç

Emrah Süre

Mehmet Güvenç

Nurcan Temür Pek

Sakarya University, Faculty of Education, Department of Educational Science, Sakarya, Turkey

*E-mail: otitrete@sakarya.edu.tr, alierkic07@hotmail.com, emrahsure@gmail.com, guvencmehmet.02@gmail.com,
nurcan.-temur@hotmail.com*

Abstract: The aim of this study is to analyze and investigate the 8 (eight) predicaments title that are categorized by the investigators according to education and life conditions of postgraduate international students in institutes of social sciences and natural and applied sciences of Sakarya University. In accordance with this purpose, under the titles of determined economic problems 5, harboring 2, human relations 2, homesickness 2, food 2, clothing 2, traditions 3, education 7 in totally 25 questions were addressed to participants. Standardized and tightly structured interview form was used to address questions as a data collection tool in the study. During the interview, objectively investigators helped the participants because they were not good at speaking Turkish. The study sample included 20 postgraduate international students from several departments at the institutes of natural and applied sciences and social sciences of Sakarya University, 2015 - 2016 academic year. Maximum range sample technique was used in the identifying of the study group. In the analysis part of the study descriptive analysis technique that is one of the qualitative research technique was used to facilitate the thematic classification of data and get a detailed description of condition. The result of the study determined that international students were not living desired level economically. Participants did not have many difficulties about harboring. In the title of human relations international students stated that they found Turkish people and Turkey close themselves, also they did not have problems about it generally. Homesickness topic determined that because of the less opportunities, they could not communicate face to face often. Instead they used telephones, internet etc. devices to communication. Participants expressed that they did not have problems about the Turkish food generally, moreover they found close to Turkish foods. While clothing case it was determined that there was no problem about clothing, everyone could wear traditional clothes what they wanted easily, also they did not suffer from their clothing style. About the traditions statement, their closeness of Turkish culture came into prominence. It was identified that participants could easily perform situations that includes their traditions. It was not confirmed that they got into trouble about their religious belief. Under the education topic difficulty of learning language was emphasized, so they expressed even if just a smidgen their challenges about both lectures and daily life. They said that they took support from their faculty members and classmates to overcome this hardship.

Keywords: Foreign Students, Economical Situation, Socio-Cultural Adaptation, Educational Problems

The Unity of Social Work Education and Practice: Problems and Solutions

Irīna Vereščagina

Vinita Vītola

Liepaja University, Faculty Of Pedagogy And Social Work, Latvia,

Email: irinaverescagina@inbox.lv, vinital@inbox.lv

Abstracts: The objective of the article is to look at the basic requirements of social work education and practical work, and the way they cooperate. To discover the factors influencing cooperation in the practical work areas in municipalities, and to offer recommendations to promote future cooperation and the professional development for future needs in the areas of education, science and practice. The modern 21st century's education in the social work must help to induce changes in the social work practice. The future social work professionals have to develop the skill to comprehend the social processes and the causes of problems, to gain the answers among the contradictions, to substantiate the social issues, to revise the trends not only at a national level but also in a global perspective. The social work students are taught to become deep functional professionals in the area of social well-being, by using a variety of methods to be able to develop cooperation models in other areas - politics, economics, pedagogy, ecology, social entrepreneurship. To perform a wide range of professional activities it is necessary that social workers would have not only the acquired knowledge, skills and abilities during period of studies, but also to continue their nonstop improvement, the professional support - supervision. Is it necessary to have a supervision system, which would help to reduce the possibilities of professionals' occupational burnout? The study respondents were students and professionals working in the social work area. The study was carried out in 2012-2015 by making the opinion poll among 250 students of the Social worker study program at Liepaja University. The sample included only the last academic year students selected by the detection method. Whereas for a survey of 250 social work working professionals it was used a random selection method in the social work conventions. The study results are following: 1. 95% of the interviewed students comprehend the method of supervision and its role during their study process. 5% of the interviewed students consider they do not need any supervision. 2. 99% of the social workers indicated that the supervision system is very required already during the studies. 3. 90% of the social workers are familiar with the types of supervision, its models, because they have used them themselves. 10% of respondents hadn't used the professional support, because they are not ready for that. 4. 45% of the social workers use the form of self-supervision form, 25% use the mutual colleague supervision - "peer supervision", 20% use a group supervision, 10% the individual supervision, it depends on a personality of supervisor and his skills to manage the process of supervision. The study proves that the system of supervision - the professional support is an important precondition in educating the social work students and for professionals in their field training and cooperation. The knowledge of functions, methods and techniques, process management, work with groups and motivation will allow the further development of specialists' professional competence and the quality of delivered social services, and also will improve the cooperation model - the theory (education) - practice - science.

Keywords: Education, Supervision, Cooperation, Social Work Professionals, Methods

Socio Pedagogical Aspect of Addiction Prevention

Svetlana Lanka

Liepaja University, Institute of Educational Sciences, Latvia, Email: svetlana.lanka@liepu.lv

Vinita Vītola

Liepaja University, Faculty of Pedagogy and Social Work, Latvia, Email: vinital@inbox.lv

Dace Erkena

P.Stradins Medical College of the University of Latvia, Latvia, Email: dace_erkena@apollo.lv

Abstract: Alcohol, narcotics or psychotropic substances related harm is a serious and topical problem, which harms both the health and welfare of the society as well as directly affects one of the less protected groups - the minors. This article points out the models of addiction prevention and its role of socio-pedagogical work with minors. There are particular elements included and indicated in the addiction prevention theories, which decrease or conversely promote the possibility of use of addictive substances and the matter development related to the use of them, furthermore the theoretical background helps to beware of an inconsiderate and instinctive action. It is difficult to deliver a high quality professional approach to the solving of addiction problems without any knowledge of theories and patterns applicable in addiction prevention and their use in practice. Performance of qualitative preventive work from professionals requires: to be able to think strategically, to analyze social problems and to foresee the development of social process of micro, meso and macro levels. The aim of the study: on the basis of addiction prevention pattern analysis and the research results, summarize the knowledge, skills and acquirements necessary to the social pedagogue in order to promote a performance of high quality preventative work in all addiction prevention levels. The research results summarize the necessary knowledge for social educator, skills and abilities in order to reduce dependency on the sustainability of the development of dependency and the use of addictive substances.

Keywords: Adolescents, Addiction, Prevention, Social Pedagogue.

Mediating Role of Adhocracy Culture in the Effects of Entrepreneurial Orientation on Organizational Performance of Businesses

Doç. Dr. Ebru Aykan

Erciyes University, School of Applied Sciences Department of Human Resources, Turkey, Email: aykane@erciyes.edu.tr

Mualla Akçadağ

Nevşehir University, Turkey, Email: muallabozkurt@hotmail.com

Abstract: Businesses today have to operate in an ever-changing and developing dynamic environment. Economic welfare, technological developments and catching up with business opportunities in growing markets will only be possible with entrepreneurial activities. Organizational culture was designated as a significant indicator for entrepreneurial orientation of the firms. In this study, the effects of entrepreneurial orientation resulting in high performance of ever-changing and developing dynamic businesses were investigated and the mediating role of adhocracy culture providing an environment for risk-taking, entrepreneurship, innovatives and creativity in these effects was evaluated. Research universe was composed of 700 manufacturing firms operating in Kayseri Organized Industrial Region of Turkey. A questionnaire form composed of 4 sections was used to gather research data. The entrepreneurial orientation was composed of innovativeness, risk-taking tendency, proactivity and competitive aggression sub-dimensions. Current findings revealed that proactivity and competitive aggression dimensions of entrepreneurial orientation had significant positive effects on firm performance, but innovativeness and risk-taking tendency did not have such positive effects. It was observed that proactivity, risk-taking tendency and competitive aggression dimensions of entrepreneurial orientation affected adhocracy culture, but innovativeness did not affect adhocracy culture. It was also observed that adhocracy culture had a mediating role in the effect of proactivity dimension of entrepreneurial orientation on organizational performance.

Keywords: Entrepreneurial Orientation, Firm Performance, Adhocracy Culture

Teacher Capacity Building in the Context of International Partnership: Metaphors, Models and Prospects

Ligita Grigule

Rita Skara-Mincane

Lect., University of Latvia, Faculty of Education, Psychology and Art, Latvia,

Email: ligita.grigule@lu.lv, rsm@lu.lv

Abstract: In Latvia, in a very brief period of time, a transition from being an aid-recipient to an aid-donor country has taken place, and education is one of the fields for sharing experience and providing support. The article deals with the University of Latvia (UL) scholars' experience of providing their expertise, knowledge and resources and facilitating education reforms, particularly multilingual education, in Eastern Europe and Central Asia countries. The article reports the results of the qualitative research conducted in the consultancy framework. The article aims at exploring the main aspects of action for the teacher education and professional development and methods for evaluating the impact and opportunities that international consultants can bring to development cooperation to ensure efficient and sustainable changes. One of the most important aspects for Latvian scholars who are involved in teacher education events in the development countries is a need for valid evaluation methods of effectiveness of the proposed knowledge and skills. The four level Kirkpatrick's evaluation model and application of the methodologies approbated at UL, Faculty of Education, Psychology and Art study program "Teacher" were explored in order to monitor the effectiveness of training. Particular analysis is devoted to metaphor creation and investigation. The metaphor grouping examines in some depth the diversity of skills, knowledge, attitudes, beliefs, and attributes that the teachers who are part of the education reform and should be able to cope with the challenges of the teaching currently possess. Qualitative research tools and techniques proved to be very useful from both: the training and the research perspective and have been further investigated and used as content for teacher education and professional development. The study proposes the further direction in international partnership.

Keywords: International Consultancy, Multilingual And Multicultural Education, Teacher Capacity Building, Programme Evaluation

Managerial Skills of English Language Teachers at Tertiary Level: A Turkish Case Study

Dr. Hakan Aydoğan

Muğla Sıtkı Koçman University, Turkey

Email: aydoganh@hotmail.com

Abstract: Leadership in education (or management in education) is a contemporary and popular topic. In order to examine the leadership skills of English teachers, Management teachers' competency scale (Guntaku & Meesala, 2013) was administered to 50 English teachers in Turkey (30 females and 20 males). Its reliability was very high (Cronbach alpha = .969). Their average age was $M = 34.14$ ($SD = 8.70$) and their average teaching experience was $M = 8.46$ years ($SD = 7.75$). Results show that, on average, their leadership skills were estimated at $M = 3.90$ (on 5-point scale). Gender differences in managerial competencies were not statistically significant. However, the five domains of teachers' leadership skills were in statistically significant correlations with each other. Interestingly enough, number of years of professional experience was in negative relationship with total scores linked to English teachers' managerial competencies. The chief advantage of the present study is the application of a reliable and valid instrument that comprises wide range of leadership skills, strategies and competences in educational context. The second positive side of this study is the investigation within the frame of a current topic such as management in education. In the end, some advantages and disadvantages of the present study and several recommendations such as the relationships between teachers' leadership skills and their personality traits and so forth were listed for the subsequent studies.

Keywords: English teachers, Leadership, Educational management.

Effects of Simulation Based Cooperative Learning on Physics Achievement, Attitudes, Process Skills

Ali Çetin

Siirt University, Turkey, Email: alicetin@siirt.edu.tr

Abstract: Simulations can support powerful modeling environments involving physics concepts and processes. Because of this, simulation based learning can be a way to develop high school students' knowledge, skills and attitudes. With the integration of interactive whiteboards to Turkish educational system, simulation based learning is preferred mostly in physics lessons. Modern instructional models and techniques are being used with simulations in schools by teachers. Cooperative learning is a technique that students work together and be responsible from their own learning. Simulations can increase students' motivation during cooperative learning. The aim of this quasi-experimental study is to investigate the effects of simulation based cooperative learning on high school students' physics achievement, science process skills, attitudes towards physics and interactive whiteboards. In experimental group, students participated in 3 weeks of R. Slavin's (1978) Student Teams Achievement Division method of cooperative learning with the integration of simulations in electricity subject of physics lesson during the spring semester of 2016 education year. In control group, students participated in 3 weeks of traditional learning with the integration of same simulations. 49 high school students (24: experimental group, 25: control group) participated in the study in Siirt, Turkey. Electricity achievement test, science process skills test, physics attitude scale and use of interactive whiteboards attitude scale tests were administered as pre-tests and post-tests. Additionally open-ended questions were asked to understand students' views on simulations, interactive white boards and instructional techniques at the end of the study in two groups. Students' responses are analyzed by using t-test and content analysis. Results indicate that both cooperative and traditional teaching method create statistically significant difference on students' achievements. However, while there is no statistically significant difference between groups in pre-test results, there is a statistically significant difference in post-test achievement scores in favor of experimental group. Science process skills test results indicate that there is no statistically significant difference on students' process skills before and after the treatment. However, in traditional group, the mean scores of science process skills test decreased, while in experimental group did not change. In one of the sub-dimensions of science process skills test, named organizing data in graph, there is statistically significant increase in experimental group. For attitude scale scores, there is no statistically significant difference in interactive whiteboard attitude scale scores and physics attitude scale scores. At the end of the content analysis of open-ended questions, high school students in control group mainly think that they did not understand the lessons because they wanted to solve more problems and simulations looked like games. On the other hand, in experimental group, students' responses were focused on funny, understandable and concrete lessons. As a conclusion, simulation based cooperative learning positively affects high school students physics achievements more than simulation based individual learning. However, both techniques make small differences on students' science process skills, attitudes towards physics and usage of interactive whiteboards.

Keywords: Simulation Based Learning, Cooperative Learning, Physics Education

Subtraction Performances of Primary School Prospective Mathematics Teachers Having Different Cognitive Styles

Res. Ass Ülkü Ayvaz
Res. Ass., Nazan Gündüz
Prof. Dr. Soner Durmuş
Ass. Prof Dr. Sefa Dündar

*Abant İzzet Baysal University, Faculty of Education, Primary Mathematics Education, Turkey,
Email: ulku.yesilyurt@gmail.com, nazan09gunduz@gmail.com, sonerdurmus@gmail.com, sefadundar@gmail.com*

Abstract: Cognitive style is defined as the ways that individuals prefer in the process of adapting new knowledge to existing one, evaluating new information and adapting new knowledge to their lives (Hayes & Allinson, 1998). The model of Witkin, Oltman, Raskin and Karp (1971) about field-dependence/field-independence can be given as an example of cognitive styles. The concepts of field dependence and field independence refer to either one's tendency to outside or his/her independence from outside (Somyürek & Yalın, 2007). Therefore, it is known that field-dependent and field-independent individuals have different characteristics from each other (Coffey & Canas, 2011). That's why, it is probable to obtain different results in the process of investigating these people having different cognitive characteristics. As a matter of fact, it appears in conducted studies that these people reveal different results in terms of investigated variables (Bahar, 1999; Bahar, 2003, Ateş & Çataloğlu, 2007; Çataloğlu & Ateş, 2013). According to NCTM (1991), arithmetic is defined as an area that deals with numbers, relationships between numbers, four operations, the calculations based on four operations. One of the issues considered in the studies conducted related with arithmetic is the Problem Size Effect. The problem size effect is a well-structured phenomenon in the mental arithmetic. While Kong, Wang, Shang, Wang, Yang and Zhuang (1999) are solving problems that involve large numbers related with the problem size, they were concluded that the individuals are slower and making more mistakes according to the problems with small sizes (Ashcraft, 1992; Zbrodoff & Logan, 2005). For example, $9+6$ can be solved with a slower and a less accuracy rate, compared to $3+4$. This paper is a part of ongoing project supported by a state university. The study aims to investigate behavioral data of mathematics teacher candidates categorized according to their cognitive styles while they perform subtraction operations with small and large numbers. The participants were students registered at the Department of Primary School Mathematics. Purposive sampling method was used a way of determining participants. The participants are 30 teacher candidates, 15 of whom have field dependent cognitive style while 15 of whom have field independent cognitive style. The Group Embedded Figures Test, developed by Witkin, Oltman, Raskin and Karp (1971), was used to determine the cognitive styles of the teacher candidates. Subtraction operations with small and big numbers prepared by the researchers by using E-Prime were presented to the teacher candidates on a computer screen with a random order and their answers were recorded by E-Prime. Obtained data was analyzed in terms of accuracy and reaction time according to the cognitive style. When it was investigated in terms of accuracy, it was found that there was a significant difference between groups according to only small numbers. In terms of reaction type, however, two groups did not differ in terms of both small and big numbers. Moreover, it is seen that field-dependent participants spent more time while they solve subtraction operations with big numbers.

Keywords: Cognitive-Style, Subtraction, Small-Big Numbers, E-Prime

Subjective Health and Life Satisfaction in Young Adults with a Physical Disability

Jarmila Adamove

Jiří Kantor

University of Palacky, Faculty of Education, Institute of Special Educational Studies, Czech Republic

Email: jarmila.adamove@gmail.com, jiri.kantor@upol.cz

Abstract: Subjective health and life satisfaction are in the focus of interest of special education as well as other helping professions. This paper presents the results of a study that investigated connection between them. Research compared subjective health and life satisfaction between young adults with physical disability of lower extremities and intact population. There were 55 respondents in each research sample. Qualitative design had been chosen using two self-assessment scales: 12-item version of WHODAS 2.0 (WHO Disability Assessment Schedule) and SWLS (Satisfaction with Life Scale). The first had been translated into Czech language for the purposes of the research and is now freely available. Statistical analysis involving both causal-comparative and correlation testing had been used to determine the existence and the character of the relationship between subjective health and life satisfaction and the impacting factors and to identify the differences between the two groups. The results show that there is a causal relationship between life satisfaction and subjective health in both groups, while it seems to be stronger in the group of people with physical disability. It seems that in people with a physical disability when compared to intact population the degree of life satisfaction is influenced by subjective perception of health in greater measure. However, although in people with a physical disability the impact of subjective perception of health on their life satisfaction is substantial, subjective health is not as tightly linked with objective state of health. This means that even in situations when their medical condition and functional impairment may not be significantly improved it is meaningful to attempt to improve subjective perception of health. This may be achievable by interventions aimed at factors impacting subjective perception of health. More research, especially of qualitative or mixed design, is needed, however, to determine the key factors of subjective health in people with a physical disability.

Keywords: Subjective Health, Life Satisfaction, Physical Disability.

Attitude of Teachers Toward Multi-Cultural Education

Assoc. Prof. Dr.Nurhayat Çelebi

Karabuk University Faculty of Letter Department of Educational Sciences, Turkey, Email: nurcelebi@marmara.edu.tr

Özer Atasayar

Mustafa Eravutmuş Secondary School Vice Principal, Turkey, Email: ozer01@hotmail.com

Abstract: The purpose of this study is to analyze the attitudes of teachers serving in primary and secondary education schools toward multicultural education based on a number of demographic variables. Today, it is seen that the biggest asset of organizations is to educate competent humans having multiple skills and different ways of thinking in a multi-cultural, multi-centred world that diversifies in the globalization process (Memduhoğlu, 1011, p.38). Identities that are differentiated as a result of increasing effectiveness of multiple identities and international organizations that occurs as a result of the social changes brought by globalization are a reality of our lives (Şan, 2006, pp. 69-70). Solutions are sought for issues related to education in developed countries as a result of creation of universal principles in education, and recognition of different cultures, and rapid increase in interaction among cultures (Cırık, 2008, p.27). In multi-cultural education, policies based on cultural differences and respect are required in order to determine the contents of curricula (Fraizer, 1997, Grant, 1977a; as cited by Gay, 1994). Teachers have the most important role in multi-cultural education, for teachers are those who will implement the curricula, prepare the learning environment by selecting the appropriate methods, techniques and materials, and measure and evaluate the learning. Therefore, it is important for teachers to receive and practice multi-cultural education (Polat, 2009, p.158). The study is a descriptive one, conducted using the survey model to measure the attitudes of teachers toward multi-cultural education. The study group consisted of 649 teachers selected by means of random sampling method and working in 20 primary schools and 12 secondary schools located in Kucukcekmece, Istanbul. 393 of the participants are female and 256 are male teachers. The study was carried out using the 5-point Likert-type 18-item “Scale for Attitude of Teachers Toward Multi-Cultural Education”, which was developed by Ponterotto, Baluch, Greig and Rivera (1998) and adapted to Turkish by Yazıcı, Başol and Toprak (2009). The Cronbach Alpha reliability coefficient of the study was calculated to be .73. The scale has single factor. The data obtained from the study were analyzed by means of descriptive statistical techniques, as well as t-test and ANOVA. The analyses of the data were carried out using the SPSS 17 software program, and the tests of significance were made on the .05 level. Teachers have “substantially” positive attitude toward the multi-cultural education. There were no significant differences in terms of teachers’ attitudes toward multi-cultural education, as well as the variables of age, seniority, educational background, field of study and type of school they work in. However, there was a significant difference in favour of male teachers in terms of the sex variable. According to the results of the study, it was seen that teachers have “substantially” positive attitude toward multi-cultural education. Male teachers have more positive attitude toward multi-cultural education compared to female teachers. In short, male teachers believe that interaction of different cultures would provide contributions to learning reciprocally. Attitudes of teachers towards multi-cultural education are not affected by factors such as age, professional experience, educational background, and type of schools they work in. In this study, even though teachers have positive attitude toward the multi-cultural education, they are of the opinion that consciousness of multiculturalism is not related to the subjects being taught. Teachers state that the language of communication at schools should be only Turkish, and that it would increase the achievement.

Keywords: Multi-Cultural Education, Teacher, Attitude

Child as a Mathematics Teacher: I'm Playing Teaching with My Family

Alper Cihan Konyaloğlu

Atatürk University, Kazım Karabekir Faculty of Education 25240, Erzurum, Turkey, Email: ackonyali@atauni.edu.tr

Abstract: In the study, the children had a mathematics teacher mission of their parents. The purpose of the study is to identify whether this mission provides the children cognitive and affective improvements in their mathematical understanding or not. To this aim, various activities were prepared in line with the program in collaboration with the teacher. These activities were shared with the parents and the children at home. The sample consists of 3 students from 3 different classes, their parents and their teachers. Observations, semi-structured interviews, interviews with parents and students achievement tests were used as the instruments of the study. The study is a mixed method study with the emphasis on qualitative part. Single case experimental design was used in the quantitative part of the method. Case study design was used in the qualitative part of the study. The data obtained from the achievements tests were evaluated by using measures of central tendency. The remaining data were analyzed through content analysis. In line with the findings, the results show that this method increased the students' achievement in terms of cognitive aspect and made a positive impact on students' affective aspects. Additionally, the method provided self-confidence, created studying with joy and improved the communication among teacher-student-parents.

Keywords: Mathematics Education, Teaching Action, Parent, Child, Student As A Guide, Parent As A Student

The Effect of Mistake-Handling Activities in Mathematics Education: Example of Proof

Solmaz Damla Gedik

Hacı Bektaş Veli University, Faculty of Education 50300, "Nevşehir", Turkey, Email: sdgedik@nevsehir.edu.tr

Alper Cihan Konyaloğlu

Atatürk University, K.K. Faculty of Education 25240, "Erzurum", Turkey, Email:ackonyali@atauni.edu.tr

Abstract: Mistake-handling activities are based on negative knowledge theory configured based on mistake and also negative knowledge theory is based on constructivism and meta-cognition (Heinze, 2005; Gartmeier, Bauer, Gruber and Heid, 2008; Akpınar and Akdoğan, 2010). This activities based on negative knowledge are the constructivism based activities which are taking the side with true knowledge for the knowledge to be configured exactly and defending the fact that the mistakes and errors about this knowledge should be known. The purpose of this study is identifying the effect of mistake-handling activities applied on the subject of proof which would be accepted as mathematics content knowledge of the teachers over the progress of the teachers about the proof. The applications of mistake-handling activities(MHA) were realized with a group composed of 5 teachers intended for this purpose based on voluntariness. The case study that was one of the qualitative studies was used in this study. The data collection tools as "getting written reflection", "semi-structured face-to-face interview"and "diaries" were used in the study. The focus group discussions were realized during the application progress and application was colored by arguments. The acquired data were analyzed by document review method and codes, categories and themes were identified. The findings obtained showed that; Mistake-handling activities applications result some affective affirmativenesses as; increasing the relevance and curiosity of the teachers, critical thinking, self-reliance, awareness, different point of view and some cognitive affirmativenesses as distinguishing the deficiencies, understanding the importance of theorems expression and proofs using them.

Keywords: Mistake-Handling Activities, Proof, Mathematics Content Knowledge, Mathematics Teacher

The Effect of Mass Media on Secondary School Students' Perceptions of the Relationship between Science and Peace

Canan Dilek Eren

Kocaeli University, Turkey, Email: canandilek@gmail.com

Abstract: This research aims to investigate the effect of mass media whereby secondary school students follow science and technology news on their perceptions of the relationship between science and peace through the pictures they draw. Research was performed in 2014-2015 education year, spring term. Study group of this research includes 102 (53 girls – 49 boys) 5th grade students who are from Izmit district, Kocaeli city whom are selected from three different secondary schools with criterion sampling method. Research was performed by using survey model over descriptive research methods. Data of research were collected with draw and tell technique. During collection stage of data, it was requested from students, to draw a picture which is related with science and peace and to write the relation of science and peace. Drawings were analyzed by using explicative content analysis method, writings were analyzed with NVIVO 10 and it was seen that findings were varied. According to findings, codes which are collected from secondary school students' drawings for science and peace were brought together under 8 different themes. According to findings which are collected from drawn and written expressions, 4 of these themes had positive contribution to science and peace, 4 of them had negative contribution to science and peace. It was seen that mass media whereby they follow science and technology news cause a difference in secondary school students' perceptions of the relationship between science and peace as seen in their drawings.

Keywords: Science, Peace, Perception, Science Education, Mass Media, Children Paintings.

An Analysis of Primary School Teacher Candidates' Mathematical Content Knowledge on Operations

Solmaz Damla Gedik

Hacı Bektaş Veli University, Education Faculty, Nevşehir, Turkey, Email: sdgedik@nevsehir.edu.tr

Zekiye Morkoyunlu

Ahi Evran University, Education Faculty, Kırşehir, Turkey, Email: morkoyunlu.zekiye@gmail.com

Alper Cihan Konyalıoğlu

Atatürk University, K.K.Education Faculty, Erzurum, Turkey, Email: ackonyali@atauni.edu.tr

Abstract: A teacher is the most important factor of learning and teaching process. Being a qualified teacher requires strong content knowledge (Gedik, 2014). Content knowledge is a type of knowledge comprising the concepts, operations, proofs and the problem solving skills related to the topics that a teacher teaches (Shulman, 1986). To Mishra and Koehler (2006) content knowledge is all the knowledge that will be taught. The reseachers studied on mathematical content knowledge (Ma, 1999; Ball, Thames ve Phelps, 2008; Hill, Rowan ve Ball, 2005) stated that a strong mathematical content knowledge both increases the quality of instruction and contributes the students' achievement. In the NCTM (2000) report, the importance of the deep content knowledge was emphasized in line with the thought that mathematics is difficult for most of the students. The purpose of the study is to analyze primary school teacher candidates' mathematical content knowledge related to operations. To this aim, 25 teacher candidates attending 3rd yea of their undergraduate education were involved in the study. The teacher candidates were required to answer 18 questions related to operations. Then, interviews were conducted with the candidates based on these questions. The questions consists of addition and subtraction. The questions were prepared on the basises stated by Lucus (2006) as the components of mathematical content knowledge by benefitting from Konyalıoğlu (2008) and Baykul (2012). These components are; Knowing and understanding mathematical concepts Knowing different representations and alternative ways Fundamental knowledge Knowledge of mathematics program . The answers given to the questions were analyzed through descriptive analysis. No equilibrium were found among the components of MCK in the written answers to the questions and the interviews. The teacher candidates were found successful in terms of the fourth component- the Knowledge of mathematics program. However, it was identified that the candidates could not be successful on the other three components- Knowing and understanding mathematical concepts, Knowing different representations and alternative ways, fundamental knowledge.

Keywords: Mathematics Education, Mathematics Content Knowledge, Teacher Canditate, Primary School

School Leaders' Innovation Magements and Organizational Stress: A Relational Screening Model Study

Assist. Prof. Dr. Esef Hakan Toytok

Siirt University, Education Faculty, Department of Educational Sciences, Turkey, Email: hakantoytok@hotmail.com

Abstract: This century is a century in which vertiginous rapid change is experienced. In each day, new innovations are being part of our lives. For this reason, innovation term is a dynamic concept that emerges in every field and it is inside of life. "Innovation" is an English term but it is adopted in daily life Turkish as "inovasyon" with the same meaning. The world is rapidly changing and developing, so the understanding of innovation term as a dynamic continuum should be guided and managed in a correct way. Schools are also affected from this situation both directly and indirectly. School leaders have some duties and responsibilities to gain the positive aspects of the influence and to avoid from negative aspects. While school leaders provide this interaction that is based upon innovation, they should preserve their schools' existing balance, and they should carry out innovations in a correct proportion, shape and time. Otherwise, they may harm their schools' organizations or functions. Another variable that may harm schools' organizations or functions is organizational stress. Organizational stress is termed as a situation that may supply divergence from normal functions of people. It may differ with respect to people and is caused by the relations between person and organization. In any organization, the increase in the organizational stress level may result with divergence of workers from normal functions. The cause of this is the psychological and physiological fatigue of workers. Under this circumstance, behaviors of the person may be affected both negatively and directly. The aim of this study is to investigate the level of relationship between school leaders' innovation management approaches and organizational stress. Descriptive relational screening model is used throughout the study. The population of the study consist of 940 elementary, 911 middle, and 649 high school teachers in Kocasinan province of Kayseri city. Stratified sampling procedure is used and nearly 1000 inventory is distributed to all school levels. 171 elementary, 178 middle and 164 high school teachers replied the data collection tool. Data are analyzed using R 3.2.4 and SPSS 21.00. In the light of the results, significant but small relationships in the negative direction are observed across organizational culture and structure factor of school leaders' innovation management behaviors and (i) clustering structure, (ii) role structure, and (iii) cultural structure factors of organizational stress. In addition, again small but significant relationship in the negative direction is observed across project management factor of school leaders' innovation management behaviors and cultural structure factor of organizational stress.

Keywords: School Leaders, Innovation, Innovation Management, Organizational Stress

Beliefs of Prospective Mathematics Teachers about Their Preparedness for Teaching Mathematics

Radka Dofková

*Palacky University in Olomouc, Faculty of Education, Department of Mathematics, Czech Republic
E-mail: radka.dofkova@upol.cz*

Abstract: The paper is focused on beliefs about the preparedness for future mathematics teaching by prospective mathematics teachers at the Department of Mathematics of the Faculty of Education, Palacky University in Olomouc. There are lots of various students' beliefs about mathematics - perceiving mathematics, the appropriateness of particular instructional activities or various teaching strategies used to facilitate the learning of mathematics. The paper is aimed at future teachers' beliefs about the degree to which their lecturers modelled good teaching practices. It is obvious that students graduate from the Faculty of Education with different beliefs as to their preparedness for mathematics teaching. The objective of the paper is to establish whether there is a difference in the evaluation of the degree of preparedness in two groups of students (students of Teaching at the 1st Level of Primary School and students of Teaching at the 1st Level of Primary School and Special Pedagogy) as part of the seminars Didactics of Mathematics (DIM) and Mathematics with Didactics (TMA) – the seminars are two-semester seminars, are taught by the same teacher (the author of the paper), they have the same content, but they differ in the number of lessons in each semester. The aim was to find out whether a larger number of lessons in the case of the DIM course significantly affected the evaluation of the preparedness of students. That is why a questionnaire survey was conducted in both groups in May 2016. The paper presents the results of the survey among students of didactics of mathematics which was based on the international study entitled "Teacher Education and Development Study in Mathematics" (TEDS-M) which examines the beliefs of future mathematics teachers about their current studies and prospective work. A total of 56 students participated in the survey and the data were processed using the relevant statistical apparatus (the chi-squared test was used to establish a statistically major difference).

Keywords: Mathematics, Special Education, Beliefs, Preparedness, Teaching

Sağlık Hizmetleri Meslek Yüksekokulu Öğrencilerinin Yaşam Boyu Öğrenme Düzeylerinin İncelenmesi

Gökçen Akbabaoglu

Bartın University, Turkey, Email: gakkbabaoglu@bartin.edu.tr

Özet: Yaşam boyu eğitim, formal eğitim sisteminin dışında eğitimle ilgili tüm potansiyeli geliştirmeyi amaçlayan genel bir düzenlemedir ve örgün, yaygın her türlü eğitim faaliyetini kapsayan geniş bir kavramdır (Güleç, Çelik ve Demirhan, 2012, 35). Yaşam boyu eğitim beraberinde yaşam boyu öğrenme kavramını içermektedir. Yaşam boyu öğrenme örgün ve yaygın eğitim yoluyla verilen genel ve mesleki eğitim ve öğretimin yanında, bireyin eğitim- öğretim kurumları dışında bilgi ve beceri kazanmasına yol açan öğrenmeleri de içermektedir (MEGEP,2007). Bu araştırmada da sağlık hizmetleri meslek yüksekokulu öğrencilerinin yaşam boyu yeterliklerinin incelenmesi amaçlanmıştır. Bu 5’li likert tipinde geliştirilen Yaşam Boyu Öğrenme Ölçeği kullanılmıştır. Araştırmanın verisi, Bartın ili Sağlık Hizmetleri Meslek Yüksekokulu’nda öğrenim gören Çocuk Bakımı ve Gençlik Hizmetleri Bölümü, Çocuk Gelişimi Programı ve Tıbbi Hizmetler ve Teknikler Bölümü, Tıbbi Tanıtım ve Pazarlama Programı 1. ve 2. Sınıf öğrencilerinden elde edilmiştir. Araştırmaya alınan öğrencilerin yaşam boyu öğrenme yeterliklerinin sınıf düzeyi, cinsiyet ve program türüne göre nasıl değiştiği incelenmeye çalışılmıştır. Yaşam boyu öğrenme yeterliklerinin sınıf düzeyi, cinsiyet ve bölüme göre anlamlı farklılık gösterip göstermediğini belirlemek için t-testi yapılmıştır. Ayrıca, yaşam boyu öğrenme ölçeğinde yer alan her bir madde için betimsel istatistikler hesaplanmıştır.

Anahtar Kelimeler: Hayat Boyu Öğrenme, Okulöncesi, Sağlık Hizmetleri Meslek Yüksekokulu

Anadolu Güzel Sanatlar Liseleri Öğrencilerinin Kariyer Gelişiminde Ailenin Etkisi Tokat Anadolu Güzel Sanatlar Lisesi Örneği

M. Serkan Umuzdaş

Gaziosmanpasa University, Turkey, Email: sumuzdas@yahoo.com

Özet: Kariyer, bireyin hayatında ulaşmak istediği amaçlarına yönelik edindiği beceri, bilgi, tutum ve davranışlarını ifade eden, bu süreçteki bütün eğitim, öğrenme ve çalışma deneyimlerini ve bu süreçte geliştirmiş olduğu ilişkileri içeren, bireyin değişimi ve gelişimi ile şekillenen devamlı bir süreç olarak tanımlanmaktadır. Kişinin kariyer sürecindeki çevresel faktörlerin etkisi büyüktür. Aile ise bu çevresel faktörlerin başında gelen en önemli unsurdur. Bu araştırmada, ülkemizdeki mesleki eğitim veren kurumlardan biri olan Güzel Sanatlar Liseleri’nde öğrenim görmekte olan öğrencilerin kariyer gelişimleri, kariyer planlamasında en önemli etkiye sahip bileşenlerden aile etkisi, aile ile olan ilişkiler, aile beklentileri, tercih nedenleri tespit edilmesi amaçlanmıştır. Ülkemizde önemi giderek artan Güzel Sanatlar Liseleri’ndeki öğrencilerin kariyer gelişimlerinde aile etkisi ortaya konulmaya çalışılmıştır. Araştırmanın evrenini 2015-2016 eğitim ve öğretim yılında Tokat Anadolu Güzel Sanatlar Lisesi Müzik Bölümü’nde öğrenim gören 41’i erkek 31’i kız olmak üzere 71 öğrenci oluşturmaktadır. Araştırmada araştırmacı tarafından oluşturulan “Kişisel Bilgi Formu” ile Akın, A., Usta, F., ve Satici, S. A. tarafından Türkçeye uyarlanan “Kariyer Gelişiminde Aile Etkisi” veri toplama aracı kullanılmıştır. Araştırmanın sonuçlarına göre; Tüm boyutlarda cinsiyet, annenin eğitim durumu, anne iş durumu, ilköğretim başarı ve meslek lisesi tercih değişkenlerine göre anlamlı farklılık bulunamamıştır. Ancak babanın eğitim durumu, babanın iş durumu, ailenin gelir durumu ve aile ile ilişki değişkenleri ile bilgisel destek boyutu arasında anlamlı farklılık bulunmuştur. Ailedeki birey sayısı değişkeni ile tüm boyutlar arasında anlamlı farklılık vardır.

Anahtar Kelimeler: Anadolu Güzel Sanatlar Lisesi, Kariyer, Aile

Teaching Problems of Modern Turkish as a Foreign Language to the Adult Foreigners in Abroad and Solution Suggestions

Assist. Prof. Dr. Ömer Aydoğdu

The University of Karabük, Turkey, Email: omeraydogdu2023@yahoo.com

Abstract: The purpose of this study is examining the teaching problems of modern Turkish as a foreign language to the adult foreigners in abroad and solution suggestions. Turkish is an agglutinative language. Its linguistic properties has been studied much in the mean of syntax, semantics, morphology or phonetics. However, the subject of the teaching techniques and the teaching difficulties of Modern Turkish to the adult foreigners living in abroad has not been studied in various aspects. Those will be studied into four steps. First, Modern Turkish is taught to the adult foreign university students at the Turkish Teaching Centers of the universities called TÖMER. Those Institutions have already progressed their own Turkish teaching sets. Most of those sets are written into techniques of Content- based and Task-based. The lesson- plans have been progressed in the Deductive Method, Top-down teaching technique. They are the teaching techniques influenced by foreign originated, English language teaching sets. It can be suggested that it may be better if the all teaching activities can be organized, the lesson plans can be designed and developed in the technique of the Bottom-up because Turkish is an agglutinative language. Yet, the students are able to learn Turkish well enough eventually as using the advantages of living in Turkey for about five years. The second group students are the ones who were born in a foreign country and use the official language of that country. Speaking Turkish at home and studying in a different language at school may interfreance the Turkish learning process sometimes negatively. The third group students want to learn Turkish may be the foreigners who are living in their own country and want to learn Turkish as a foreign language. They must be taught into technique of the Inductive Method, Bottom-up teaching technique like it is the same in the group four. They may learn Turkish easier if it is taught in the mean of comperative linguistics with the teacher-made teaching materials even if the buttom-up or the top-down teaching techniques are used. The most difficult Turkish teaching process is for the forth types of foreign adult groups. They do not know any piece of Turkish. They just want to learn practical and situational Turkish because they want to immigrate to the Western countries through Turkey. Therefore, The content and the goals of the Turkish teaching books used for the first and the second group students do not match with the goals of those adult university students in the countries like Bangladesh, Pakistan, or Afganistan. They should be taught in the Bottom-up teaching technique as well. The known foreign language teaching techniniques do not work for the last group students' learning process. They should be taught how to read in Turkish first than the Turkish Language in details should be taught. Such as: Turkish alphabet has 29 letters and all those letters are also the voices of the language. It is called as the best phonetic language in the World. Aa Bb Cc Çç Dd Ee Ff Gg Ğğ Hh İı İi Jj Kk Ll Mm Nn Oo Öö Pp Rr Ss Şş Tt Uu Üü Vv Yy Zs. Vowels are/ AE / / Iİ / / O.....Ö // U.....Ü / .All the others are consonants.

Keywords: Modern Turkish, Adult foreigners, Teaching problems, in abroad, Foreign language

Teaching Processes of ‘Ettirgen Anlatım’ in Turkish to the Foreign Learners in the Mean of General and Comperative Linguistics

Ast. Prof. Dr. Ömer Aydoğdu
The University of Karabük, Turkey
Email: omeraydogdu2023@yahoo.com

Abstract: The basic aim of this study is identifying the teaching – learning process difficulties of the subject called ‘Ettirgen Anlatım/Ettirgen Çatı’ in the Turkish grammar. Causative form in English means the ‘Ettirgen Anlatım’ in Turkish, and so, the syntactic, morphological, semantical, and phonological comparisons in both languages have been exemplified in the mentioning subject. It is hoped that the study can be a good source for the researchers studying on General Linguistics. The structure of Turkish ‘Ettirgen Anlatım’ in the mean of Syntax is known easier than its English Causative Form. Since Turkish is an agglutinative language, the morphological and the phonological necessary changings are formed with the help of suffixes. Those suffixes can be used either in the middle or in the final positions while the processes of Word Formation and the Verb Tense Formation are being done. In addition, The vowel harmony rules of Turkish should be known as well while those changings are being formed. The verb-the action is always used in the final position in a Turkish sentence structure. This item is called as ‘yüklem’ in the Turkish Grammar Terminology. In this study, ‘Ettirgen Çatı’ as a part of ‘Yüklem’ which means the causative form of Turkish, is going to be studied into examples. The formation of it is such as: Verb stem+ suffixes of causative + suffixes of the tenses+ suffixes of the personal pronouns. The suffixes of Turkish causative forms are /-t-/ /-tir- , -tir- , -tur- , -tür- /, /-tirt- , -tirt- , -turt- , -türt- / The third group become in the forms of –tirt-, -tirt-, -turt-, -türt- as shifting the phoneme in the first group/t/ to the final position so that the meaning of the whole sentence can give the ordering under a social presure. Those suffixes are used just after the verb stem and followed by the verb tense suffixes.

Actually, they are only three of them as the /-t- /, /-tir- / and /-tirt- /. The others are the necessary changing forms of those because of the vowel harmony rules of Turkish. Finally, while the causative sentence structure is being formed in English, the syntactic chain of the words, the person doing the work or the person ordering the work to do and some other details about the verb tense formation are the difficult rules to be learnt or to be taught for the foreigners. Therefore, Turkish learners are also in difficulties of learning English Causative Form. Those are; have something done, get something done, have somebody do something, get somebody to do something, make somebody do something, let somebody do something.

Contrary, the causative form in Turkish which is called ‘Ettirgen Yapı/Ettirgen Çatı/ is easier than the English Causative forms for the foreign language learners.

Key Words: Turkish Ettirgen Çatı, English Causative Form, Causative Suffixes in Turkish

Meaningful Interaction Between Childrens and Teacher in Pre-School Education Practice

Jana Grava
Vineta Pole
Ilze Mikelsons

Liepaja University, Faculty of Education and Social Work, Latvia, Email: jana.grava@liepu.lv, v.pole@inbox.lv, ilze.mikelsone@liepu.lv

Abstract: A topicality of this research is based on idea that by implementing a child-oriented approach in pre-school education, a meaningful interaction is provided between a child and a teacher as well as between a child and a child. It has been found that in a pre-school education the meaningful nature of interaction is revealed deeper in a child - teacher than a child - child relationship. The dominant figure in this relationship is an adult. In order to implement the child-oriented approach it is relevant to balance the child - adult relationship as well as to establish a meaningful child - child interaction. The goal of this article is to characterize the indicators that show the meaningful interaction of child - adult and child - child relationships. The theory of this research is grounded in work of Röbe (2009), Wood (2009), Osorina (2008), etc. on children’s initiative and balancing of teacher-children’s activities. The research results are analysed in the framework of a case study. The data are obtained as the result of video analysis. As the result of this study the exogenous and endogenous indicators of a meaningful interaction were determined, and they are linked to a purposefulness, positive mutual relationship and selfrealization of pre-school age children.

Keywords: Meaningful Interaction, Pre-School Children, Child-Oriented Approach.

Akademisyenlerin Örgütsel Sinizm ve Örgütsel Bağlılık Düzeyleri

Emine Genç

Bartın University, Turkey, Email: egenc@bartin.edu.tr

Abdullah Karakaya

Karabük University, Turkey, Email: akarakaya@karabuk.edu.tr

Özet: İnsan duygusal ve düşünsel yönüyle çok yönlü bir varlıktır. Tüm çalışanlar aynı anda aynı ihtiyaç ya da beklentide, aynı moral seviyesinde veya streste olmazlar. Fakat içinde buldukları durumla birbirlerini etkilemektedirler. Yapılan tüm işler zincirleme bir özellik taşımaktadır. Zincirlerden birinin kopması işi aksatacak ve kalitesizleştirecektir. Bu yüzden işi yapan insan unsurunun doğru eş güdümlenmesi, örgüt olarak ortak bir amaç oluşturulması, aitlik duygusunun yaratılarak işin sahiplenilmesi ve ortak bir kültürü oluşturulması gerekmektedir. Örgütsel bağlılık, örgüt iklimi, örgüt kültürü, örgütsel adalet, örgütsel vatandaşlık ve örgütsel sinizm gibi örgütsel özellikler örgüt çalışanlarının performanslarını, tutumlarını ve davranışlarını etkilemektedir. Bu araştırmanın amacı, Bartın Üniversitesinde görev yapan akademisyenlerin örgütsel sinizm ve örgütsel bağlılık algılarını belirleyerek, örgütsel sinizm ve örgütsel bağlılık düzeylerinin demografik değişkenlerle ve birbiri ile ilişkilerinin olup olmadığını ortaya koymaktır. Araştırmada veri toplamak için Brandes, Dharwadkar ve Dean (1999) tarafından geliştirilen “Örgütsel Sinizm Ölçeği” ve Allen ve Mayer (1990) tarafından geliştirilen “Örgütsel Bağlılık Ölçeği” kullanılmıştır. Araştırmanın evrenini 2014-2015 öğretim yılında Bartın Üniversitesinde görev yapan akademik personel (492 kişi) oluşturmaktadır. Araştırma rastgele yöntemle seçilen 250 kişiden oluşan örneklem üzerinden gerçekleştirilmiştir. Elde edilen verilerin tanımlayıcı istatistikleri hesaplanmış ve örgütsel sinizm ve örgütsel bağlılık arasındaki ilişki ve demografik değişkenlerin örgütsel sinizm ve örgütsel bağlılık eğilimleri ile olan ilişkileri korelasyon analizi ile test edilmiştir. Araştırma sonucunda araştırmaya katılan akademisyenlerin örgütsel sinizm algıları ve örgütsel bağlılık algılarının orta seviyede olduğu tespit edilmiştir. Akademisyenlerin örgütsel sinizm ve örgütsel bağlılık eğilimleri arasında pozitif yönde anlamlı bir ilişki tespit edilmiştir. Ayrıca cinsiyet ile örgütsel bağlılık ve akademik birim ile örgütsel sinizm arasında da pozitif yönde anlamlı bir ilişki tespit edilmiştir.

Anahtar Kelimeler: Örgütsel sinizm, Örgütsel bağlılık, Akademisyen, Bartın Üniversitesi

Didactic Potential of Cloud Technology in Creating a Unified Educational “Space” in a SLA Classroom

Kamilya Karabayeva

Kazakh University of International Relations and World Languages, Kazakhstan; Email: kamilya0705@mail.ru

Abstract: In this article the author will provide evidence for the effective application of information and communication technologies (ICT) in the educational process of a university, evidence regarding cloud technology. The urgent need to change educational priorities at the present time has necessitated wholesale changes in the methodology of teaching foreign language at the linguistic university. Accordingly, at the present time, teaching English as a second language (second language acquisition, or SLA) at the university requires a radical revision in terms of the choice of new methods and technologies. Today, the enhancement of the cognitive activity of future foreign language teachers is impossible without the use of modern pedagogical technologies in the educational process at the university, among which are new information and communication technologies (software platforms and learning management systems) as well as Internet resources (podcasting and cloud technology). Currently, the importance of cloud technology is rapidly growing. This offers universities new capabilities to provide modern network-based applications with a high level of educational service. Key characteristics of the cloud technologies (self-service on demand, universal access to the network, resource grouping, flexibility, etc.) greatly enhance the user experience in the sphere of educational services. The author will consider the opportunities and prospects for the application of cloud technologies in teaching foreign languages at university, evidence from the use of cloud platforms such as Google Apps Education Edition and Microsoft Live@edu, Microsoft's SkyDrive, and AppleiCloud online storage. The author will also suggest challenging applications of these resources in the cloud-based educational process both during in-class learning and in the course of students' self-training. For this purpose the author presents a "local cloud" model of an educational institution or a faculty. During testing of this model each trainee out of 75 students participating in the project was given a personal learning environment (in the form of personal account) based on cloud services. The experimental work was conducted within the framework of the English teaching programme as a second language through the creation of educational content, based on cloud technologies at the university level and has confirmed the didactic benefits of such technologies, namely the intensive upgrading of educational content, the development of individual creative initiative, and self-organisation practice in the new educational environment. Moreover, the author analyses the prospects of creating a "collective cloud", uniting in the Internet network "clouds" of different universities with their educational content into a unified educational "space", which would expand the capabilities of both students and teachers.

Keywords: Cloud Technologies, Sla Classroom, Ict Technologies

The Ecotourism Perception of Graduate and Postgraduate Tourism Students for Antalya Destination

Ilker Günay

Zeki Akinci

Akdeniz University, Turkey, Email: ilkergunay@yandex.com, zakinci@akdeniz.edu.tr

Abstract: Eco-tourism, a new term in tourism literature, is defined as an approach that sustains using natural sources while preserving them in the context of ensuring their sustainability and accordingly economic development of local residents by providing them tourism activities while preventing from natural, social and cultural degradation. The comprehension of ecotourism phenomenon plays an important role for tourism students especially for the ones who are going to take part in decision maker positions in the future.

The present study is aimed to explore Akdeniz University undergraduate and postgraduate students' perception of ecotourism and Antalya destination. The questionnaire contains 24 items to measure students' vacation preferences, their considerations about ecotourism and ecotourism perceptions for Antalya destination. The questionnaire is administered to a total of 227 tourism students, 197 undergraduate, 30 postgraduate. Data gathered from 227 students are tested with specific statistical analyses methods and the results are considered as beneficial for the literature.

According to the results, 53.3% of participants define ecotourism as “a tourism that explains nature and teaches it practically” and 47.1% of them define it as “a tourism that includes nature trips and related activities”. It is determined that there is a significant difference between the perceptions of students who have participated in ecotourism activities before and the perception of the ones who haven't. In addition, the perception mean of the students who have participated in ecotourism activities is higher than the perception mean of the others.

Keywords: Ecotourism, Tourism Students, Tourism Education, Antalya Destination

The Teaching Resources Center: The Application of Practical Teaching Methods for Lifelong Learning

Chiying Chien

Fooyin University, Taiwan, Email:en047@fy.edu.tw

Abstract: The Teaching Resources Center (TRC) was developed at the university as an integrated project funded by the Ministry of Education. The focus of the TRC is not only on enhancing student motivation in self-access study and written English, but also on providing the resources for research and information to develop lifelong learners and independent researchers. The teaching and learning goals were realized by the project's three sub-programs: (1) several workshops and a symposium were held on the methodology of providing and using resources in teaching research; (2) the Adaptive Instruction Program was assisted by outside reading; (3) a Teaching Resources Center was established to integrate resources to enhance an environment for practicing written English. Data was collected using qualitative and quantitative methods and used to analyze the effectiveness of implementation. Generally, it was shown that teachers want to take part in quantitative, practical, hands-on research in the hope of understanding specific examples. Similarly, many teachers are positive about outside reading and online written evaluations, whereas student attitudes need further encouragement and support from teachers to implement future lifelong learning.

Keywords: Teaching resources center, Outside reading, Online writing evaluation, Lifelong learning

A New Approach for Extended Reading: A Classic Reading Program

Chiying Chien

Fooyin University, Taiwan, Email:en047@fy.edu.tw

Abstract: A Classic Reading Program implemented at the university level has two component projects, "The Unified Reading Book," in which teachers discuss with students how to choose a classic reader as a rule for whole-class reading, and "Classic Reading Passports", which allow students to 'win a proof' each time by stamping the learning passport with proof of reading and pass the quizzes from the language center. The purpose of this paper is to compare teacher and student perspectives by taking classic reading activities as a new approach for implementing extended reading at the university level. The participants for this research were first- and second-year students in two- and four-year programs with either an English- or non-English major. A survey was conducted and the data of approximately 1500 respondents collected. The analysis used the SPSS statistical software package, and the reliability as a measure of internal consistency was calculated. In addition, Test of Homogeneity of Proportions was adopted to test different attitudes toward the classical reading program among teachers and students. Results show that classic literature satisfies most teachers and students, and this plays an important role in selecting and matching student preferences. However, most students who were non-English majors were not confident to do extensive readings and expressed concern that English was not their specialty. Further discussion with teachers and students is necessary because it is important to introduce the program into regular courses so that students cultivate a lifelong love of reading.

Keywords: New Approach, Classic Reading Program, Perspectives

Sınıf Öğretmeni Adaylarının Yapılandırıcı 5e Modeli İçinde Kullandıkları Öğretim, Ölçme-Değerlendirme Yöntem ve Teknikleri ile Çoklu Zekâ Etkinliklerinin İncelenmesi

Necati Hırça

Bartın University, Turkey, Email: dr.hirca@gmail.com

Hakan Saraç

Email: hknsrsmv@gmail.com

Özet: Türkiye’de sorgulamaya dayalı öğrenmenin fen sınıflarına uygulanması Yapılandırıcı 5E Modeli ile gerçekleşmektedir. Yapılandırıcı 5E modeli uygulaması en kullanışlı modellerden olup, ilgi çekme, keşfetme, açıklama, derinleştirme ve değerlendirme aşamalarından oluşmaktadır. Program ayrıca öğrenci merkezli öğretim yöntem ve teknikleri, tamamlayıcı ölçme ve değerlendirme yöntem ve teknikleri ile çoklu zekaya dayalı etkinliklerin kullanılmasını önermektedir. Bu çalışmanın da amacı Fen ve Teknoloji Öğretimi dersi görmüş öğretmen adaylarının ders planlarını bu açıdan incelemektir. Yöntem: Araştırmanın katılımcıları, Bir Eğitim Fakültesinin Sınıf Öğretmenliği Programının üçüncü sınıfında öğrenim gören Fen ve Teknoloji Öğretimi-I dersini alan 19’u erkek, 24’ü bayan toplam 44 kişidir. Adayların 5E Modeli ile ilgili hazırladıkları planlar, toplanarak “doküman analizi” yöntemi ile incelenmiştir. Bulgular: Analiz sonuçlarından sınıf öğretmeni adaylarının 5E modelinde en çok örnek olay, daha sonra tartışma ve problem çözme öğretim yöntemlerini tercih ettikleri ancak öğrenci merkezli bireysel çalışma öğretim yöntemlerini neredeyse hiç kullanmadıkları, 5E modelinde grupla öğretim tekniklerinden en çok soru-cevap, daha sonra gösteri ve beyin fırtınasını tercih ettikleri görülmüştür. Bunun yanında öğretmen adaylarının grupla eğitsel oyun ve drama tekniğini çok az kullandıkları görülmüştür. Analiz sonuçlarından sınıf öğretmeni adaylarının 5E modeli ilgi çekme ve değerlendirme aşamalarında geleneksel tekniklerden en çok kısa soru-cevap, tamamlayıcı-modern tekniklerden en çok problem çözme ve daha sonra performans dayalı ölçme değerlendirme tekniklerini tercih etmişlerdir. Analiz sonuçlarından sınıf öğretmeni adaylarının 5E modelinde en çok mantıksal-matematiksel, daha sonra dilsel-sözel ve görsel-uzamsal zeka çeşitleri ile sunum yapmayı tercih ederken, toplumsal-sosyal, özedönük-bireysel ve müziksel-ritmik zeka çeşitleri ile sunum yapmayı ise çok az tercih ettikleri görülmüştür. Tartışma Ve Sonuç: Çalışmanın bulguları sınıf öğretmeni adaylarının Yapılandırıcı 5E Modeli de kullansalar yine de öğretmen merkezli anlatım gibi öğretim yöntem-tekniklerini ve soru-cevap gibi ölçme-değerlendirme yöntem-tekniklerini kullanmakta ısrar ettiklerini göstermiştir. Bu sonuçlar Geçer ve Özel (2012), Keys (2005), Şimşek, Hırça ve Coşkun (2012) tarafından yapılan çalışmaların öğretmenlerin öğretmen merkezli öğretim yöntem ve tekniklerinden vazgeçemediklerine yönelik sonuçları ile benzerlik göstermektedir. Alanyazında öğretmenlerin her ne kadar yapılandırıcı yaklaşıma göre ölçme- değerlendirme tekniklerinin işlevselliğini kabul etseler de uygulamada (Çalık, 2007; Erdal, 2007; Orbeyi, 2007) geleneksel ölçme-değerlendirme tekniklerinin etkisi altında kaldıkları belirtilmektedir. Araştırmada elde edilen sonuçlar doğrultusunda öğretmen adaylarına Yapılandırıcı 5E modeli tanıtılırken bu modelin bir yöntem olmadığı, pek çok yöntem ve tekniği içerebileceği anlatılmalı ve uygulamalı örnekler yaptırılmalıdır. Yine benzer olarak Gardner’in ortaya koyduğu çoklu zeka yaklaşımının bir öğretim yöntemi ve ya tekniği olmadığı, her öğretim yöntem veya tekniğinin aslında bir zeka alanına hitap ettiği öğretmen adaylarına sunulabilir.

Anahtar Kelimeler: 5e Modeli, Öğretim Yöntemleri, Ölçme-Değerlendirme Yöntemleri, Sınıf Öğretmeni Adayı, Fen Eğitimi

Burnout Among Instructors

Dr. Emine Selin Kepekçioğlu

Abant İzzet Baysal University, Turkey, Email: kepekcioglu_e@ibu.edu.tr

Abstract: The aim of the current study is to find out instructors' level of burnout. Descriptive method was used in the present study. The population of the study is made up of 231 instructors who work at Education Faculty, Science and Letters Faculty, Management and Business Administration Faculty, Engineering and Architecture Faculty and Faculty of Medicine associated to Abant İzzet Baysal University in Turkey in the 2007-2008 Academic Year. Maslach Burnout Inventory that was developed by Maslach and Jackson in 1986 and adapted into Turkish by Ergin (1993) was used as the data collection tool in this study. Maslach Burnout Inventory has three dimensions named as emotional exhaustion, depersonalization and reduced personal accomplishment. Emotional exhaustion has 9 items, depersonalization has 5 items and reduced personal accomplishment has 8 items. Emotional exhaustion and depersonalization dimensions are formed of positive expressions but reduced personal accomplishment is comprised of negative expressions. The Cronbach-Alfa coefficient of consistence was found to be .86 for emotional exhaustion, .68 for depersonalization and .69 for reduced personal accomplishment in the current study. In the analysis of the data, in order to obtain the instructors' emotional exhaustion, depersonalization and reduced personal accomplishment, average and standard deviation were applied. The findings of the present study revealed that instructors' emotional exhaustion and reduced personal accomplishment levels were low but their depersonalization level was very low.

Keywords: Burnout, Instructors, Universities.

Sources of Stress and Methods of Coping with Stress for Teachers Working at Private Schools

Bahri Aydın

Ayça Kaya

Abant İzzet Baysal Üniversitesi, Turkey, Email: ayca.bagmen@hotmail.com, bahriaydin@hotmail.com

Abstract: The aim of this study is to determine the sources of stress for class and in-field teachers working in private elementary schools and methods that are used by them in order to cope with the stress. In this research, qualitative and quantitative methods had been used jointly. Since the population is consisting of 444 teachers, sampling had not been done; 258 amount of inputs have been included in the study. The study group of qualitative research is consisted of 25 teacher working in private elementary schools in Sakarya province. The data collection tool for quantitative research is 'The scale of determining organizational stress sources and methods of coping with stress' that is developed by Doğan (2008). The analysis had been done by using the software program, SPSS 23; standard variation, mean, variance analysis, Kruskal-Wallis test and the U test of Mann Whitney had been used. The data collection tool for quantitative study is the semi-structured interview form prepared by the researcher. During the analysis of data, techniques of content analysis and descriptive analysis had been used. According to findings obtained from quantitative data, reasons of stress for teachers are originated from school administration, the teaching profession and school facilities. According to findings obtained from qualitative data, issues that teachers are experiencing stress had been determined as; inadequacy of resources, constant supervision, the boredom and exhaustion of the profession, competition and ambition, irresponsible/problematic behaviors of students, high demands and expectations and not being able to spare time for themselves and etc. According to findings acquired both from qualitative and quantitative data, methods of coping with stress for teachers are; looking at things from positive side, spending time with beloved ones and creating an environment to spend time with them.

Keywords: Private School, Class Teacher, Single-Subject Teacher, Sources of Stress, Coping with Stress

Consumer Satisfaction Level in the Facilities Where Leisure Activities in Public Institutions

Kerem Yıldırım Şimşek

Anadolu University, Turkey, Email:keremys@anadolu.edu.tr

Abstract: Nowadays to determining satisfactory level of recreation consumers with the content of art, health, sportive, cultural and social represents one of the priority issues to be paid attention by local managers. Inasmuch as recreative services that local managements produce should be in the direction of individuals' needs and views who benefit from these kind of services. In this regard, in order to make the managers in local management develop, diversify and evaluate the recreational activities, to determining the consumer satisfaction level presents significance. In this context, in this study it is aimed at to determine the consumer satisfaction level in the facilities where spare time activities in public institution. The population is composed of the individuals who benefits from recreation services with the art, health, sportive and social content during their spare time in the facilities that belong to Eskişehir Metropolitan Municipality. From within the determined population, thanks to convenience sampling method 58 female (%24.2) and 182 male (%75,8) in total 240 recreation consumers were chosen. In the study as data collecting tool 'Consumer Satisfaction Scale' that Alexandris and Paliolia (1999) developed was used. In order to determine the effects of recreational activities that take place in Municipality facilities on consumer satisfaction; gender, education level, age, occupation and income state differences were examined with t- test and ANOVA analysis. As a consequence of the committed analysis, there are no differences according to gender. The individuals who have primary school level education and are officers have high level satisfaction in dimension of facilities/ services. In comparing the sample group age with the age groups, having high level significant differences in all dimensions that compose consumer satisfaction is remarkable result of the research.

Keywords: Consumer Satisfaction, Spare Time Satisfaction, Local Management

Diversity Leadership Skills of School Administrators: A Scale Development Study

Dinçer Ölçüm

Yaser Arslan

Assoc. Prof.Dr. Soner Polat

Kocaeli University, Turkey, Email: dincer.olcum@yahoo.com, yaser.arslan@kocaeli.edu.tr, spolat2002@yahoo.com

Abstract: Today's organizations are equipped with a combination of employees with various differences in terms of demographic and socio-cultural characteristics. Being able to benefit from the diversity of employees in line with organizational goals and in order to take advantage of diversity, there is a need to be routed to diverse individuals, in other words, there is a need for diversity leadership. The purpose of diversity leadership is to create a tolerance based climate and mutual understanding between individuals who have demographic, cultural and social differences within the organization and increase employee motivation and performance by building a common culture. Educational organizations incorporate much diversity both for teachers and students. Therefore, school administrators' diversity leadership skills (e.g. approach to diversity, justice, equity, empathy, conflict management) increase harmony and cooperation among teachers. Thus, these skills are vital for achieving the schools' objectives. The aim of this study is to develop a valid and reliable instrument in order to determine the level of school administrators' diversity leadership based on teachers' perceptions. With this purpose, an item pool was created which includes 65 questions based on the literature. The scale form was delivered to a total of 500 teachers who are working in Kocaeli Province and 383 of these returned. Due to coding errors, 40 of returned scales were not evaluated and data were obtained from 343 teachers. Exploratory factor analysis (EFA) applied first, and later confirmatory factor analysis (CFA) was applied for the construct validity. According to EFA results, a scale composed of three sub-dimensions (diversity inclusion and integration, equity, respect to diversity) that explained %67.29 of total variance and 37 items was achieved. Item-total correlations ranged from 0.488 to 0.771, and factor loadings ranged from 0.540 to 0.748. CFA results confirmed three-factored construct ($\chi^2/df=2.32$, RMSEA=0.062, SRMR=0.035, NNFI=0.99, CFI=0.99, GFI=0.81). For the reliability analysis Cronbach's Alpha coefficient and Spearman-Brown formula were used. Cronbach's Alpha internal consistency coefficient was found as 0.98, and Spearman-Brown formula split-half reliability coefficient was found as 0.96 for the entire scale. The psychometric properties of Diversity Leadership Scale showed that the scale is a valid and reliable instrument.

Keywords: Diversity Leadership, Scale Development, School Administrator

The Effect of Feedback in English Language Education

Nuriye Semerci

Bartın University, Turkey, Email: nsemerci@bartin.edu.tr

Abstract: The significance of English Language within the world, as well as in Turkey, reveals the importance of language teaching and evaluation techniques within the learning-teaching process. Through the whole process, feedback is claimed to hold an important place as it forms the basis for understanding the missing aspect of learning-teaching process. The aim of this study is to examine the effect of feedback on the students' success in grammar and writing skills. For this purpose, 36 students were taken into the analysis –19 being the experimental group and 17 being the control group. The students were given a pre and post-test on their grammatical skills, and a post-test on their writing skills. In between the pre and post-tests the students went through a process in which they did some writing practices on some specific grammar topics they were tested on, and the experimental group took feedback during this process while the control group didn't. As a result, the variables collected through the pre and post tests were analyzed through non-parametric tests MWU and Wilcoxon. Finally, the results of the study revealed that feedback wasn't effective on the students' overall success in grammar as well as writing.

Keywords: Feedback, English Language, English Language Education

Evaluation of Basketball Coaches' Charismaic Leadership Perception

Veli Onur Çelik

Anadolu University, Turkey, Email: onurcelik@anadolu.edu.tr

Abstract: The aim of the current study is to investigate the charismatic leadership perceptions about themselves coaches who work in the leagues of Turkish Basketball Federation. The population of the study consists of 205 basketball coaches participating in "Coach Development Seminars" organized by Turkish Basketball Federation in Eskişehir. Measuring tool has been applied to all coaches who attended the seminar. The sampling of the study consist of 189 basketball coaches who agree attend the study and filled form correctly. In order to obtain data regarding the charismatic leadership perception of the basketball coaches about themselves, the "Charismatic Leadership Scale" developed by Çelik (2011) and was administered. This scale consists of 10 dimensions (Personalized Interest, Trust, Antipathetic Perception, Impressiveness, Personality, Motivating, Effective Speaking Skills, Unusual Appearance, Taking Risk and Coping with Values) and 35 items. Cronbach Alpha of charismatic leadership scale was calculated ,995 and goodness of fit indices were RMSEA (0.068), NNFI (0.90), NFI (0.84), CFI (0.92), RMR (0.05), GFI (0.76), AGFI (0.71). For the purposes of data analysis, reliability tests (Cronbach Alpha), t-test, one-way variance analysis and factor analysis were applied. The comparison made according to the variables "gender" and "education level" showed statistically meaningful differences in some subscales which Unusual Appearance, Trust and Personalized Interest, Impressiveness, Taking Risk and Motivating ($p < 0.05$). One-way ANOVA test results revealed meaningful differences among the groups in some subscales for the variables "age", "league level", "the duration of working with the same coach" and "theduration of doing the same sportsbranch ($p < 0.05$). According to research result, the similar findings have determined between perception of coaches about charismatic leadership themselves and the perception of players about charismatic leadership of their coaches.

Keywords: Charismatic Leadership, Basketball, Coach

Ortaokul 5. Sınıf Öğrencilerinin Matematiksel Modelleme Yeterliliklerinin İncelenmesi

Alper Çiltaş

Atatürk University, Turkey, Email:alperciltas@atauni.edu.tr

Özet: Günlük yaşamda gelişen teknoloji ve değişen yaşam koşulları ile birlikte bilgiye ulaşma imkanları artmaktadır. Fakat bilgiye ulaşmanın yanı sıra bu bilgiyi anlamak ve yorumlamak gerekmektedir. Televizyonlarda, gazetelerde vb. birçok durumda karşımıza çıkan tabloları grafikleri yorumlamak, kâr-zarar hesabı yapabilmek, ölçü ve tartı aletlerini kullanabilmek gibi günlük hayatta karşılaştığımız birçok durum matematik bilgisi gerektirmektedir. Bu nedenle de günümüzde ortaokul matematik eğitiminde günlük hayat problemlerinin üstesinden gelme süreci olarak ifade edilen matematiksel modelleme yönteminin önemi gün geçtikçe artmaktadır. Bu çalışmada ortaokul beşinci sınıf öğrencilerinin bir matematiksel modelleme etkinliğine verdikleri yanıtlar incelenmiştir. Bu çalışma 2015-2016 eğitim-öğretim yılında bir ortaokulun beşinci sınıfında eğitim gören 18 öğrencinin katılımı ile gerçekleştirilmiştir. Araştırma betimsel nitelikte bir çalışma olup veriler betimsel veri analizi kullanılarak değerlendirilmiştir. Araştırma sonucunda öğrencilerin en çok modeli kurma basamağında hata yaptıkları görülmüştür. Ayrıca değişkenleri tam belirleyemeyen veya modeli doğru kuramayan öğrencilerin problemi çözemedikleri belirlenmiştir. Bununla birlikte araştırmaya katılan öğrencilerin yaklaşık %40'ı problemin tüm basamaklarından tam puan aldığı ve problemi doğru bir şekilde çözdüğü belirlenmiştir. Cinsiyet değişkenine göre de kız öğrencilerin erkek öğrencilerden daha başarılı oldukları belirlenmiştir. Matematiksel modelleme etkinliklerinin derslerde daha etkili kullanılabilmesi için öncelikle bu konuda öğretmenlere verilecek eğitimin de göz ardı edilmemesi gerekmektedir. Nitekim Bilen ve Çiltaş (2015) ve Akgün vd. (2013) tarafından yapılan çalışmalarda da belirtildiği gibi öğretmenlerin, matematiksel modelleme ile ilgili farkındalıklarını arttıracak hizmet içi eğitim, vb. gibi çalışmalar yapılmalıdır. Bu aşamadan sonra öğrenci seviyesine uygun hazırlanan etkinlikler öğretmenler tarafından hemen hemen her konunun öğretiminde kullanılmalıdır.

Anahtar Kelimeler: Matematiksel modelleme, yeterlilik, ortaokul 5. Sınıf

Bir Matematiksel Modelleme Etkinliğinin Uygulanabilirlik Düzeyinin İncelenmesi: Dönme Dolap Problemi

Alper Çiltaş

Atatürk University, Turkey, Email:alperciltas@atauni.edu.tr

Özet: Bilim ve teknolojinin hızlı gelişiminin etkisiyle toplumsal değişim ve gelişimin giderek ivme kazandığı çağımızda matematiğe değer veren, matematiksel düşünme gücü gelişmiş, matematik ile günlük hayat arasında ilişki kurabilen bireylere daha çok ihtiyaç duyulmaktadır. Bu bağlamda Türkiye'deki orta öğretim matematik programının hedeflerinde öğrencilerin hayata ve bir üst öğretime hazırlanmalarında ihtiyaç duyabilecekleri bilgi, beceri ve tutumlarını geliştirmeleri, matematiğin gerçek hayattaki rolünü görmeleri, karşılaştıkları gerçek hayat problemlerini çözebilmeleri, matematiği gerçek hayat ve diğer disiplinlerle ilişkilendirebilmeleri yer almaktadır. Bu çalışmada, gerçek hayat durumundaki olayları ve bunlar arasındaki ilişkileri matematiksel olarak ifade etmeye çalışma ve matematiksel örüntüleri ortaya çıkarma süreci olarak literatürden alınan bir matematiksel modelleme problemi olan "Dönme Dolap" etkinliğinin uygulanabilirlik düzeyinin incelenmesi amaçlanmıştır. Bu amaçla Lise Matematik Konuları İçin Günlük Hayattan Modelleme Soruları kitabından alınan "Dönme Dolap" problemi, 2015-2016 eğitim öğretim yılında bir Anadolu lisesinin 11. sınıfında öğrenim gören 35 öğrenciye uygulanmıştır. Uygulama iki farklı sınıf için ayrı ayrı yürütülmüştür. 12 kişiden oluşan ilk sınıf üç kişiden oluşan dört gruba ayrılırken, 25 kişiden oluşan ikinci sınıf dört kişilik beş grup ve beş kişilik bir grup olmak üzere toplam altı gruba ayrılmıştır. Çalışma nitel araştırma yaklaşımları içerisinde yer alan durum çalışması yöntemi nitelikte olup, veriler betimsel istatistik yöntemi kullanarak çözümlenmiştir. Her bir soru problemi anlama, modeli kurma ve çözme, modeli doğrulama olmak üzere üç basamak halinde incelenmiştir. Öğrencilerin vermiş olduğu yanıtlar "yanlış", "kısmen doğru", "kısmen yanlış" ve "doğru" şeklinde dört kategoriye ayrılarak analiz edilmiştir. Elde edilen veriler incelendiğinde, problemin 11. sınıflar için uygulanabilirlik düzeyinin düşük olduğu belirlenmiştir.

Anahtar Kelimeler: Matematiksel Modelleme, Dönme Dolap Problemi, Lise 11. Sınıf

Sendikal Faaliyetlerin Okullardaki Etkileri

Emrullah Akcan
Dinçer Ölçüm
Assoc. Prof.Dr. Soner Polat

Kocaeli University, Turkey, Email: emrullahakcan@gmail.com, dincer.olcum@yahoo.com, spolat@kocaeli.edu.tr

Özet: Sendikalar işçilerin ya da işverenlerin ayrı ayrı olmak üzere iş, kazanç, toplumsal ve kültürel konular yönünden çıkarlarını korumak, yeni haklar sağlamak ve onları daha da geliştirmek amacıyla aralarında yasalar uyarınca kurdukları birlikler olarak tanımlanmaktadır. Literatürde sendika üyesi olma isteğini etkileyen önemli değişkenlerden biri olarak sendikalara yönelik tutumlar gösterilmektedir. Politik ve sosyal tutumlar ile sendikalara ve işverenlere yönelik tutumların sendika üyesi olma ile ilişkisi bulunduğu ileri sürülmüş ve araştırmalara konu olmuştur. Araştırmalar, sendikal inançların genellikle derin kökleri olduğunu ve bir kere yerleştikten sonra kolaylıkla değişmediğini göstermektedir. Ayrıca araştırmalar, bu inançların çok önemli olduğunu ve bir kişinin yaşamı boyunca ilgili tutumlarını biçimlendirmekte anahtar rol oynadığını belirtmektedir. Çünkü sendikalara yönelik genel tutumlar; aile, sosyal sınıf gibi önemli kaynaklardan etkilenerek oluşmaktadır. Bireylerin sendikalardan beklentileri onların sendikalara yönelik tutumlarını etkileyebilmektedir. Her alanda olduğu gibi eğitim örgütlerinde de kendisine yer bulan sendikaların eğitim örgütlerine etkileri ya da gösterdikleri fayda-zarar dengesinin hangi yönde ağırlık kazandığı hem yöneticiler hem de öğretmenler tarafından farklı açılardan dile getirilmektedir. Bu bağlamda eğitim örgütlerinde sendikalaşma faaliyetlerinin söz konusu örgütlere ne gibi etkileri olduğu, tanımda da belirtildiği gibi bireylerin haklarını korumak ve bireyleri geliştirmek adına ne gibi faaliyetlerde bulunduğu araştırılması önemli görülmektedir. Bu araştırma ile sendikaların okullardaki olumlu ve olumsuz etkilerinin incelenmesi amaçlanmıştır. Nitel araştırma yöntemlerinden fenomenoloji deseniyle yürütülen araştırmanın verileri yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Çalışma grubu amaçlı örnekleme yöntemlerinden ölçüt örnekleme tekniği ile seçilmiş, İstanbul ve Kocaeli illerindeki okullarda görev yapan 30 öğretmen ve yöneticiden oluşmaktadır. Toplanan veriler içerik analizi yöntemiyle değerlendirilmekte olup, analiz süreci devam etmektedir.

Anahtar Kelimeler: Eğitim Sendikaları, okul, öğretmen

Effects of Tourism Students' Optimist-Pessimist Features on Their Leisure Satisfactions and Interpersonal Relations

Gülseren Yurcu
Zeki Akıncı

Akdeniz University, Turkey, Email: gulserenyurcu@akdeniz.edu.tr, zakinci@akdeniz.edu.tr

Abstract: The aim of this study is to produce the effects of optimistic and pessimistic characters of tourism students that will determine the future of tourism sector on their psychological, social and physical leisure satisfaction and empathy between interpersonal relations, emotional awareness and trusting to others. Survey that defined as qualitative research design was applied to 378 students of tourism faculty. At the result of data analysis we reach the conclusion that scales that were used are highly reliable and optimistic features are positively related to psychological, physical, social leisure satisfaction but pessimistic features are negatively related to psychological, physical, social leisure satisfaction, optimistic features are positively related to empathy, but negatively related to social leisure satisfaction, pessimistic features are positively related to emotional awareness and trusting to others but negatively related to empathy, physical leisure satisfaction is positively related to empathy but negatively related to trusting others and emotional awareness, social leisure satisfaction is positively related to empathy and emotional awareness, but negatively related to trusting others, also it was revealed that optimistic features affects social satisfaction, pessimist features affects psychological satisfaction most widely, psychological satisfaction affects empathy positively, but trusting others negatively, social satisfaction affects empathy positively, but trusting others negatively, psychological leisure is positively related to empathy and emotional awareness, but negatively related to trusting others, optimistic features affects empathy positively but trusting other negatively, pessimistic features affects empathy negatively but trusting others positively and pessimistic features affects emotional awareness most widely.

Keywords: Optimist-Pessimist Feature, Leisure Satisfaction, Interpersonal Relation, Tourism Student

Attachment Need and Fear of Loneliness in Close Relationships

Neslihan Yaman

Simel Parlak

Feride Öksüz Gül

Marmara University, Turkey, Email: nesli_balci@hotmail.com, simelparlak@gmail.com, ferideoksz@gmail.com

Abstract: The main purpose of the present study is to investigate the relationship between attachment need in close relationships and fear of loneliness. In this context, firstly, related literature was examined which provides background information about research subject. As it is crucial to understand the relationship between two acts (attachment need-fear of loneliness), literature review includes adult attachment styles and attachment need in close relationships in the context of fear of loneliness. The study is designed according to mixed research approach. Quantitative and qualitative research instruments were used respectively. Firstly Experience in Close relationships Inventory and Adult Separation Anxiety Survey were applied to 200 adult individuals aged between 25-35. In the second phase, 30 interviews were conducted with voluntary participants. These participants were chosen among the ones scored highest in Adult Separation Anxiety Survey and Experiences in Close Relationships Inventory. Qualitative part of the study was designed according to phenomenological research design. Data gathered through quantitative and qualitative instruments were interpreted and evaluated together. Independent Samples T-test and Pearson Correlation analyses were conducted for examining quantitative data. No significant difference was found in Adult Separation Anxiety Survey and anxiety dimension of Experiences in Close Relationships Inventory scores between the groups formed according to gender, relationship status and relationship history. There were significant differences in avoidance dimension of Experiences in Close Relationships Inventory scores between the groups formed according to gender, relationship status and relationship history. Significant differences were detected in both dimensions of Experiences in Close Relationships and Adult Separation Anxiety Survey scores between participants who experienced fear of losing someone during a relationship and who did not. The results of Pearson Analysis indicate no significant relationship between Adult Separation Anxiety and avoidance dimension of Experiences in Close Relationships Inventory. However there is a significant relationship between Adult Separation Anxiety and anxiety dimension of Experiences in Close Relationships Inventory. Pearson analysis conducted for avoidance and anxiety dimension shows that there is positive and significant relationship between these two variables. Qualitative analysis shows that participants have the fear of losing their partners and family members. Besides they associated their fear of loneliness with leaving home and being abandoned by parents. Meanings attributed to presence of a partner consist of four themes: safety, sharing life, joy and love. Another finding indicates that absence of a partner leads to feeling incomplete, not being worthy of love and loneliness. Some participants described absence of a partner as a positive process. Possible feelings attributed to hypothetical ending of current relationship are expressed in seven themes: incompleteness, fear, unhappiness, relief, hopefulness for future, disappointment and loss of trust. Lastly, participants asserted that they mostly give priority to please their partners. According to this finding, participants change their clothing style; compromise in certain situations; act to please their partners; abandon their habits.

Keywords: Attachment, Fear of Loneliness, Close Relationships.

An Error in Turkish As a Foreign Language Teaching: Is it Word Teaching or Concept Teaching?

Prof. Dr. Engin Yılmaz

Sakarya University, Turkey, Email: eyilmaz@sakarya.edu.tr

Abstract: Learning; the amount of information that can be mastered in a short term memory was again the result of long-term or needs to be done to obtain memory exercises. For efficient and permanent learning to take place, it is important to turn the information skills. In accordance with the level of teaching Turkish as a foreign language for a variety of research that should be taught and made lists of words which have been put forward -generally- standards. However, the language in the teaching of language unit that suffered the most changes in the dynamic structure of words; static approach based on the list can not give the expected results. Indeed, the presupposition has been prepared in accordance with more levels of this list is seen as benefiting from prepared based on the books. Turkish as a foreign language learner of the target audience social, cultural, pedagogical, etc. the differences is taken into consideration when the list of standard profiles to appeal to different learner difficulty arises. In this study; primarily defined concepts about the language acquisition process, the main language acquisition methods and approaches are ranked, are given information about the thematic approach to learning. In this study; words that have been discussed theoretical aspects of education and teaching Turkish as a foreign language in the basic level (A1/A2), especially in the United States actively used the word education partnership of speech (conversation partnership) application are discussed in detail.

Keywords: Thematic Learning, Vocabulary, Learning Speed, Language Partnership, Cultural transmission

Müdürlerin Örtülü Liderlik Algıları ile Proaktif Kişilik Özellikleri Arasındaki İlişki

Yrd. Doç. Dr. Sultan Bilge Keskinliç Kara

Yrd. Doç. Dr. Demet Zafer Güneş

Istanbul Sabahattin Zaim Üniversitesi, Eğitim Fakültesi,

Email: bilge.kara@izu.edu.tr,

demet.gunes@izu.edu.tr

Özet: Tarihsel süreç içerisinde bakıldığında liderliği açıklamaya yönelik farklı yaklaşımlar olduğu görülmektedir. 1950'li yıllara kadar liderin doğuştan sahip olması gereken özellikleri ve davranışları incelenerek yaklaşımlar geliştirilmeye çalışılmıştır. 1980'li yıllara kadar olan dönemde ise lider ve içinde bulunulan koşulların incelendiği araştırmalar yapıldığı ancak lider-üye arasındaki etkileşimde yaşanan bilişsel süreçlerin araştırmalar kapsamında yer almadığı görülmektedir. Bu eksikliği gidermek için son yıllarda zihni süreçlere ve liderlik algılarına dayanan liderliğin örtük (implicit) teorilerle açıklamaya çalışan araştırmaların fazlalaştığı ifade edilebilir. Örtük teori liderliğin kavramsal yapısını keşfeder. Örtülü liderlik teorisi, her insanın zihninde ideal bir lider prototipi olduğu ve değişik faktörlerin etkisiyle farklılaşabileceği varsayımına dayanmaktadır. Örtük liderlik insanların zihinlerindeki liderlik olgusuna ilişkin kavramsal kategorilerin yapı ve içeriğini yansıtmakta ve insanların gerektiğinde çevresindekileri zihnindeki bu modellere göre lider veya lider değil şeklinde sınıflandırmakta olduğunu ifade etmektedir. Bu araştırmanın amacı, müdürlerin örtülü liderlik algıları ile proaktif kişilik özellikleri arasındaki ilişkiyi ortaya koymaktır. Araştırmanın örneklemini 2015-2016 eğitim yılında İstanbul ili Bağcılar ve Başakşehir ilçelerindeki ilköğretim, ortaokul ve liselerde görev yapan 153 müdür oluşturmaktadır. Araştırmada örneklem alma yoluna gidilmemiş ve çalışma evreni üzerinde gerçekleştirilmiştir. Araştırmaya 137 okul müdürü katılmıştır. Çalışmada veri toplama aracı olarak Örtük Liderlik Ölçeği ve Proaktif Liderlik Ölçeği kullanılmıştır. Tabak vd., (2013; 127) Türk kültürüne uygun bir örtük liderlik ölçeğini geliştirmeyi ve katılımcıların liderlik algısını ölçmeyi amaçladıkları çalışmalarında örtük liderlik ölçeği kapsamında beş boyutta yer alan 27 ifade belirlemişlerdir. Belirledikleri boyutlar kişisel ahlak, beceriklilik, duyarlılık, güç ve etkileycilikten oluşmaktadır. Bu çalışmada Türk kültürüne uygunluğu değerlendirilen bu boyutlar ve bu boyutlarda yer alan ifadeler kullanılmıştır. Araştırma verilerinin analizinde betimsel istatistikler, Mann-Whitney U, Kruskal-Wallis ve korelasyon testleri kullanılmıştır. Veriler, sosyal bilimler için geliştirilmiş olan istatistik programı (SPSS) yardımıyla analiz edilmiştir. Araştırma sonunda, okul müdürlerinin ahlaki değerleri yüksek olan, becerikli, duyarlı, güçlü ve çalışma arkadaşlarını etkileyebilecek bireyleri lider olarak algıladıkları sonucuna ulaşılmıştır. Araştırmanın bir diğer sonucu da okul müdürlerinin örtük liderlik kuramlarının kişisel ahlak, duyarlılık, güç ve etkileycilik boyutları ile proaktif kişilikleri arasında düşük düzeyde anlamlı bir ilişki; örtük liderlik kuramlarının beceriklilik boyutu ile ise proaktif kişilikleri arasında orta düzeyde anlamlı bir ilişki olduğuudur.

Anahtar Kelimeler: Liderlik, Örtülü Liderlik, Proaktif Kişilik, Müdür, Eğitim Örgütleri.

Significance of Open and Life Long Learning in India

Dr. Khaleel K Manha

*Executive Director, State Council for Open and Lifelong Education- Kerala
Poojappura, Thiruvananthapuram- 695012 India
Email: khaleelchovva@gmail.com*

Abstract: Open and lifelong education (OLE) system is considered to be the new tool to attract the common people in the field of education in need based manner. So recently it has got a wide popularity. Open learning has an important role to play by exploring new frontiers and developments in open and lifelong education. The majority users of this mode are worldwide in general and Asian region in particular. The growth of the OLE system in India and throughout the world has been phenomenal particularly during the last two decades. In India even though the literacy percent is increasing in certain states, the overall enrolment is poor. There are many factors which determine this condition. The methodology of the present study envisages to get baseline data on the gender wise and course wise enrolment in recent years for different regular courses in schools and university level. The data so gained is a scale to determine the significance of open and lifelong education. The data was procured using the scale Infos such as percentage of enrolment of students in various courses, ratio of enrolment of boys and girls for various courses and identification of needs. The analysis technique used is basic statistical data analysis. The results show that the maximum number of enrolment is 32.55% in 2012-13. The percentage of enrolment dwindled very much for higher education especially for professional courses. When the gender wise percentage was analysed, it showed a difference in ratio between girls and boys. The study reveals the need of open learning system to improve the literacy and higher education enrolment in India. The National Institute of Open Schooling, State Council for Open and Lifelong Education and Indira Gandhi Open University are serving in this field considering the significance open and lifelong learning in India.

Key words: Lifelong learning, Open education, Education in India

Values and Future Challenges of Children's Socialization in the Family

Alida Samusevica

Blazma Vikmane

*Latvia, Liepaja University, Latvia
Email: alida.samusevica@liepu.lv, blazma.vikmane@liepu.lv*

Abstract: Socialization in the family is an essential condition and mechanism for the child's personality development. Each person's life experience, acquisition of social norms and values are based on the daily habits in the family, mutual relationship, communication and interaction. The ideal in upbringing is constructive socialization. Constructive socialization as a targeted personal life activity, and based on generally accepted values, both ensure and promote individual's inclusion in society and affects formation of his life position. At the same time, it is socialization in the family that provides opportunities to develop and cultivate individual talents and abilities, thus discovering the human factor – their own spiritual identity and manifold possibilities for self-empowerment. The constant, dynamic and turbulent changes in modern society strongly influence the present-day family and the processes within it. They leave unavoidable and often a negative effect on the family's social and psychological microclimate, increase the level of stress, intolerance and even aggressiveness among family members. Quite often, the child and tackling the issues related to his upbringing are the main causes of parental dispute. Disagreements in the family lead to deformation of the child's awareness of the social norms and successful acquisition of the roles needed in life. Indisputably, creation of the new generation's attitudes and value orientation largely depends on the influence directly from the social environment and family, the parents' needs, expectations and vision of future perspective, on their pedagogical experience and understanding of the child's potential growth, as well as a particular parenting style, communication culture and interest in children's life scenario formation process. Under the influence of multiple external and internal factors the need for deliberate and values-based parents' pedagogical competence and its purposeful research increases. Aim of the publication: in the context of future challenges in society development to focus on the nuances of children's socialization problems in a present-day family, revealing and characterising parents' pedagogical values today, their understanding and expectations, as well as opportunities for parents in promoting children's self-initiative and self-development.

Keywords: Children, Family, Socialization, Necessities, Values

Pedagogical-Psychological Regularities of Civic Education and Civic Engagement

Pāvels Jurs

Alīda Samuseviča

Liepāja University Institute of Educational Sciences, Latvia Email: pavels_jurs@yahoo.com, alida.samusevica@liepu.lv

Abstract: Living in a rapidly changing era of globalization, democratic environment is one of the prerequisites for the development of a country, which provides involvement of the citizens including young people in the discussions of important issues as well as in the participation and co-responsibility for the development of the country. In addition, the promotion of civic society as one of the challenges of the 21st century has been formulated by the World Economic Forum in order to lead the country to the successful development. The importance of the civic society in the process of the improvement of the quality of life of the population has also been highlighted by the World Health Organization (World Health Organization, 2002). Civic engagement of citizens including the youth is one of the conditions for the development of civic society (World Economic Forum, 2013). However, the comprehension and approaches on the ways how to enhance young people's active participation in socio-economic, cultural and political processes are different. Definitely, promotion of civic engagement at the local, regional, national and international level is a challenge for the future. This process can strengthen democratic traditions, forming a common understanding of national values, enhancing young people's active involvement in the strengthening of the community. Involvement in the problems solving process of the society can have a positive impact on young people's civic awareness, civic pride, and is the way how to reduce the possibility that young people might behave in an asocial manner, what is on the contrary to the public interest. To ensure the existence of civic engagement, as well as targeted growth, it is necessary to promote people's and decision-making executives' interest and understanding of the importance of civic engagement to provide proper democratic environment and the periodic evaluation of civic engagement. Young people are an important group of society, which is located in his life transition, young people have unlimited potential for growth, they are social capital and development resource which will ensure the sustainability of society and state development. In this context, special attention and topicality obtained the promotion of youth civic engagement in the pedagogical process. The aim of publication is describe pedagogical-psychological regularities of civic educations and civic engagement, revealing the concept of civic position, civic upbringing, civic education, civic competence and civic engagement, identifying the concept of regularities and pedagogical-psychological aspects of formation and promotion process of youth civic engagement.

Keywords: Civic Competence, Civic Education, Civic Engagement, Civic Position, Civic Upbringing

The Priorities of Teachers Related to Inservice Training and Attempts of Continuous Professional Development

Ramazan Şükrü Parmaksız

Bülent Ecevit Üniversitesi, Turkey, Email:rsparmaksiz@gmail.com

Abstract: In today's World where the changing is indispensable inservice training has been gaining importance to provide professional development. The sustainability of teachers' professional development has been provided by means of inservice training. In Turkey in service training is a necessity in terms of education, an obligation in terms of law. Professional development has been tried to be provided by carrying out in service training in specific time and space and subjects determined by the same competent bodies. The aim of this research is to determine teachers' priority subjects preferred according to their needs and to determine the attempts for personal development made by themselves. The study is a descriptive study. With this aim, every teachers' opinions working in a city in Black Sea Region was collected. The data in the study were collected by using interview form and by revising a survey of in service training need analysis of Ministry of National Education. The needs of top priority of in service training were determined by a survey, the career development attempts of teachers working in primary and elementary schools were determined by semi-structured interview form. The study involved 139 teachers. According to result of the study, the subjects preferred primarily are "planning, models of program development, and program development approaches" related to Curriculum Development; "factors affecting students behaviours, creating positive classroom environment and communication and its effects in classroom" related to Classroom Management; "using technology in education, using internet for educational purposes, choosing and designing instructional materials" related to Instructional Technologies and Material Development; "statistical processes on assessment, assessment tools and evaluation criteria used in education" related to Assessment and Evaluation; "high order learning, in-class activities and performing student centered methods and techniques" related to Instructional approach, Method and Techniques; "learning disability, inclusive education and organising individualized education program" related to Special Education. According to these results; hands on activities of new approaches in education, usage of modern educational technologies, assessment and evaluation types, developing an assessment tool and usage, the education of students having learning ability and gifted children can be said to be the of top priority in service needs of teachers.

Keywords: Professional Development, Teacher, Inservice Training

The Effects of Parents Training Programme to Parents' Attitudes

Sezai Kalafat

*Asst. Prof..Dr. Bulent Ecevit University Eregli Educational Faculty, Educational Sciences Department, Turkey,
Email:sezaiKalafat@gmail.com*

Abstract: Parents have an important effect on child's education in preschool period. Especially, family attitudes have a great importance on child's personality and gain positive attitudes. Parents should be conscious to support their child's development. The aim of this study is to examine the effects of Parents Training Programme on parents' attitudes. In the study, 14 session was held and it is searched if there is a significant difference in parents' attitudes between the experimental group which implemented 3-6

years Parents Training Programme and the control group which training programme wasn't implemented. In the study, experimental design with pretest-posttest control group was used. The mothers living in Zonguldak Eregli district are the study group of the research. There are 35 mothers in experimental group and 35 mothers in control group with a sum of 70 mothers. The data was collected with the focus group interview recording which experimental group parents evaluate Parents Attitude Scale. The scale was developed by Karabulut Demir and Şendil (2008) and it aims to evaluate how parents behave to their 2-6 years old children. The scale consists of four subdimensions; democratic, authoritative, helicopter and permissive parents. The statistical process will be used if there is a difference between the experimental and control group. In the study, focus group interview technique was used as a qualitative data. Focus group interview is a process of getting information and developing ideas by using the group dynamics via speaking and discussing with the leader and the group members. In focus group interviews, as groups are analyzed not the individuals, the detailed data provide a basis for scales. In this study, focus group interview was made with 7 volunteer mothers. The qualitative findings of the study will be evaluated by the Parents Training Programme which was applied to experimental group and if it made a significant difference in the terms of democratic, authoritative, helicopter and permissive parents' attitudes.

Keywords: Parents Training Programme, Parents Attitudes, Focus Group Interview

Role of Purposefulness in the Development Process of Personality

Madara Priedoliņa

Irina Strazdiņa

Liepāja University, Latvia, Email: madara.priedolina@liepu.lv, irina.strazdina@liepu.lv

Abstract: As stated in the National Development Plan of Latvia for 2014-2020, people have realized the truth that only through targeted and wise investing in their own and their children's education they have opportunity to ensure personal competitiveness in the labour market and in the country's overall growth in long term. Nowadays, to be successful, it means to acknowledge own goals and to utilize opportunities. Purposefulness is considered as one of the most important characteristics of the will. "Focused person can independently and deeply acknowledge and analyse his or her motivation and scope of needs, can adapt their needs to their knowledge in order to consecutively get closer to reaching the goal." (R. Nemov) Whereas A. Adler points out that the person in movement, striving for personally important goals, can be perceived as entirety - undivided and consistent with himself. Person, striving for perfection, is always moving towards personally important life goals. These goals are selected individually to a certain extent. Reaching the set goals, the person not only increases his or her self-esteem, but also finds own place in the life. People have a creative power, which ensures possibility to deal with their life – it is free, conscious activity, aimed on improving the quality of life. This creative power influences person's experience: perception, memory, imagination, fantasy and expectations. The creative power makes person a self-determined individual, architect of own life. The article analyses self-determined learning, efficiency of own performance, personality's securitability, habits of purposefulness in the context of diversified competences development and personal self-development.

Keywords: Self-Determined Learning, Personality's Securitability, Habits Of Purposefulness, Personal Self-Development

Forbidden Operations in Terms of The Board Members of The Joint-Stock Company

Hediye Bahar Sayın

Anadolu University, Turkey, Email:hediye@anadolu.edu.tr

Abstract: There are two mandatory organs in the joint-stock companies including the General Assembly and the Board of Directors, the Board of Directors is an authorized body about the company's management and representation. The indifference of small shareholders to the company management in this type of company has increased the power and the importance of the board of directors. The limitation of this power in terms of company, shareholders and creditors is necessary for the protection of the company's assets. Various restrictions and sanctions are mentioned in the law for the acts and actions of the board of directors for protection of shareholders, company and creditors in the presence of the power of the board of directors. Also fulfilling the duties ideally by the board of the directors, to use the power in their hand for the company and legally prohibited actions and operations that the member cannot make in the prevention of conflicts of interest were determined. Prohibited operations aim to ensure that the authorized members cannot use this authority against the company, shareholders and creditors; they act in accordance with the principle of loyalty. The purpose serves to realize the corporate governance of companies with share capital by providing protection of company interest accordingly shareholders and creditors. In this study, the determination of what's prohibited foreseen in the TCC in terms of board of directors, the disclosure, interpretation, determining the scope of these regulations, establishment whether the legal consequences of the conflict in this process are aimed. In this framework, the prohibition on participation to the negotiations, the prohibition on transaction with the company, the prohibition on borrowing and on competing constitute work item, arrangements relating to this prohibitions were examined in comparison with the Swiss and German law. Comparative law studies have importance in terms of the determination of the appropriateness of the regulations.

Keywords: The Board Members, Joint-Stock Company, Forbidden Operations

Project – Workshop in the Context of Music Teachers` Education in Latvia

Liga Engele
Mirdza Paipare
Olga Blauzde

Liepaja University, Latvia, Email: liga.engele@liepu.lv, mirdza.paipare@liepu.lv, olga.blauzde@liepu.lv

Abstract: Defining professional competence is of interest of several Latvian scientists (Rauhvargers, Koke, Meltons, etc.), but they all agree that professional competence is a sum of knowledge, skills and attitudes which qualify for performing certain type or level tasks and which is obtainable only in action – learning or working. In Latvia music teacher's professional qualification can be obtained in four higher education institutions: Liepaja University (LiepU), Daugavpils University (DU), Jazeps Vitols Latvian Academy of Music (JVLAM), Riga Teacher Training and Educational Management Academy (RTTEMA). Each of these higher education institutions ensures the study process by accredited study programme that corresponds to the European Qualifications Framework for lifelong learning (EQF) standards. All music teacher study programmes are implemented following the Teacher's Professional Standard developed by Ministry of Education, which do not name the specific skills needed for a music teacher (common skills in the field, general skills/ abilities, specific skills in the profession). The aim of this research is to analyse the theoretical approaches and Latvian practice for developing emerging music teachers' knowledge, skills and professional competence in the context of lifelong education. As research methods the analysis of literature and examination of education-related documents are used, but the research base is comprised of scientific literature and analysis of performance, evaluation criteria and obtained practical experience of participants of Project – workshop "Music Teacher of the 21st century". The Project – workshop "Music Teacher of the 21st century" has been implemented in each of above mentioned higher education establishments since 2012. The aim of this Project – workshop is to perfect the professional competence of emerging music teachers. The Project – workshop objectives include promoting unity between music theory and praxis, promoting inheritance of methodical music traditions and actualization of the need to obtain the music teacher's profession. The Project – workshop includes two activities: leading an open music lesson and preparation and demonstration of a creative performance. After analysing and summarising the workshop results, the students of all higher educational establishments were highly evaluated in both activities, however it also revealed the strengths of each educational institution in both pedagogical and artistic fields. Although each of higher education institutions implements different music teachers' training programmes and their professional competence is variable, creating a unified Professional Standard for all music teachers in Latvia became a topical issue. In music teacher's Professional Standard the general pedagogical competence should be joined with the special competence which implies music pedagogy, artistic skills, music theory, music science.

Keywords: Project-Workshop, Music Teacher, Music Education

Teachers' Attitudes, Beliefs and Self-Efficacy about Multicultural Education: A Scale Development

Soner Yıldırım

Erdogan Tezci

Ukshin Hoti University, Kosovo, Email: futbolcu_@hotmail.com, erdogan.tezci@hotmail.com

Abstract: Multicultural education has become one of the most important concepts which have been attributed value increasingly for providing the equality of educational opportunity in recent years. Teachers' beliefs, attitudes and self-efficacy perceptions about their ability of teaching in multicultural classrooms are as important as existence of program design about multicultural education. However, there is not adequate research in this field. It is aimed to develop a scale for determining the teachers' attitudes, self-efficacy perceptions and beliefs related to necessity of multicultural education to use in future studies in the context of multicultural education. The items of scale which are developed by receiving expert opinions and literature review are prepared as the five Likert scale based on teachers' subjective statements. The research was carried out in Kosovo where has widespread cultural diversity and teachers whose native language is Turkish, Albanian or Bosnian. Therefore the scale is translated to Turkish, Bosnian and Albanian languages and applied to ten teachers who know Turkish-Albanian, Albanian- Bosnian and Turkish- Bosnian languages or three of them to provide lingual equivalence. The scale which belongs to each language has been applied every other week. High correlation between the teachers' answers has been come out. Also to examine the lingual equivalence the researcher made face to face interview with those teachers. After providing linguistic equivalence, principal component analysis and exploratory factor analysis have been practiced based on data that derived from 490 teachers in Kosovo. Thus the factor structures have been found out and the items that have smalleigenvalue are eliminated. With regard to results of varimax rotation analysis, belief scalewhich has 9 items 2 factors, attitude scalewhich has 16 items and 3 factors and self-efficacy scalewhich has 13 items and 3 factors are determined. After uncovering the underlying factor structures, Confirmatory Factor Analysis (CFA) is performed to verify the scales' structures. The results of CFA showed that the model has acceptable the goodness of fit indexes values. The Cronbach's alpha reliability coefficients for scale and subscale. Although collecting data from only one country is a limited for the research, using a sample that has widespread cultural diversity enhances the study's range of usability. The results of study bring out that the scales can be used for determining teachers' attitude, belief and self-efficacy in the context of multicultural education.

Keywords: Multicultural Education, Belief, Attitude, Self-efficacy, Scale development, Reliability, Validity

Çiftlerde Bağlanma Ölçeği'nin Türkçe'ye Uyarlama Çalışması

Oğuzhan Çolakkadıoğlu

*Yrd. Doç. Dr., Mustafa Kemal University, Faculty of Education, Educational Science Department, Turkey,
Email: colakkadioglu@gmail.com*

Turan Akbaş

*Prof. Dr., Çukurova University, Faculty of Education, Educational Science Department, Turkey,
Email: ozan@cu.edu.tr*

Emine Yıldızeli

Psychological Counselor, Turkey, Email: emineyildizeli@hotmail.com

Özet: Bu araştırmanın amacı Grau (1999) tarafından geliştirilen Çiftlerde Bağlanma Ölçeğinin (ÇBÖ) geçerlik ve güvenilirliğini incelemektir. Araştırmanın örneklemini Adana ve Hatay'da çeşitli fakültelerde öğrenimine devam üniversite öğrencileri ile Pedagojik Formasyon Eğitimi Sertifika Programı kapsamında ders alan 488 öğrenci oluşturmaktadır. Öğrencilerin 281'i (%57,6) kız ve 207'si (%42,4) erkek olup yaş ortalamaları 27,1'dir. ÇBÖ'nin ölçüt bağımlı geçerliğini ve güvenilirliğini incelemek amacıyla yapılan çalışmanın örneklemini de Mustafa Kemal Üniversitesi Eğitim Fakültesi Pedagojik Formasyon Eğitimi Sertifika Programına devam eden ve ölçeği gönüllü olarak dolduran 190 öğrenci oluşturmuştur. Öğrencilerin 93'ü (%48,9) kız ve 97'si (51,1) erkek olup yaş ortalamaları 28,6'dır. Araştırmada ÇBÖ'nin yapı geçerliği, alt ölçeklerin birbirleriyle korelasyonları, ölçüt bağımlı geçerliği, Cronbach alfa iç tutarlılık, madde toplam puan korelasyonu ve test tekrar test güvenilirlik katsayıları incelenmiştir. ÇBÖ'nün yapı geçerliği kapsamında, orijinal formda bulunan faktörlerin doğrulanması amacıyla DFA uygulanmıştır. Bu analiz LISREL 8.70 programı kullanılarak yapılmıştır. Yapılan analizde ölçeğin orijinal formundaki 3., 4., 7., 8., 11., 12., 15., 16., 19. ve 20. maddelerin "Kaygı" ve 1., 2., 5., 6., 9., 10., 13., 14., 17. ve 18. maddelerin "Kaçınma" faktörleri olarak belirlendiğinde, modelin uyum verme durumu incelenmiştir. Doğrulayıcı faktör analizi sonucunda ÇBÖ'nin orijinal ölçekte olduğu gibi iki alt boyutta uyum gösterdiği ve tüm maddelerin ilgili alt ölçeğe yerleştiği görülmüştür. ÇBÖ'nün ölçüt bağımlı geçerliğini incelemek için İlişki Doyum Ölçeği (İDÖ) kullanılmıştır. İDÖ puanları ile ÇBÖ'nün alt ölçek puanları arasında negatif yönde anlamlı ilişkiler bulunmuştur. Ayrıca ÇBÖ'nün Cronbach alfa katsayısı kaygı alt ölçeği için .85, kaçınma alt ölçeği için .88; test tekrar test tutarlığı ise kaygı alt ölçeği için .80, kaçınma alt ölçeği için .83 olarak bulunmuştur. ÇBÖ ile ilgili yapılan istatistiksel analizler, ÇBÖ'nün çiftlerde bağlanma stillerini belirlemede kullanılabilir geçerli ve güvenilir bir ölçek olduğunu göstermiştir.

Anahtar Kelimeler: Çiftlerde bağlanma, bağlanma, bağlanma stilleri, bağlanma ölçekleri

The Effect of Pre-Service Teachers' Epistemological Beliefs on Teaching Approaches

Erdoğan Tezci
Mehmet Akif Erdener
Sitki Atıcı

Balikesir University, Turkey, Email: erdogan.tezci@hotmail.com, erdener@balikesir.edu.tr, aticis@balikesir.edu.tr

Abstract: At the beginning of last century, the curriculum based on constructivist approach which is the essential of education reforms has become a foundation to solution seeking. It is obvious that the researches in literature could not provide the desired achievement. Only the existence of programs that are based on student centered approaches are not adequate for the qualified education. Teachers' who implement these programs teaching approaches might be appropriate for student centered education perspective. Eventually teachers' teaching approaches affect students' learning styles and their learning process. There are various classifications in literature about teachers' learning and teaching approaches. The two most common classifications are constructivist and traditional approaches. Teachers' learning and teaching perceptiveness are affected by many variables. One of them is epistemological beliefs. Determining teachers' teaching perceptiveness and the epistemological beliefs contribute effective teacher education programs. The success of effort in educational reforms could be possible by teachers' and pre-service teachers' instruction that is based on contribution of epistemological beliefs and teaching approaches. The purpose of this study is to determine the influence of pre-service teachers' epistemological beliefs on teaching approaches. A cross-sectional survey design was employed and data were collected from 1000 pre-service teachers in Turkey. The data was collected by using five Likert type epistemological belief scale and learning-teaching approaches scale. Structural equation analysis using Partial Least Squares was used for statistical analysis of the data. . Major findings indicated that epistemological beliefs which depend on effort and ability to learn have significant impact on constructivist teaching. The belief reference to existence of an only true has significant effect on traditional teaching. The beliefs which depend on effort have significant negative impact on traditional learning-teaching approach. According to the results of this study, pre-service teachers believe that learning is based on existence of an only true and innate ability.

Keywords: Teacher Education, Teaching Approach, Teaching And Learning Perceptions, Epistemological Beliefs

Examining the Relation Between High School Students' Cognitive Reappraisal Strategies and Satisfaction with Life and Positive Future Expectations

Ramazan Şükrü Parmaksız
Mehmet Başören

Bülent Ecevit Üniversitesi, Turkey, Email: rsparmaksiz@gmail.com, mbasoren@gmail.com

Abstract: Positive future expectations can facilitate optimal development and contribute to healthier outcomes for youth. Researchers suggest that internal resources and community-level factors may influence adolescent future expectations, yet little is known about the processes through which these benefits are conferred. Cognitive reappraisal is defined as the attempt to reinterpret an emotion-eliciting situation in a way that alters its meaning and changes its emotional impact. Cognitive reappraisal is an antecedent-focused strategy that acts before the complete activation of emotion response tendencies has taken place. It thus might be expected to modify the entire temporal course of the emotional response before emotion responses have been completely generated. The usage of cognitive reappraisal allows to implement and produce interpersonal behavior that is appropriately focused on social interaction and is perceived by the others as emotionally engaging and responsive. The aim of this research is to examine the relation between secondary school students' cognitive reappraisal strategies and satisfaction with life and positive future expectations. 311 students studying at a vocational high school in the Western Black Sea Region constitutes the sample of the research. Attitude for Future Scale, Satisfaction with Life Scale and Emotion Regulation Scale were used as data gathering tools in the research. Data was analyzed through SPSS 20 and AMOS 21 statistical programmes in computer environment. In the study, correlation analysis and structural equation modeling analysis were carried out based on the latent variables. The findings of the research demonstrate that the students' cognitive reappraisal strategies and satisfaction with life and positive future expectations are significantly and positively interrelated. Besides this, according to the findings obtained; it has been determined that the students' cognitive reappraisal strategies are effective on their positive future expectations both directly and via satisfaction with life indirectly.

Keywords: Cognitive Reappraisal, Satisfaction With Life, Positive Future Expectations, High School

Impact of Interest-Related Education on Personality Self-Realisation

Ineta Klasone

*Mg.sc.educ. PhD.St., Liepaja Children and Youth centre
Address: Brivibas str. 14, LV – 3401, Latvia. E-mail: inetaklasone@yahoo.com*

Inta Klasone

*Dr.paed., researcher of Liepaja University Institute of Educational Sciences
Address: Liela str. 14, LV – 3401, Latvia. E-mail: inta_klasone@inbox.lv*

Abstract: Implementation of interest-related education is an opportunity to create an environment where everyone can use their abilities and potential, discover themselves, become independent, develop their personality and self worth, get meaningfully involved in various events and be creative and experience success. Participation in interest-related education can be seen as a search for meaningful direction in life. Interest-related education can influence the mental development and education level of the new generation and this is reflected in the students' views, actions and attitude towards life and various happenings in their nearby environment, their region, country and the world. Development of a spiritual system of values gains a special importance for personality development within the constantly changing rhythm of life.

Culture can contribute awareness to the new generation about the values of the past and present, preservation of its values and continuation of it in the future thusly creating the development of a cultural identity that strengthens the feeling of belonging to their country, community and nature. Comprehension of their own culture can be a cornerstone to finding a person's place in the world, improve understanding of other cultures and value and respect these.

The social crisis is currently marked by inequality, strained relationships between people, abundance of short emotional reactions, moral crisis and widespread violence and crime. At the same time socialisation has an important role, because people are drawn to each other and need each other. Development of social skills is one of the tasks of personality development. Through hands on participation in interest-related education students can become aware of their rights and responsibilities, learn about values and become responsible and helpful members of the community who can participate in public life.

Aim of the research: Based on the theoretical analysis of the bibliography and research carried out, to investigate and evaluate the opportunities of interest-related education for self-implementation of individuals. Research question: Can interest-related education ensure the self-realisation of students during the process of personality development? Results of the research: Explored the opportunities of interested-related education in ensuring students' self-realisation.

Keywords: Interest related education, culture, personality, socialisation

Effect of Creative Drama on Students' Academic Achievement: A Meta-Analysis Study

Dr. Hale Erden

*Cyprus Social Sciences University Faculty of Education, Nicosia Mersin 10 Turkey
E-mail: hale.erden@kisbu.edu.tr*

Dr. Ali Erden

*Cyprus Social Sciences University Faculty of Education, Nicosia Mersin 10 Turkey
E-mail: ali.erden@kisbu.edu.tr*

Assoc. Prof. Dr. Tufan Aytac

Bozok University Faculty of Education, Turkey, E-mail: tufana60@gmail.com

Abstract: Numerous theses and doctoral dissertations are conducted in Turkey showing the relationship between creative drama and students' achievement. These studies are great potential for meta-analysis studies. The aim of the current study is to identify the effectiveness of creative drama on students' academic achievement. This study is a meta-analysis study of 70 studies meeting the inclusion criteria from master's theses and doctoral dissertations, downloaded from the web page of the National Council of Higher Education. The total size of samples of this study is 4507. 2266 of the students are at the experimental group and 2241 of them are at the control group. Variables, which are not evaluated as part of the primary researches, of school type as moderator, publication type, course, year of publication, region the research has been carried out, educational level, scale development, whether validity and reliability studies conducted or not and gender of the researcher are included in this study. The research results yielded that according to the fixed effects ($d=0,872$) and the random effects ($d=0,912$) models in favor of the experimental group, a statistically significant large effect size was determined. There is not any significant difference among the effect sizes of the studies according to the gender of the researcher ($p=0,665$), educational level ($p=0,493$), publication type ($p=0,618$), region where the study has been conducted ($p=0,756$), whether validity and reliability studies conducted or not ($p=0,338$). In terms of effect sizes of the studies, students' academic achievement at the experimental group, there is a continued significant difference.

Keywords: Creative Drama; Meta-Analysis; Academic Achievement; Student

The Investigation of Distribution Due To Grade Levels and Causes of Discipline Problems Encountered in Vocational High School

Dr. Esef Hakan Toytok

Muhammet Behçet Bahadır Yıldırım

Siirt Universty, Turkey, Email: hakantoytok@hotmail.com, bebeto222@hotmail.com

Abstract: It is known that school and classroom management have great importance on creating an effective school. Effective functioning of school and class also require comply certain rules. Failure to comply with these rules at school or in classroom leads to the emergence of disciplinary problems. Schools are leveled as elementary, middle and high school and varied as social sciences, Anatolian and vocational high schools. Because of the structure of vocational high schools, it is known that the density of discipline problems of these schools increases. The purpose of this study is to find out the distribution of discipline problems of students attending the vocational high schools in the city center of Siirt in terms of grade levels and to identify the causes of these discipline problems. Ethnographic (culture analysis) method which is a qualitative research method was used in the study. Disciplinary committee decision book of 5 Vocational high schools in between the years of 2011 and 2015 was investigated and semi-structured interview form which contains 9 items were applied to 5 teachers, 3 school counselor, and 9 school administrators who were the member of these committees. Tabulation method has been used for comparisons with the records of the disciplinary committee decision book. Descriptive analysis was used to clear up the opinions in interviews. According to the results obtained in the study, discipline problems vary due to the grade levels. Most of the penalty area grade was 11th classes, while the minimum penalty area was 12th classes. Additionally, it was seen that while giving punishments to students, awarding has not been using in schools. Another finding of the study showed that with changes in school management, new administrators tend to give more punishment. Finally, disciplinary committees were not effective to prevent or extinguish unwanted student behaviors because it was shown that students penalized before had done the same crime again.

Keywords: Discipline Crime, Discipline Committee, Grade Level, Vocational High School

An Observation on the Effect of Movement Training Program Based on Student-Centred Learning Methods on the Development of Basic Motor Skills of Young Learners Aged between 4-5

Mustafa Altınkök

Akdeniz University, Physical Education and Sport Teaching Department, Email: mustafaaltinkok@akdeniz.edu.tr

Nurten Utar

*Gaziantep University, Educational Management Planning Economy and Supervising Department,
Email: nrtnutar@gmail.com*

Abstract: The research was carried out in order to examine the effect of 10 weeks movement training program, based on student-centred learning methods, on the development of basic motor skills of young learners aged between 4-5. Considering the purpose of the research, the study group was determined applying randomly selecting method among the students enrolled in pre-school education institutions and having attendance, aged between 4-5, in their early childhood period. The study group includes volunteer 58 students, of whom 28 are in experimental group and 30 are in control group. The sample selection was made after the managers of the institutions and the parents of children were informed about the research. In experimental group, student-centred methods in movement training activities such as cooperative learning method, coordination learning method, Reggio Emilia approach and oriented discovery method, in which students are active and teacher takes part as a guide and director, were applied. In control group, the movement training activities based on traditional education methods, in which teacher is active and students only follow the instructions and directions were applied. In order to examine and observe the effect of movement training program, based on student-centred learning methods, on the development of basic motor skills of children in early childhood period, "monitoring and evaluating basic motor skills observation form" was applied in the beginning and at the end of the research. Statistical packet program was applied for data analysis. In order to find out the distribution of the development difference between experimental group and control group, frequency and percent value test were applied. As a result; it has been understood that besides developing basic motor skills of young learners aged between 4-5, movement training program based on student-centred training methods, which was put into practice in an organized way and for a long time, also affects the individual and within group behaviors of the children in this age positively and might underlie motor behaviors in basic motor movement period.

Keywords: Movement Training In Early Childhood, Students-Centred Learning Methods, Basic Motor Skills

Examining the Relation between High School Students' Self-Respect and Career Decision Problems with Positive Future Expectations

Dr. Sezai Kalafat

Dr. Mehmet Başören

Bülent Ecevit University, Ereğli Education Faculty Turkey,

Email: sezaikalafat@gmail.com, mbasoren@gmail.com

Abstract: Self-respect mirrors a man's general subjective enthusiastic assessment of his or her own particular worth. It is a judgment of oneself and in addition a state of mind toward the self. Choosing a career path, making a career decision, or deciding on a college major - all are critical decisions. They demand high-quality decision making. Future orientation might be extensively characterized as an individual's subjective perspective of his or her future. The path in which young people consider the future shapes the route in which they see the circumstance and how they carry on. The aim of this research is to examine the relation between high school students' self-respect and positive future expectations with career decision problems. The sample of the research consists of 353 students studying at two different high schools in the Western Black Sea Region in 2015-2016 educational year. Rosenberg Self-respect Scale Adolescence Period Problems Scale and Positive Future Expectation Scale were used as data gathering tools in the research. Data was analyzed through SPSS 20 and AMOS 21 statistical programmes in computer environment. Correlation analysis and structural equation modeling analysis were carried out based on the latent variables in the research. The findings of the research demonstrates that the relation between the secondary school students' self-respect and positive future expectations is significant and positive; the relations between career decision problems and self-respect with their positive future expectations are significant and negative. Besides this, according to the findings obtained it has been determined that the students' self-respect is both directly effective on their positive future expectations and it is indirectly effective on them via career decision problems.

Keywords: Self-Respect, Career Decision Problems, Positive Future Expectations, High School.

Examination of the Effects of Creativity Training Program Applied to Nursery Students on Their Creative Behaviors

Assist. Prof. Zeynep Dere

Bozok University Faculty of Education, Primary Education, Preschool Education, Turkey, Email: zeynep.dere@bozok.du.tr

Prof. Dr. Esra Ömeroğlu

Gazi University, Department of Primary Education, Division of Preschool Education

Abstract: This study aimed to examine the effects of creativity training program taught to the children attending at nursery class on their creative behaviors. Study group of the Creativity Training Program consisted of 30 students selected purposeful from two different schools. There were 16 children in the experimental group and 14 children in the control group of the study. Creative Behavior Observation Form activities-each lasting for approximately 60 minutes- were applied in turn by the researcher as pretest and posttest to both the experimental and control group children for 4 days. A second observer was assigned to ensure complete and full video recording of the activities. Then, the behaviors shown by the experimental and control group children were assessed by two observers using Creative Behavior Observation Form. Creativity Training Program aimed to support creativity of the experimental group children was administered by the researcher. Children in the control group, on the other hand, continued to be taught the Preschool Training Program stipulated by the Ministry of National Education (2013) by their preschool teachers. To test sustainability of the Training Program after the post-test application, Creative Behavior Observation Form Activities were re-applied to the experimental group and their behaviors were assessed separately by the two observers according to this Form. In data analysis, first of all, data were analyzed for normal distribution. Since the study data had normal distribution, parametrical statistical analysis methods were used. For data analysis, related sampling t-test was used to detect statistical significance between the pretest and posttest scores of the control group and experimental group, independent sampling t-test was used to test differences between the pretest scores of the control and experimental group and ANCOVA was adopted to compare the post-test scores obtained from the dimensions to have produced statistically significant difference between the pretest scores of the control group and experimental group. Consistency between the first and second observers was tested using Pearson's correlation coefficient. Statistical significance was set at .05 for all analyses. According to the data obtained in the scope of the study, Creativity Training Program has positive contributions to the creativity behaviors of children. Creativity scores of the children to have participated in the Creativity Training Program were found to be considerably higher than those of the control group children. Sustainability test results also showed that Creativity Training Program had sustainable effects. Obtained data was used to develop suggestions for the implementers of the Creative Behavior Observation Form and Creativity Training Program as well as the researchers in order to contribute to development of children's creativity.

Keywords: Creativity, Creative Behavior, Creativity Training

A New Model for in-Service Education in a Public Hospital: Web-Based Distance Education

Ozlem Doğu
Oguz Karabay
Zekeriya Parlak

Sakarya University, Turkey, Email: ozlemdogu@sakarya.edu.tr, okarabay@sakarya.edu.tr, zparlak@sakarya.edu.tr

Abstract: The unprecedented developments in information and communication technologies, together with other developments, such as increased prevalence of the internet, limited time of individuals allocated to face-to-face health trainings, and the enhanced availability of accessing web-based information have increased the indispensability of web-based educations. Web-based educations, compared to traditional educations, are more flexible and interactive for adult training, and therefore become preferable alternatives for education. In this study, within the scope of life-long learning, it is aimed to evaluate the effectiveness of web-based in-service education given to the nurses. The sample of this study was based on the nurses working in a research and education hospital in Sakarya. After obtaining the necessary permissions, between June 2013 and December 2013, it was planned to give the subjects of “Clinical Microbiology, Hospital Infections, Hand Hygiene, Blood-Borne Infection, and Hospital Cleaning and Waste Management”, under the main title of “Infection Protection”, which was involved in the in-house education program. The participants in the study were given standard username and password by the program managers. Username was set to the first five digits of national identity number. In order to solve user problems and respond to interface page, in which the technical problems are reported, researchers were given to one-day education in distance education center (DEC). The participants were asked to answer four questions both before the each education subject and after the each education subject, and participants got score of 50 or above were evaluated as successful. It was seen that the number of correct answers given by majority of the nurses was increased after the education, and this difference was found to be statistically significant ($p<0.05$) (Table 1). Distance education, which dates back to the first quarter of 20th century, has created competition in traditional education through combining different education materials in different settings. Today, health education is also transferred to web-environment through the increasing developments in information technologies. In this direction, it is possible to suggest that in-service education might also be transferred to web-environment due to the potential benefits offered by information technologies.

Keywords: Web-based distance education, In-service education, Pretest-posttest, Nurse

Hijyen Faktörlerinin Çalışanların İşten Ayrılma Davranışlarına Etkisine Yönelik Bir Araştırma

Fuat Korkmazer

Muş Alparslan University, Turkey, Email: f.korkmazer@alparslan.edu.tr

Ali Aksoy

İnönü University, Turkey, Email: ali.aksoy@inonu.edu.tr

Abstract: Problem ve Alt Problemler: Örgütleri oluşturmak, oldukça zor ve maliyetli bir durumdur. Bu zorlukları ortadan kaldırmak ve maliyetleri azaltmak çalışanların, işlerinden tatmin olmalarına bağlıdır. Motivasyondaki amaç; çalışanların daha verimli çalışmalarını, istek ve arzularını artırmayı sağlamaktır. Kalıplaşmış motivasyon araçlarını kullanmak her zaman olumlu performans sağlayamayabilir. Bu nedenle, günün şartlarına ve çalışanların ihtiyaçlarına göre farklı motivasyon araçlarını sunmak gerekir. Yöntem ve Analiz Teknikleri: Bu araştırmada Herzberg'in Hijyen faktörlerinin çalışanların işten ayrılma niyetleri üzerindeki etkisi incelenmiştir. Bu amaçla Muş ilinde Kamu ve Özel sektörde faaliyet gösteren eğitim kurumlarında çalışan 132 kişinin görüşleri değerlendirilmiştir. Örneklemeden elde edilen veriler SPSS-20.0 aracılığıyla analiz edilerek yorumlanmıştır. Ölçme Araçları: Kişisel bilgiler bölümünde katılımcıların sosyo- demografik bilgilerini içeren 7 soru bulunmaktadır. Araştırmada Herzberg ve onun takipçileri tarafından belirlenen sekiz etmenin test edildiği ifadeler geliştirilerek düzenlenen Hijyen Faktörleri Ölçeğinden yararlanılmıştır. İşten Ayrılma Niyetini ölçmek için Camman ve arkadaşları tarafından geliştirilen 3 ifadeden oluşan İşten Ayrılma Niyeti Ölçeği kullanılmıştır. Geçerlilik ve Güvenirlilik: Hijyen faktörleri ölçeğindeki 24 sorunun güvenilirliğini hesaplamak için tutarlılık katsayısı olan "Cronbach Alpha" hesaplanmıştır. Ölçeğin genel güvenilirliği $\alpha=0.908$ olarak bulunmuştur. "İşten Ayrılma Niyeti" ölçeğindeki 3 maddenin güvenilirliğini hesaplamak için iç tutarlılık katsayısı olan "Cronbach Alpha" hesaplanmış ve $\alpha=0.777$ olarak bulunmuştur. Bulgular: Araştırma sonucunda Herzberg'in Hijyen faktörleri ile çalışanların işten ayrılma niyetleri arasında negatif ve istatistiksel olarak anlamlı bir ilişki olduğu görülmüştür. Bir başka deyişle; Hijyen faktörlerindeki olumlu bir artış sonucunda çalışanların işten ayrılma niyetinde bir düşüş görülmektedir. Sonuç ve Öneriler: Elde edilen bu bulgular insan kaynakları bağlamında bir paradigma değişikliğine ve yeni bir yaklaşıma ihtiyaç duyulduğunu göstermektedir. Bu bağlamda özellikle günümüzdeki mevcut insan kaynakları yaklaşımı yanında, çalışanların motivasyonlarını güçlendirecek uygulamaların gündeme getirilmesi gerektiği düşünülmektedir. Sektörel bazda yapılacak araştırmalarda daha fazla katılımcının dâhil edilmesiyle katkı sağlayıcı sonuçlara ulaşılabileceği ve sektörel bazda değerlendirmelerin yapılacağı söylenebilir.

Anahtar Kelimeler: Motivasyon, Hijyen Faktörler, İşten ayrılma

The Development of a Creative Behavior Observation: The Study for Validity and Reliability

Assist. Prof. Dr. Zeynep Dere

Bozok University Faculty of Education, Primary Education, Preschool Education, Turkey, Email: zeynep.dere@bozok.du.tr

Prof. Dr. Esra Ömeroğlu

Gazi University, Department of Primary Education, Division of Preschool Education

Abstract: This study aimed to evaluate creativity of the participant children Creative Behavior Observation Form was developed in the scope of the study. The group established to test validity and reliability of the Creative Behavior Observation Form consisted of 257 samples selected according to stratified sampling method. Test – retest method was used to test reliability of the Creative Behavior Observation Form. For this purpose, 60 of the 257 participant children were selected randomly. Then, the activities included in the Creative Behavior Observation Form were re-applied to 60 children at the end of 4 week period. Content Validity Index (CVI) and Confirmatory Factor Analysis (CFA) methods were used to test validity of the Creative Behavior Observation Form. Each item of the Creative Behavior Observation Form was found to be necessary, thus content validity of the form was confirmed. According to the compliance statistics calculated via CFA, 4-factor structure of the Creative Behavior Observation Form was decided to be in high compliance with the collected data in general terms. Cronbach's Alpha method was used as internal consistency estimate of reliability and test-retest method was used as stability estimate of reliability in order to test the general reliability of the Creative Behavior Observation Form. Pearson's Moment Correlation Coefficient was applied to the scores obtained from each application and t-test was applied to the related samples. Pre-test and post-test scores obtained from the Creative Behavior Observation Form were found not to differ at a statistically significant level $t(59)=1.05, p>.05$. According to the obtained results, Creative Behavior Observation Form is a valid and reliable tool in measuring creativity of the pre-school children.

Keywords: Creativity In Preschool Period, Creative Behavior Observation Form, Creativity

Violation of Privacy and Crimes about Disclosure of Private Data Contrary to Law And Media as an Example of Violation Subject

Nazmiye Özenbaş

Anadolu University Faculty of Law, Turkey, Email: nozenbas@anadolu.edu.tr

Abstract: Starting the protection of privacy in Turkey as a legal entity independently is based old times. As the protection of privacy is a constitutional right set out in our domestic law, it is issued as a right in various international texts that our country is a party. It is seen that the acts violate the privacy are foreseen as a crime in various articles in the Turkish Penal Code (TCC). Main ones such as violation of the confidentiality of communications (TCC art. 132), listening and recording conversations between people (TCC art. 133), violation of privacy (TCC art. 134), recording of personal data (TCC art. 135), taking and giving the data illegally (TCC art. 136) are criminal. Other provisions to take privacy under protection directly or indirectly are included in TCC. Besides crimes discussed as legal benefit, protect the privacy protected by special laws are encountered .Crimes for privacy can be committed by anybody in the public. However, the results of these crimes are committed with the media can be much more severe. Of course not all of the publications or broadcast made with media about personal life will constitute a crime, there may be the subject of compliance with various legal reasons but there are also acts do not meet the definition of the offense. In this study, the concept of privacy and personal data will be analyzed primarily both in terms of discussions of doctrine and practice. In this context how the concept of private life in national and international texts are regulated will be emphasized. As mentioned above putting privacy under protection by various criminal definitions is intended to be protected. However, because the examination of these crimes in detail is not possible in this study, to take privacy and personal data under direct protection is aimed , the disclosure of privacy and personal data contrary to law will merely examined. However, it should be stated again that crimes against privacy does not only consist them.

Keywords: Privacy, Private Data, Personal Data, Turkish Criminal Code

The Comparative Study of Married Couples' Marital Adjustment and Depression Levels

Azize Gül Ozan

İstanbul Arel University, Turkey, Email: azizegulozan@gmail.com

Abstract: The main purpose of this study is to study the relationship between the depression levels and the marital harmony of the married couples. Studying the effects of demographic variables on on marital harmony and depression is another purpose of this study. The researcher of this study worked with a total of 348 individuals, 178 women and 170 men, gathering demographic and socio-economic variables with survey conducted by the researcher. To examine the harmony of the married couples Marriage Adjustment Scale, to examine for the depression levels of couples Beck Depression Scale applied. The survey has been restricted only with the married couples who are the legal guardian of the Vehbi Gunasti Elementary school childrens, located in Tekirdag Çorlu district. According to the results of the study, gender and education level of participants have a significant effect on their depression level, ages of couples, marriage duration, ages of couples at that they were married, the type of marriage whether marriage after a friendship or an arranged marriage does not have any significant effect on depression levels of couples. Whereas being in a big or an elementary family, the number of child in the family, having a permanent job or not, income level, the frequency of fulfillment of expectations related to care and respect of the couples to each other, the level of the family arguments have a significant effect on the level of depression.

Keywords: Marriage, Marriage Adjustment, Depression, Demographic And Socio-Economic Factors

Muğla İlinde Aday Öğretmenlerin Danışman Öğretmenlik Uygulamasına İlişkin Görüşleri

Yrd. Doç. Dr. Funda Nayır

Cankırı Karatekin University, Turkey, Email:fnayir09@gmail.com

Yrd. Doç. Dr. Saadet Kuru Çetin

Muğla Sıtkı Koçman University, Turkey, Email:saaddet@gmail.com

Abstract: Milli Eğitim Bakanlığı, 17/04/2015 tarihli ve 29329 sayılı Resmî Gazete’de yayımlanan Millî Eğitim Bakanlığı Öğretmen Atama ve Yer Değiştirme Yönetmeliğine dayanılarak yeni atanan öğretmenlerin yetiştirme sürecinde bir takım değişiklikler yapmıştır. Bu yönetmeliğin amacı, Millî Eğitim Bakanlığına bağlı resmî eğitim kurumlarına aday öğretmen olarak atananların yetiştirme sürecine ilişkin usul ve esasları düzenlemektir. Yetiştirme sürecinin kapsamında yer alan ‘danışman öğretmen’ uygulaması ile aday öğretmenler, derslere danışman öğretmen nezaretinde girmekte ve danışman öğretmenin nöbetçi olduğu zamanlarda nöbet görevini izlemek üzere danışman öğretmenin yanında yer almaktadır. Bu uygulama çağdaş denetim kapsamında yer alan mentorlük uygulamasını kapsamında değerlendirilebilir. İlk olarak Homer tarafından kullanılan olan mentor sözcüğü, akıllı ve güvenilir danışman' olarak kullanılmış, çağdaş eğitim denetim kapsamında ise etkili denetimin kapısını açan bir anahtar görevini de üstlenmiştir (Bakıoğlu ve Hacıfazlıoğlu, 2000).

Bu çalışmanın amacı, yeni atanan aday öğretmenlerin 24 hafta boyunca sınıfta danışman öğretmenleriyle uygulayacakları etkinliklerin, aday öğretmenlerin sınıf yönetimine ne gibi katkıları olduğunu belirlemek ve aday öğretmenlerin bu uygulama ile ilgili görüşlerini ortaya çıkarmaktır. Araştırmada nitel araştırma yöntemlerinden fenomenoloji deseni kullanılmıştır. Araştırmanın çalışma grubunun, Muğla Menteşe ilçesinde aday öğretmen olarak bulunan 50 öğretmen oluşturmaktadır. Araştırmada, çalışma grubu amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme ile belirlenmiştir. Araştırmanın verileri açık uçlu sorular ile toplanmıştır. Bu araştırmada katılımcılara açık uçlu sorular sorularak öğretmen adaylarının danışman öğretmen uygulamasına ilişkin detaylı verilere ulaşmak amaçlanmıştır. Verilerin analizinde içerik analizi kullanılmıştır. Çalışmanın beklenen sonuçları, danışman öğretmenlerin yeni atanan öğretmenlere örgütsel uyum, kariyer işlevleri (örgütteki gelişme fırsatlarını değerlendirme, örgütsel yaşama ait zorlukları öğrenme ve örgütte kendini ifade edebilme yeteneği kazanması) ve psiko sosyal işlevleri (öğretmen adaylarının yeteneklerini keşfetme, özdeğerlerini arttırmaya yardımcı olma) konusunda yardımcı olacakları yönündedir.

Keywords: Mentor Öğretmen, Danışman Öğretmen, Sınıf Yönetimi

Analyzing of Psychological Distance between Categories of Behavioral and Emotional Rating Scale-2

Assist. Prof. Dr. Güneş Sali

Bozok University, Faculty of Education, Department of Educational Science, Turkey

E-mail: gunes.sali@bozok.edu.tr

Res. Assist. Gözde Sırgancı

Ankara University, Faculty of Educational Sciences, Department of Measurement and Assessment, Turkey,.

E-mail: gozdesirganci@gmail.com

Abstract: It is an important assumption that the psychological distances between the response categories in Likert-type scales are equal. The measurement of a given psychological trait is considered exact only when the distance between the categories is equal. In case that the said assumption fails in interval scales, then the degree the individuals possess the measured psychological structure cannot be fully ascertained and the validity and reliability of individuals’ scale score decrease. Therefore, it is an important proof of validity to test the psychological distance assumption in scale development and adaptation work. In this study, the Teacher and Parent Assessment Forms of the Behavioral and Emotional Rating Scale-2 (BERS-2) as adapted by Sali and Köksal Akyol (2016) for five-year-old children was tested to see whether they met the assumption of equal psychological distance between categories. The study group was composed of five-year-old children (n=346) attending to nursery classes of primary schools and independent official and private preschool education institutions reporting to the Ministry of National Education in the provincial center of Yozgat together with their mothers (n=346) and teachers (n=22). The Teacher Assessment Form and Parents Assessment Form are comprised of five subscales, namely interpersonal strength, family involvement, intrapersonal strength, school functioning, and affective strength. The category values for the five subscales of the Teacher Assessment Form and Parents Assessment Form were estimated by the generalized partial credit model based on item response theory. Scale values and converted scale values were calculated using the category values of each subscale. This calculation was based on an algorithm as developed by Wakita, Ueshima, and Noguchi (2012). In line with the findings of the present study, it was concluded that psychological distances between the categories were quite close to the category values in each subscale of both the Teacher Assessment Form and Parents Assessment Form of the Behavioral and Emotional Rating Scale-2, suggesting that the assumption of equal psychological distance was met. The findings supported the validity of construct and scope of the scale.

Keywords: Likert-Type Scale, Psychological Distances Between Categories, Generalized Partial Credit Model

PISA 2012: Analysis of Measurement Invariance of Openness for Problem Solving Scale

Research Assistant. Alperen Yandi

*Abant İzzet Baysal University, Faculty of Education, Department of Educational Sciences, Turkey,
E-mail: alpereyandi@gmail.com*

Research Assistant Gözde Sirgancı

*Ankara University, Faculty of Educational Sciences, Department of Measurement and Assessment, Turkey,
E-mail: gozdesirganci@gmail.com*

Abstract: In this study, with Turkey, Finland, Shanghai-China samples Means and Covariance Structures Invariance (MACS) and measurement invariance of Openness for Problem Solving Scale coded as ST 94, which was one of the subscales used in PISA 2012, was examined and the findings obtained were discussed. Student numbers in Turkey, Finland, Shanghai-China samples were 3159, 5676 and 3429 respectively, after the missing and invalid data had been removed. LISREL 8.72 programs were used for MACS analyses. For comparing two sequential phase in analyses process, significance of Chi Square differences ($\Delta\chi^2$) between sequential models were examined at differences the degrees of freedoms of two phases for 0,05. Since chi-square values were affected by the sample size analyses were performed pursuant to phase testing method; and to compare models that follow each other significance of Chi Square differences, comparative fit index and goodness of fit index differences were used. According to the findings, it was recorded that all stages of measurement invariance had been accomplished for Openness for Problem Solving Scale in paired comparisons made for subsamples. Because Chi Square differences were affected by the sample size and degrees of freedom; in some stages, invariance was accepted to be accomplished when the other two fit indexes both indicated invariance. Since, measurement invariance has a great importance for the validity of the results obtained from multi-cultural, large-scale tests; it is recommended to test measurement invariance of this kind of exams. Additionally, it was stated for other researchers that measurement invariance studies could be conducted for different subscales of PISA test.

Keywords: Problem Solving Scale, Measurement Invariance, Means and Covariance Structures Invariance, PISA

Strategic Human Resource Management and Organizational Innovativeness in Private Schools

Assoc. Prof. Dr. Türkan Argon

*Professor, Abant İzzet Baysal University, Faculty of Education, Department of Educational Sciences, Turkey,
Email: turkanargon@hotmail.com*

İbrahim Limon

*Phd Student, Abant İzzet Baysal University, Faculty of Education, Department of Educational Sciences, Turkey,
Email: ibomon@gmail.com*

Abstract: The purpose of this study is to determine private school teachers' views on strategic human resource management (HRM) and organizational innovativeness and whether there is a statistically significant relationship between their views. The study was designed in relational survey model and the study group consisted of 187 teachers working in private schools in Sakarya during 2015-2016 educational year. Strategic Human Resource Management Scale and Organizational Innovativeness Scale were used as data collection tools. To test the normality of the distribution of data Kolmogorov-Smirnov test was conducted. The result demonstrated that data did not have a normal distribution so to analyze the data means, standard deviations were calculated and correlation analysis (Spearman rho) was conducted. Some of the findings of the study are as follows; teachers' view on strategic human resource management in private schools is "Moderately Agree" and their view on organizational innovativeness is "Strongly Agree". There is significant and positive relationship between teachers' views on strategic HRM and organizational innovativeness. The correlation is moderate in strength. On the other hand, it was observed that there were significant and positive relationships between subscales of strategic HRM and organizational innovativeness. These correlations were at different levels in strength. Based on the results of the study, it can be suggested that private schools should reward their teachers more frequently. They should also train the teachers systematically, especially novice ones. Additionally, private schools should take higher risks and create opportunities for the teachers to participate in organizational decisions. To foster innovation they should follow a strategic approach in HRM.

Keywords: Strategic Human Resource Management, Organizational Innovativeness, Private Schools

Analyzing Social and Urban Disintegration in School Selection Process

Kenan Özcan

Adiyaman University, Turkey, Email: kozcan@adiyaman.edu.tr

Aydın Balyer

Ali Yıldız

Yıldız Technical University, Turkey, Email: balyer2001@gmail.com, aceyildiz@gmail.com

Abstract: Problem: Social disintegration phenomenon has had an effect in every aspect of the life both on the people all over the world as well as Turkey. This disintegration can be seen at schools widely. It is believed that there is a linear relationship between educational and urban disintegration. Families in disadvantages places of a city usually register their children to school with an address- based student registration system in their neighborhood while economically advantaged families register their children to the relatively good, academically successful schools which have good security, physical and instructional resources as if they had moved into these neighbors. Few disadvantaged students can register to these schools which are supported by advantaged families. These schools can even form “special classes” for students coming from distinguished families. Therefore, these schools have become autonomous ones. In turkey, students are accepted to high schools after an exam, which is accepted one of the most important ones. In many disadvantaged places families prefer to register their students to public schools instead of private ones. Public schools are categories into three groups. One is the type of the school in disadvantaged neighborhood. The second one is the school type which middle class prefer. Families can register these schools easily. And the third type is the school upper class families prefer. Although the capacity of the school is 1500, at most 300 students are registered in an address-based student registration system. Those students come from families from socio-economically high status neighborhoods. In order to register this school, families need to donate a lot of money. Otherwise, they cannot. In fact, the main purpose of the school is to educate the children from advantaged families.

Purpose: The main purpose of this study is to analyze the components (administrator, teacher, student and parents) of social and urban disintegration in school selection. The following sub purposes were developed.

1. What are the differences between the administrators, teachers, students, resources and educational facilities of the schools which are categorized into three groups?
2. What are the differences of families regarding their socio economic status?
3. What are the differences between these schools regarding benefiting public resources?
4. How does social disintegration affect students’ academic performance?
5. Is there a difference between the visions and future plans of these administrators?

Method: This study was carried out with a qualitative research design. The participants were 15 school administrators, 20 teachers and 15 parents from three different schools chosen with maximum variation method in 2016 academic year spring term. The data were gathered with semi-structured interview method. A questionnaire were administered to 500 students. The data were analyzed with mixed method.

Conclusion and recommendations: Results reveal that there is social and urban disintegration clearly in schools selection process among families who are economically disadvantaged. The Schools which are at economically advantaged parts of the cities are the ones economically wealthy families prefer to register their students. These schools have wide and rich resources, qualified teaching staff and the students from these schools are more successful in central exams comparing to the other schools. The schools in disadvantaged areas have many problems ranging from teaching staff to financial resources, school security, and instructional facilities. In order to prevent this disintegration, address-based student registration system should work fairly, and schools in disadvantaged areas should be supported regarding financial resources, teaching staff, physical and academic facilities.

Keywords: Schools, social disintegration, address-based, student registration, system administration

**Continuing Education Center Administrators' Administrative Competence:
Teachers' and Employee's Opinions**

Aydın Balyer

Doç.Dr., Yıldız Teknik Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü; Email: balyer@yildiz.edu.tr

Kenan Özcan

Doç.Dr., Adıyaman Üniversitesi, Eğitim Fakültesi, Eğitim Bilimleri Bölümü; Email: kozcan04@hotmail.com

Ali Yıldız

Dr., Yıldız Teknik Üniversitesi, Yabancı Diller Yüksekokulu; Email: aceyildiz@gmail.com

Abstract: Continuing education centers have gained importance on the improvement of individuals with a view of career building, improving professional knowledge and skills, achieving new skills and supplying individual development needs. These centers are established within universities through the principle of making continuing education accessible to everyone as a starting point for a lifelong learning process. These centers which aim at providing continuing education implement more flexible programs compared to those executed at higher education institutions. These centers provide many programs ranging from language courses to project management for both students, academics at university and people outside the campus. Therefore, the administration of these centers becomes more crucial. There is an administrative body, which manages all the programs as well as building relationships with the society. However, it is a matter of discussion whether the administrators of these institutions have competence to run these centers effectively. This study aims to determine the administrative competences of these administrators according to teachers' and employee's opinions. The participants' views on administrators' competencies in participating in decisions, managing programs, staff professional development; developing relations with the society, evaluating and improving instruction, and creating a positive learning environment and climate. The research was conducted qualitatively. The research was conducted qualitatively and the participants of this study were 20 teachers and 20 employees chosen by maximum variation sampling method from different programs conducted at some continuing education centers in Istanbul, Turkey in the 2015/2016 academic year. Results reveal that while administrators have competencies in making them participate in decisions, managing programs, staff professional development, developing relations with the society, evaluating and improving instruction; and creating a positive learning environment and climate. However, they do not do much for professional development of the staff. It is recommended that administrators should support the staff development more.

Keywords: Continuing education, administrators, administrators' competencies

The Two Faces of Teacher Candidates' Portfolio Experiences: Traditional and Facebook

Hanife Gülhan Orhan Karsak

Asst. Prof Dr., Kırklareli University, Science Literature Faculty, Department of Education Sciences, Turkey, E-mail: gorhan811@gmail.com

Abstract: Nowadays the way to make teaching effective, entegrate with social networks. In this regard, it comes to mind using facebook environment which students take the most pleasure and are familiar with, for increasing performance and making effective evaluation in the process of preparing portfolio. Because of exploring the effectiveness of facebook in the process of preparing portfolio, it will be significant to profit by students experiences on facebook and traditional environments. Therefore in this phenomenon study to fathom of the portfolio experiences on both environments is intended. The phenomenon study has been selected in order to investigate what, why and how are the similarities and differences between the experiences and in the experiences of every teacher candidates. Wherefore the researcher gives lectures, Kırklareli University has been selected. In this regard the opinions of the volunteers who have continued portfolio studies every week, were taken from utilizing four semi-structured open-ended questions. In consequence of they are in the pedagogical formation program, the ages of the participants within the group heterogeneous between twenty two and thirty five. Ten female and five male in both environments, in total thirty participants. Datas were collected in writing in fifty minutes and were given personel numbers. Datas were analyzed via Nvivo 10 with have been created categories and themes. Findings were presented with mind maps. Some of the conclusions that reached by the findings are as follows: 1) For the positive sides of the facebook environment: Participants think that facebook environment is compared to other social networks easy to reach, actual, the best known environment and for these reasons it is easy to use. They express that the environment is motivating and engaging for portfolio studies, additionally it is more qualified to follow up task sharing and make peer review. They state that the environment enables them to be more social, facilitates to identify strengths and weaknesses in comparision with other students' studies. On the other hand they think that the environment gives oppurtunity to add various types of files, facilitates sharing independent of time and place and creating an archive. 2) For the limited and negative sides of the facebook environment: They stated that the students who use the environment for the first time in an instruction process, don't take responsibility and despite warnings, want to lecture irrelevant sharing request and engage in negative personal criticism. Additionally irregularities brought by using the same environment in the class of all groups and the environment gives failure when the shared file above the certain capacity. 3) For the positive sides of the traditional environment: They believe that develop a high level of conciousness of communication, sharing, task and responsibility. They express that the environment is regular because they are far from instant negative criticism. 4) For the limited and negative sides of the traditional environment: They express the lack of oppurtunities to see sharings instantly and to make peer review between groups. Therefore they express that because of not reached to peer constructive criticisms they could not find the oppurtunities to develop their products. Additionally they signify to able to see products in the limited times, only in evaluation times of portfolio. Also they think they can not have a permanent archive, in addition it is cost to create a portfolio. At the same time they think the environment has a narrow span and more group conflicts in preparation process. Besides that the datas which is deal with participants comparings of their environment to one of other social network, blogosphere and the possible activities that they can do in their experienced environment, was detected.

Keywords: Portfolio, facebook, traditional, social network, experiences

Community Music Therapy in the Educational Setting

Jiří Kantor

Institute of Special Education Studies Faculty of Education, Palacký University, Žižkovo nám. 5, Olomouc, 77400, Czech Republic, Email: jiri.kantor@upol.cz

Abstract: This paper is focused on understanding the relationship of community music therapy in educational facilities to related educational interventions. Because of overlaps between (special) educational and music therapy interventions there are not clear boundaries of these disciplines. The study in this paper used interpretative approach to qualitative research to understand what is the difference in the usage of creative community activities for students with disabilities withing music therapy intervention and (special) educational intervention. The data was collected from a large qualitative research focused on education of students with multiple disabilities and fulfilled by case studies from music therapy praxis in educational facilities. The content analysis of transcribed data searched for all categories and codes related to creative community activities which were described here in several domains according to the system theory of education (the domains consisted of the classes, the schools, family members and the society). The creative community activities were analysed on the basis of theory developed by Kenneth Bruscia and of specifics that differentiate community music therapy from consensus model. The differences between the praxis of music therapists and special educators were found in music therapy qualification, level of musical experiences, experiences in individual-communal continuum, goals of intervention, intentionality of the process and processual procedures. However, it was only the professional qualification that posed as the single clear criterion. The findings are relevant for legislative purposes as well as for understanding the interdisciplinary relationships between education and music therapy.

Keywords: Music Therapy, Education, Community, Disabilities

A Study of E-Banking in India: With Special Reference to New Private Sector Banks

Des Raj

Government PG College Ambala, India, Email: drbajwa7@gmail.com

Des Raj Bajwa

Higher Education Commission, India, Email: seema.bajwa@yahoo.com, governmentcollege7@gmail.com

Abstract: Sound banking system is the backbone of economic as well social development and information technology in turn has become the backbone of banking activities. Technology which was playing supportive role became essential part of modern banking activities. The Indian banking system has undergone significant structural transformation since the 1990s. An administered regime under state ownership until the initiation of financial sector reforms in 1992, the sector was opened to greater competition and technological up-gradation by the entry of private banks and more liberal entry of foreign banks in line with the recommendations of the Report of the Committee on the Financial System (Chaired by Shri M. Narasimham). Technology, especially information technology plays very crucial role not only to complete the activities with high efficiency but also has the potential to innovate and meet the future requirements. Information technology was primarily employed to automate the back offices of banks in the 1970s. Today, banks are not only automating their core banking operations, but also increasingly using information Technology for front-end customer intensive operations. This trend is expected to be strengthened over the next few years and spread from urban to rural areas and from foreign and Indian private banks to public sector, regional rural banks and co-operative banks. E-banking is electronic banking or banking using electronic media. E-banking is a generic term for delivery of banking services and products through electronic channels, such as the telephone, the internet, the cell phone etc. The concept and scope of E-banking is still evolving. It facilitates an effective payment and accounting system thereby enhancing the speed of delivery of banking services considerably. While E-banking has improved efficiency and convenience, it has also posed several challenges to the regulators and supervisors. Several initiatives taken by the government of India, as well as the Reserve Bank of India (RBI), have facilitated the development of E-banking in India. The range of services offered by e-banking includes: Electronic Fund Transfer (EFT), Automatic Teller Machine (ATM) & Point of Sales (POS) Electronic Data Inter Change (EDI), Internet Banking, Tele-banking, Debit/Credit/Smart Cards and Anywhere Banking. E-banking provides competitive advantage with unlimited network to the bank is not limited to number of branches. In India, too e-banking has taken roots. A number of banks have set up banking portals allowing their customers to access facilities like obtaining information, querying on their accounts, etc. Soon, still higher level of online services will be made available. Other banks will sooner than later, take to Internet banking. However, from a technology perspective, banks in India have been confronted by two major challenges in adopting information technology both as a strategic tool and as an operational necessity. The first major challenge was the availability of a comprehensive centralized banking application system that could cope with the various operational requirements and control that are very specific to the Indian banking environment, by virtue of almost 30 years of strong government control. Most of the internationally recognized centralized banking application systems were built to meet the banking needs and practices particularly of the Western world and the Aisa Pacific region. The large numbers of studies have been conducted over the various issues of banking such as NPAs, working capital management, role in development, performance, risk, assets liabilities management, etc. but less number of studies have been conducted on e-banking, it is, therefore, decided by the scholar to conduct a study on various dimensions of e-banking in India. A small discussion has been made e-banking has some challenges with expediency of banking. It is a vital need to have an in-depth evaluation of the impact of e-banking banking over the several dimensions of Indian banking. Hence, present study entitled "A Study of E-Banking in India: with Special Reference to New Private Sector banks" has been undertaken by the scholar. This study is an effort to find appropriate benchmarking of E-banking of Indian Banking Industry from the national as well as global perspective. So that improvement in the operations and implementations of the inefficient which, are lagged behind in the deregulated economy arena can be made. The study will cover following major objectives :

1. To examine the impact of E-banking on development of Indian banking industry.
2. To find paucity of infrastructural facilities and to suggest for fundamental infrastructure facilities required for E-banking adoption.
3. To evaluate the current status of e-banking and identify potential areas, in banking industry based on available resources and draw up integrated development plans for each such area.
4. To scrutinize the hurdles before e-banking practices in various operations activities and suggesting suitable strategy.
5. To analyze the impact of e-banking on cost of transaction of customer as well as bank.
6. To identify international best practices on operational and internal control issues of e-banking and suggesting appropriate ways for adopting the same in India.
7. To find the factors responsible for e-banking backwardness in Indian banking industry.
8. To find the changing customer expectations from banking services in technological era.
9. To evaluate the impact of e-banking practices on performance of banks.
10. To suggest measures for raising the e-banking practices levels and standards for Indian banking.

Methodology: To carry out the study the following methodology will be adopted.

The Universe : It consists of all New Private Sector Banks.

Data Collection : The study will be based on primary as well as secondary data. The primary data will be collected through the personal contacts with the respective authorities and through the questionnaire containing relevant information. This will make the study more informative, effective and meaningful. The source of secondary data will be published and unpublished work from the government records, Published Annual Reports of the government of India and RBI. Various Books, Journals, Magazines and other published from Govt. and Non-Governmental bodies will also be collected for the use of the study.

Sampling : In order to save time and money, the study aims to draw inferences based on samples, Convenience sampling method will be adopted in the research methodology because data/information related to economy includes same type of operational activities in diversified areas. All this will be done with the assumption that the sample data will enable to estimate the required parameters. Samples so selected are truly the representative of characteristics of the item of the universe of the banking industry and it will result valid and reliable conclusion. On the basis of the data/information so collected from the various sources the tabulation, analysis and interpretation will be made to make study more meaningful and complete. Mathematical and statistical tools such as averages, percentage, trend analysis, ratio analysis etc. will be used to complete the purpose of the study. The use of index, tables, charts, graphs and diagrams etc. will also be made where ever they will be needed and necessary for clarity of opinions, easy understanding and to make the presentations of research more profile.

HYPOTHESIS : The following hypotheses have been formulated. The hypothesis testing with the help of mathematical and statistical methods will conclude the strength of the assumptions made under the proposed study. The outlines of the hypothesis framed are as follows :-

- (i) There is no significant change in the behavior of performance variables of banks on adoption of E-banking practices.
- (ii) It is assumed that E-banking has no direct impact over the productivity of banks.
- (iii) There is no significant change on the customer satisfaction created by E-banking services and level of existing services.
- (iv) It has been assumed that per employee profit is similar pre and post adoption of E-banking practices.
- (v) E-banking has no significant impact over the banking industry development in India.
- (vi) It has been assumed that bank employees have not recorded significant transform in job satisfaction on adoption of e-banking practices.

Keywords: E-banking, Debit card, ATM

Millî Eğitim Şûralarında Yaşam Boyu Öğrenme, Halk Eğitimi ve Yaygın Eğitim ile İlgili Alınan Kararların Değerlendirilmesi

**Taha Yazar
İsmail Keskin
Ömer Şimşek**

Dicle University, Turkey, Email: tahayazar2011@gmail.com, iceskin@dicle.edu.tr, omarsimsek@gmail.com

Özet: Millî Eğitim Şûraları, Türk eğitim sisteminin ve politikalarının masaya yatırılıp, üzerinde kapsamlı tartışmaların yapıldığı, çeşitli tavsiye kararların alındığı, eğitim sisteminin tüm paydaşlarının alınan kararlara katılmasına önem gösterdiği eğitim sistemimize ve politikalarımıza yön veren toplantılardır. Bu toplantıların yapılmasındaki en önemli etkenler arasında yeni kurulan cumhuriyetin yapılandırılmasında ve Atatürk ilke ve inkılaplarının benimsenmesinde eğitime büyük roller biçilmesi, bunu yaparken eğitim sistemi ile ilgili tüm paydaşların görüşlerinin önemli görülmesi, üniversitelerden ve yabancı eğitim uzmanlarından eğitim sorunlarına beklenen düzeyde katkı sağlanamaması sayılabilir (Ataünal, 1977; Deniz, 2001). Millî Eğitim Şûralarının yasal dayanağı 1933'te çıkarılan "2287 sayılı Maarif Teşkilatı Hakkında Kanun" oluşturmaktadır (Resmi Gazete, 1933). Bu yasaya göre, ulusal eğitime yön vermek, eğitim-öğretimle ilgili sorunları tespit etmek, incelemek, çözüm önerileri sunmak üzere Millî Eğitim Bakanlığı'nın en yüksek danışma organı oluşturulmuştur (MEB, 1996). İlki 1939 yılında düzenlenen millî eğitim şûralarının en son düzenlenen dokuzuncusu 2014 yılı Aralık ayında düzenlenmiştir. Bu toplantılarda alınan kararların bazıları uygulamaya konulurken bazıları ise göz ardı edilebilmiştir. Yetişkin eğitimi, yaygın eğitim ve yaşam boyu öğrenme kavramları yaşadığımız yüzyılda giderek önem kazanan kavramlar olmuştur. Ancak bu kavramlar aynı şeyi ifade etmemelerine rağmen birbirlerinin yerlerine kullanılabilir. Yetişkin eğitimi OECD (1977) tarafından zorunlu öğrenim çağının dışına çıkmış, asıl uğraşısı artık okula gitmek olmayan kimselerin, yaşamlarının herhangi bir aşamasında duyacakları öğrenme ihtiyacını ve ilgiyi tatmin etmek amacıyla özellikle düzenlenen faaliyetler ya da programlar olarak tanımlanmıştır. Yaşam boyu öğrenme ise yine OECD (1996) tarafından resmi veya gayri resmi olsun bilgi beceri ve yetenekleri geliştirmek amacıyla sürekli olarak yapılan tüm amaçlı öğrenme faaliyetleri olarak tanımlanmıştır. Yaşam boyu öğrenme Avrupa Komisyonu (2006) tarafından "bilgi, beceri ve yetkinliklerin kişisel, yurttaşlıkla ilişkili, sosyal ve/veya istihdama ilişkin bir perspektifte geliştirilmesi amacıyla hayat boyunca gerçekleştirilen tüm öğrenme faaliyetleri" olarak tanımlanmıştır. Yaygın eğitim ise genel olarak örgün eğitim sistemi içerisine hiç girmemiş, ya da herhangi bir kademesinde bulunan veya bu kademelerden ayrılmış bireylere gerekli bilgi beceri ve davranışları kazandırmak için örgün eğitimin yanında veya dışında, onların ilgi istek ve yetenekleri doğrultusunda ekonomik toplumsal ve kültürel gelişmelerini sağlayıcı nitelikte çeşitli süre ve düzeylere gerçekleştirilen eğitim öğretim, üretim, rehberlik ve uygulama etkinlikleri olarak tanımlanabilmektedir (Kaya, 2016). Bu üç kavram da millî eğitim şûralarında çeşitli düzeylerde ele alınmış ve bu alanlarda tavsiye kararları alınmıştır. Bu çalışmanın amacı Millî Eğitim Şûralarında Yaşam Boyu Öğrenme, Halk Eğitimi ve Yaygın Eğitim ile ilgili alınmış olan kararların ve şûra üyelerince kabul edilen komisyon raporlarının incelenmesi ve değerlendirilmesidir. Araştırmanın evrenini, 1939-2010 yılları arasında yapılmış olan Türk Millî Eğitim Şûraları oluşturmaktadır. Evrenin tamamına ulaşıldığından örneklem alma yoluna gidilmemiştir. Araştırmada, durum çalışması desenlerinden iç içe geçmiş tek durum deseni (tür 2) kullanılmıştır. Veri toplama yöntemi olarak yazılı doküman incelemesi kullanılmış ve elde edilen veriler betimsel analiz ile çözümlenmiştir. Ayrıca, dokümanlardan elde edilen veriler nicelleştirilerek de verilmiştir. Bunun için; "var ya da yok" yöntemi ile "kapsanan alan" yöntemi kullanılmış; frekans ve yüzde dağılımları verilmiştir (Yıldırım ve Şimşek, 2011). Araştırmadan elde edilen bulgulara göre şûralarda Yaşam Boyu Öğrenme, Halk Eğitimi ve Yaygın Eğitim ilk olarak 17-29 Temmuz 1939 yılında yapılan Birinci Millî Eğitim Şûrasında "Lahikalar-Halk Terbiyesi" bölümünde değinilmiştir. Bu kavramların hiçbiri ikinci ve üçüncü şûrada gündeme gelmemiştir. Yaşam Boyu Öğrenme, Halk Eğitimi ve Yaygın Eğitim şûralarda işleneğerek en son dokuzuncu millî eğitim şûrasında ele alınmıştır.

Anahtar Kelimeler: Yaşam Boyu Öğrenme, Yetişkin Eğitimi, Yaygın Eğitim, Millî Eğitim Şûraları

Öğretmenlerin Teknolojik Pedagojik Alan Bilgisi Öz Yeterliklerinin İncelenmesi

Arş. Gör. Dr. Ömer Şimşek

Yrd. Doç. Dr. Taha Yazar

Arş. Gör. İsmail Keskin

Dicle Üniversitesi, Ziya Gökalp Eğitim Fakültesi, Turkey,

Email: omarsimsek@gmail.com, tahayazar2011@gmail.com, iskeskin@gmail.com@gmail.com,

Abstract: Günümüz eğitim sisteminin önemli hedefleri arasında yirmibirinci yüzyıl becerilerini sergileyebilen ve yaşam boyu öğrenme yeterliklerini gösteren bireyleri yetiştirmek yer almaktadır. Bu noktada eğitim sisteminin temel öğelerinden biri olan öğretmenlerin bazı yeterlikleri karşılaması gerektiği düşünülmektedir. Öğretmenlerin öğrenme öğretme süreçlerinde eğitim teknolojilerinden etkili bir biçimde yararlanması, eğitimin niteliğini arttırmada önemli bir rol oynamaktadır. Bu araştırmanın temel amacı öğretmenlerin eğitimde teknoloji entegrasyon yeterliklerine yönelik görüşlerini incelemektir. Bu amaç doğrultusunda, eğitimde teknoloji entegrasyon modellerinden biri olan teknolojik pedagojik alan bilgisi modeline (Koehler & Mishra, 2005) ve uluslararası eğitim teknolojisi standartları (ISTE, 2008) bağlamında belirlenen teknoloji bilgisi, pedagoji bilgisi, alan bilgisi, teknolojik pedagojik bilgi, teknolojik pedagojik alan bilgisi boyutlarına verdikleri yanıtlar incelenmektedir. Buna göre öğretmenlerin, teknolojik pedagojik alan bilgisi öz yeterlikleri uluslararası eğitim teknolojisi standartları bağlamında (TPAB-ISTE) incelenmektedir. Araştırmanın alt amaçlarına göre aşağıdaki sorulara yanıt aranmıştır.

1. Öğretmenlerin TPAB-ISTE öz yeterlikleri nasıl dağılmaktadır?

2. Öğretmenlerin bazı değişkenlere göre TPAB-ISTE öz yeterlikleri; cinsiyetine, branşına, çalıştığı okulun kademesine, öğretmenlik deneyimine ve öğrenim durumuna göre istatistiksel olarak anlamlı farklılık göstermekte midir?

3. Öğretmenlerin ders notlarını hazırlama, derste konuyu sunma, ölçme ve değerlendirme, araştırma yapma, iletişim (e-posta) ve sosyal medya kullanımı gibi süreçlerde bilgi ve iletişim teknolojilerinden (BİT) yararlanması, TPAB-ISTE öz yeterliklerini anlamlı düzeyde yordamakta mıdır? Bu değişkenler hangi düzeyde TPAB-ISTE'yi açıklamaktadır?

Betimsel tarama, nedensel karşılaştırma ve ilişkisel tarama modelinde gerçekleştirilen bu araştırma 2015-2016 öğretim yılının bahar döneminde, Diyarbakır ili merkez ilçelerinde görev yapan ortaokul ve lise öğretmenlerini kapsamaktadır. Araştırmada Şimşek ve Yazar (2015) tarafından geliştirilen TPAB-ISTE öz yeterlik ölçeği kullanılmıştır. Şu ana kadar 250 öğretmenden veri toplanmış olmakla birlikte, veri toplama süreci devam etmektedir. Verilerin çözümlenmesi için, birinci alt amaç belirlemek için frekans, ortalama, bağıl değişkenlik katsayısından; ikinci alt amaç için parametrik (t-test, ANOVA) ya da parametrik olmayan test tekniklerinden (Kruskall Wallis H, Mann Whitney U), üçüncü alt amaç için standart çoklu regresyondan yararlanılacaktır. Bu araştırma ile ortaya çıkacak sonuçlar özellikle teknolojik pedagojik alan bilgisi gibi önemli eğitimde teknoloji entegrasyon modellerinden biri ile ilgili öğretmenlerin kendilerine ilişkin yargılarını ortaya koymaya yardımcı olacaktır. Ayrıca, farklı cinsiyet, branş, deneyim, okul kademesindeki öğretmenlerin bu konudaki yeterlik algılarının farklılaşıp farklılaşmadığına ilişkin sonuçlar eğitimde teknoloji entegrasyonunda avantajlı ya da dezavantajlı grupları belirlemeye olanak sağlayabilir.

Anahtar Kelimeler: Eğitim Teknolojisi, Teknoloji Entegrasyonu, Pedagojik Alan Bilgisi, Bilgi ve İletişim Teknolojileri

The Comparison of Senior and Hobby Education

Arzu Arslan

Merve Karanfil

Assoc. Prof. Dr. Osman Titrek

Sakarya Üniversitesi, Eğitim Bilimleri Enstitüsü, Yaşam Boyu Öğrenme, Turkey,

Email: arzu.arslan@ogr.sakarya.edu.tr, merve.karanfil@ogr.sakarya.edu.tr, otitrek@sakarya.edu.tr

Abstract: Demographic changes which are observed around the world have reached to an apparent position in Turkey, as well. In the context of these changes, it is inevitable that the quality of youth society will turn into the quality of aged society. Turkey will be an aged society ahead by staying connected to these changes. The quick increment in elderly population makes a trend toward the quality of aged society, the sustenance requirement against the difficulties of longevity, to be dealt with old issues and its services in all its parts, and especially the necessity of giving importance to the advanced age education a current issue. In this day and age, the policies and programs about elderliness stays focused on increasing life quality and general state of health. Lifetime length, biological and mental healthiness, cognitive and social sufficiency and performance, self-control, and getting pleasure out of life are indicators of healthy aging. Individuals' growing older healthfully, closely associated with not only their individual features but also socially provided service supports towards psychosocial, economic and physical. The perspective toward aging, beyond providing care to old people, some subjects should be discussed such as integration with society, gaining missing status and roles again, increasing functions, and utilizing free time effectively.

Furthermore; it has importance to take the perspective of aging much further from the frame of conventional values of respect and protection dimensions; to extending active aging awareness. In this assertion, it is focused on providing education and service to group of elder age and it is observed that there is an increment in committed practices last years. Especially in metropolis municipalities, the dilated courses which are about the advanced age education present the improvement clearly, and trying to transmit all these related innovations to the society which includes elder population draws the attention, as well. However; these kind of opportunities can not be extended sufficiently so it is perceived as a huge deficiency, and the necessity of increasing the advanced age education services is emphasized. The method of this study is statistical compilation. According to the statistical data which shows the situation of Turkey and European Union's elder people's training, it is tried to reveal the situation of Turkey and European Union's hobby and advanced age education to old people. According to the situation which is presented comparatively, the subject will be discussed by means of the essential comments and outcomes and suggestions will be enhanced.

Keywords: Lifelong, Senior Education, Hobby Education, Eu And Turkey

Self-Advocates with Intellectual Disabilities in Poland and Their Way to Social Participation

Agnieszka Żyta

Katarzyna Ćwirynka

University of Warmia and Mazury in Olsztyn, Faculty of Social Sciences, Olsztyn, Poland,

Email: agnieszkazyta@wp.pl, katarzyna2710@wp.pl

Abstract: This paper presents findings from a research on a meaning of self-advocacy for adult members of this organization in northern Poland. Self-advocacy movement contributes to a new social understanding of disability and helps people with disabilities gain authority over their lives and experiences. In the current study adults with intellectual disabilities participated in focus groups interviews through which they invited researchers to their inner world to map the multiplicity of their powers and resistances (Roets, Goodley, Van Hove 2007). They talked about how it felt to be a member of a self-advocacy group. The aim of this study was to explore the effects of membership of self-advocacy group on the social participation and social identities of people with intellectual disabilities. Using a constructivist grounded theory methodology, three semi-structured focus groups interviews were conducted with 18 members of self-advocacy groups in northern Poland. . Grounded theory methods were used to code transcripts (Charmaz, 2009, Anderson, Bigby, 2015). Results show that self-advocacy groups provided new opportunities and gave a chance to participate in different activities, to develop new skills and relationships. For all members of self-advocacy groups being a participant of the organization played an unique role in building their sense of empowerment both on individual and collective basis. Self-advocacy is an important way to social participation and social inclusion of people with intellectual disabilities. The need to organize self-advocacy groups for people with disabilities and to conduct larger scale studies on the phenomenon is highlighted.

Keywords: Adults with Intellectual Disabilities, Self-Advocates, Social Participation, Qualitative Research

Polish Teachers' Attitudes Toward Inclusion of Children with Special Educational Needs in Poland

Katarzyna Ćwirynka

Iwona Myśliwczyk

University of Warmia and Mazury, Poland, Email: katarzyna2710@wp.pl, iwona0578@interia.pl

Abstract: The need to provide education for all the children regardless their abilities and disabilities is highlighted in initiatives and legislation not only in Poland but worldwide (UNESCO, 1994). The literature shows a growing evidence that teachers play a key role in the development of high-quality inclusive systems (European Agency for Special Needs and Inclusive Education, 2015). This paper presents findings from a cross-national survey conducted among 147 teachers from mainstream schools in Poland. The authors investigated the teachers' attitudes towards inclusive education of children with different types of special educational needs as well as several factors associated with them: gender, age, work experience, and special education training. To examine the problems Attitudes Toward Inclusive Education Scale (Wilczenski, 1995) was used. The analysis was prepared in SPSS program and statistical tests were used to find correlations. Overall, the participants supported inclusion of children with mild emotional problems, mild learning difficulties, physical disabilities and communication disorders but were not so much in favor of accommodating students with sensory disabilities (deaf and blind), very low academic achievements (2 or more years below other students) and challenging behaviors in regular classes. Such students tend to have high support needs. Moreover, determinants of the attitudes of teachers toward inclusion were examined and compared with other research available in current databases. In the discussion part benefits and drawbacks of the research and its implications for practice were discussed. A special emphasis is put on the need to support teachers in providing high-quality education for all children.

Keywords: Polish teachers, Attitudes, Inclusion, Special educational needs

Leader Children's Agricultural Camps in Turkey and Abant İzzet Baysal University Sample

Research Asst. Dr. Naciye Somuncu Demir

Prof. Dr. Mehmet Bahar

Abant İzzet Baysal University, Faculty of Education, Department of Primary Education, Turkey,

E-mail: ncsomuncu@gmail.com, mehmet.bahar@gmail.com

Okan Demir

Phd. Student, Ankara University, Department of Measurement and Evaluation, Turkey,

E-mail: okkandemir@gmail.com

Abstract: With the aim of raising awareness and consciousness in children in the fields of agriculture and food, in many topics such as agricultural awareness and culture in particular, nature and environmental awareness, food safety, food production technologies from field to fork, Leader Children's Agricultural Camps have been organized since 2010, with the cooperation of Ministry of Food, Agriculture and Livestock and Ministry of National Education. Evaluation of the outputs of such an important project and discussing them educationally becomes more of an issue. The targets of this project are i) evaluating all of the activities performed within the scope of 2016 Leader Children's Farm Camps, in general, ii) evaluating the activities performed in Bolu within the scope of Abant İzzet Baysal University which is one of the partners of Leader Children's Agricultural Camp activity, in private. In the study, a Case Study which is one of the qualitative research designs and which analyzes a recent case within the frame of its own real life (Yin, 2003) was used. In line with this target, inspection objects were created by selecting news about the topic in the websites of Provincial Directorates of Agriculture which performs Leader Children's Agricultural Camp activity in Turkey. In 2016, the news took place in Provincial Directorates of Agriculture websites of 81 cities with the instruction of applying all around Turkey by Ministry of Food, Agriculture and Livestock and they were analyzed via Content Analysis Method which is one of the scientific approaches that enable verbal and written materials to be studied systematically and objectively (Tavşancıl and Aslan, 2001). The analysis of the news shows that generally the contexts of food safety, nature awareness, organic and alternative agriculture, water awareness, legume awareness were focused on. It is seen that the activities were activated mostly with educational trips to agriculture and food businesses in the cities. In 2016 Leader Children's Camps whose theme was balanced diet, while healthy, balanced and adequate nutrition topic was pointed out in the trips made especially to dairies, milking plants, egg production farms, it is noteworthy that food allergy which is among the multifunctional agriculture literacy standards was not mentioned. In Leader Children's Farm Camps, generally the context of production towards agriculture was focused on. Faculty of education from only one city cooperated despite the guidance of the Ministry which is a debatable issue. It was observed that only Abant İzzet Baysal University, Faculty of Education, Department of Science Teaching performed activities for the integration of science and agriculture in the activities performed all around Turkey. Experiments were made in a way to attribute the heading of Science, Technology and Engineering which is the 8th theme of Multifunctional Agriculture Literacy. It was observed that especially because 2016 was the Year of Legume, experiments involving agriculture and food disciplines integration to science such as examining plant forms and fruit structures of legumes such as chickpeas, beans, rice, describing foods which are eaten for balanced and adequate nutrition with a different perspective (determination of organic substance).

Keywords: Lider Children's Agricultural Camps, Agricultural Literacy, Agriculture and Food Awareness

Text-Formation in the Context of Cultural Studies

Indra Kalnina

Elita Balčus

Liepāja University, Latvia, Email: indra.kalninja@gmail.com, elita.balcius@liepu.lv

Abstract: The time when Latvian schools were mono-ethnic has gone, as different nationality students, each with his awareness and emotional attitude, study in our schools. If the same teaching methods are used as 50 years ago, the academic results will not be successful. The teacher with his vision and desire to change the learning process and change himself with his values orientation and knowledge can build a future human - free from stereotypes and prejudices against the other. The term "multicultural class" has entered our school perceived as a class which has multinational students and a cultural studies program which includes:

* Knowledge of other cultures

* Awareness of one's own culture

* Tolerance towards other cultures

The task of cultural studies is to discover, learn and understand the mental code of an unknown nation to tolerate its differences. Knowledge of other people's cultural heritage creates this awareness. We need immersion and to look for answers to the questions which we even do not sense at the beginning of the process. The article aims to look at various examples of cultural study texts which allow the cognition process to take place naturally and change the linear approach to the more dimensional. When students themselves put forward questions and find solutions, they advance their understanding and create a conscious working style. Activities that contribute to this process will be offered in the article.

Keywords: Crosscultural Education, Hypertext, The Storyline Method

Teachers' Opinions About Workaholism and Occupational Professionalism

Assoc. Prof.Dr. Şenay Sezgin Nartgün

Serkan Ekinci

Hayrettin Tükel

İbrahim Limon

Abant İzzet Baysal University, Turkey,

Email: szbn@yahoo.com, serkanekinci_aibu@hotmail.com, hayrettintukel@gmail.com, ibomon@gmail.com

Abstract: While educational organizations are in the pursuit of survival, they also feel existing and increasing public and environmental pressures. To overcome these pressures requires employees who can respond to these pressures. This also leads the employees to work harder and necessitates them to be more enduring and responsive. If such teachers are working in schools where occupational professionalism is high, they respect to the expertise of their colleagues, work in cooperation, strive for effective teaching and are quite eager to do their job (Tschannen-Moran, 2009). To have morally sound generations is possible with teachers carrying out their occupations professionally, as well (Mabagala, 2015). For these reasons, teachers' being professional may result in workaholism. Workaholics feel obliged to work, not because of external demands or pleasure in work, but because of inner pressures that make the person distressed and guilty about not working (Spence ve Robbins, 1992). In this respect, the aim of this study is to determine the relationship between teachers' opinions about workaholism and occupational professionalism. The population of the study conducted in relational screening model consists of 218 high school teachers who work in Nevşehir province during the education year of 2015-2016. The teachers participated in the study voluntarily. Workaholism and Occupational Professionalism scales were used as data collection tools. Means and standard deviations were calculated and correlation analysis was conducted to analyze the data. The findings indicate that teachers' opinions about occupational professionalism are "Agree". While the scores for the subscales of 'professional awareness' and 'emotional labor' are the highest, the scores for the subscales of 'personal development' and 'contribution to organization' are the lowest. On the other hand, the average score for workaholism and its subscales are 'Agree'. This means that teachers perceive themselves as being workaholics. The results of the study indicate that there is a positive correlation between workaholism and professionalism.

Keywords: Professionalism, Workaholism, Teacher, School

4-6 Yaş Çocukların Sözcük Dağarcıklarının Ailesel Faktörlere Göre İncelenmesi

Meral Taner Derman

Uludağ University, Turkey, Email: mtaner@uludag.edu.tr

Özet: Çocuk dili kullanarak çevrenin yapısını keşfetmekte, sosyal ve kültürel değerlerini kazanmakta, sosyal iletişim ihtiyaçlarını gidermekte ve kendini ifade edebilmektedir. Çocuğun bilişsel gelişiminde ve kavrama yeteneğinin gelişmesinde de önemli bir rol oynayan dil, düşüncelerin hızlı bir şekilde ifade edilmesinde uygun bir araçtır (Bekir, 2004) Dil öğrenmek için gerekli ilkeler, bilgiler, sözcükler ve kalıplar erken çocukluk döneminde kazanılmaktadır (Başaran, 1994). Sözcük dağarcığı yeni kavramları öğrenme, etkili iletişim kurma, fikirleri açıklama, önceki bilgileri kullanabilme gibi birçok iletişim becerisi için kullanılması gereken çok önemli bir öğedir (Sedita, 2005). Sözcük dağarcığı, bir insanın bildiği, anladığı ve kullandığı sözcüklerin tümü (Vardar, 1998; Akyol ve Temur, 2007), sözcüğün anlamını bilme ve sözcüğü uygun bir şekilde kullanabilme becerisi (Nguyen ve Khuat, 2003; Sinatra, 2008) olarak tanımlanmaktadır. Çocukların düşüncelerini doğru olarak ifade edebilmesi, daha sağlıklı iletişim kurabilmesi ve dili etkili bir şekilde kullanabilmesi zengin bir sözcük dağarcığına sahip olmasına bağlıdır (Yağcı ve arkadaşları, 2012). Okul öncesi dönemde ebeveynler ya da eğitimcilerin çocukla konuştukları konuların içerikleri, çocukların sözcük dağarcığının gelişimini etkilemektedir. Çocukların sözcük dağarcığının zenginleşmesinde özellikle ebeveynler ya da eğitimcilerin çocukla birlikte yaptığı etkinliklerde, örneğin kitap okuma, öykü oluşturma, sohbet gibi etkinlikler çocuğun sözcük dağarcığında bulunan sözcüklerin miktarını, türünü ve çeşitliliğini olumlu yönde etkilemektedir (Hoff, 2006). Çocuğun bu dönemde konuşması için desteklenmesi, uygun ortamlar yaratılması, uyarıcılar sunulması ve etkinlikler düzenlenmesi onun dil gelişimini desteklemekte ve dil gelişim kapasitelerini en üst düzeyde kullanmalarını sağlamaktadır. Bu nedenle bu dönemde çocukların yaş, cinsiyet, kardeş sayısı, doğum sırası ve ebeveyn eğitim durumu çocuğun dil gelişimini etkilediği düşünülmektedir (Koçak, Engin ve Yalçın, 2014). Okul öncesi dönemde hızla artan kelime sayısı okuma-yazma sürecini önemli ölçüde etkilemektedir (Korat, 2009). Araştırmanın amacı, dört-altı yaş çocuklarının sözcük dağarcıklarının ailesel faktörlere göre incelemektir. Bu amaç doğrultusunda aşağıdaki sorulara yanıt aranmıştır:

- 1)Dört-altı yaş çocuklarının sözcük dağarcıkları çocuğun doğum sırasına göre farklılaşmaktadır?
- 2)Dört-altı yaş çocuklarının sözcük dağarcıkları çocuğun kardeş sayısına göre farklılaşmaktadır?
- 3)Dört-altı yaş çocuklarının sözcük dağarcıkları çocuğun bakım alma türüne göre farklılaşmaktadır?
- 4)Dört-altı yaş çocuklarının sözcük dağarcıkları çocuğun ebeveynin eğitim durumuna göre farklılaşmaktadır?
- 5)Dört-altı yaş çocuklarının sözcük dağarcıkları ebeveyn bütünlüğü değişkenlerine göre farklılaşmaktadır?

Araştırma yöntemi ise araştırmaya bağımsız anaokulu ve ilkokula bağlı anasınıfına devam eden 104 kız 98 erkek olmak üzere 26 dört yaş, 30 beş yaş, 146 altı yaş olmak üzere toplam 202 çocuk oluşturmaktadır. Veri toplama aracı olarak Peabody Resim Kelime Testi ve araştırmacı tarafından hazırlanan bilgi formu kullanılmıştır. Bilgi formunda, çocukların demografik ve ailevi bilgilerine yönelik sorular bulunmaktadır. Peabody Resim-Kelime Testi, 2-12 yaş arası çocukların kelime bilgisinin gelişimini ölçen ve çocuklara bireysel olarak uygulanan bir performans testidir. 1959 yılında Dunn tarafından geliştirilmiş olan test Türk toplumu için uyarlanması, Fulbright görevlisi Dr. Jack Katz ile Ankara Rehberlik ve Araştırma Merkezi görevlilerinden Feyiz Önen, Aliye Uzlukeya, Nermin Demir, Perihan Uludağ tarafından 1974 yılında yapılmıştır. 100 adet karttan oluşan testte, çocuğun her kartta bulunan dört adet resim arasından kendisine söylenen kelimeye uygun olan resmi bulup göstermesi istenmektedir. Her doğru yanıt 1 puan verilir. Teste son sekiz sorudan altı tanesine yanlış cevap alınana kadar devam edilir. Puanların toplamı testin ham puanını oluşturmaktadır. Ham puanı bulmak için de çocuğun en son bildiği kelimenin sıra numarasından, o numaraya kadar yaptığı yanlışların toplamı çıkartılır (Bekir, 2004; Öner, 2008). Peabody Resim Kelime Testi, 1970'lerden bu yana en çok kullanılan resim kelime testidir (Yıldırım Doğru, Alabay, Kayılı, 2010; Gözalan ve Koçak, 2014; Özkara, 2014).

Verilerin analizinde ortalamalar normal dağılım göstermediğinde Mann-Whitney U Testi ve Kruskal Wallis Testi kullanılmıştır.

Anahtar Kelimeler: Sözcük Dağarcığı, Ailesel Faktörler, Okul Öncesi Dönem, Doğum Sırası, Kardeş Sayısı

Vocational Schools to View the Business Environment in Gümüşhane

Faruk Demir

*Dr, Gümüşhane University, Vocational Schools, Computer Tecnology Department, Turkey,
Email: farukdemir@gumushane.edu.tr*

Oral Demir

*Asst. Prof, Gümüşhane University, Vocational Schools, Electronics and Automation Department, Turkey,
Email: ozcanotkun@gumushane.edu.tr*

Özcan Otkun

*Asst. Prof, Gümüşhane University, Vocational Schools, Child Care and Youth Services Department, Turkey,
Email: csahin29@gmail.com*

Cemil Şahin

*Dr, Gümüşhane University, Vocational Schools, Property Protection and Security Department, Turkey,
Email: oraldemir@gmail.com*

Abstract: Vocational schools are educational institutions which have an important function in higher education considering both labor positions and the number of students. These educational institutions are institutions that aim to educate the skilled manpower required by our era and they provide education for two years. These educational institutions have targeted to meet the need for skilled technicians expected by the business community. While students who have graduated from vocational schools should be expected elements of the business community, students who graduate from these schools and apply to the business environment to do an internship to take great difficulties in accepting. When this situation has investigated, the business community declares that students of vocational schools who apply for an internship or job don't have knowledge, skills and equipment that they want. They have reported that students in this profile won't meet their needs. This perspective raises a question that what is the reason for students who are graduated from vocational schools which aim to train intermediate personnel for the business community seems insufficient by the business community. The answer to this question is important to demonstrate the lack of coordination of vocational schools with the business community. The most important of these shortcomings is that there is little or no cooperation between educational institutions and business environments during the whole education of students who are trained as intermediate elements for business environments. To change the perspective of business environments against vocational schools education of intermediate personnel with qualifications required by the business community. This research is a study with the aim to reveal the business community's expectations from and perspective towards the vocational schools. The study was conducted in qualitative and case study method was used. The sample was selected from business environments which correspond to departments of the vocational school in Gumushane which is located in northeastern Turkey and have priority in development. Interview techniques which are used in qualitative data collection were selected for the collection of data. According to results obtained from research, the business community has pointed out that the education in vocational schools is based on the theory and the application should be given more weight. They stated that students have shortcomings about business ethics, expertise in the field, work habits and attitudes towards the profession.

Keywords: Vocational schools, Business premises, Internship

The Comparison of Technological Leadership Skills of Secondary and Higher Education Directors

Faruk Demir

Dr, Gümüşhane University, Vocational Schools, Computer Tecnology Department, Turkey,

Email: farukdemir@gumushane.edu.tr

Cemil Şahin

Asst. Prof, Gümüşhane University, Vocational Schools, Child Care and Youth Services Department, Turkey,

Email:csahin29@gmail.com

Abstract: Technological changes and developments have also influenced significantly educational institutions as they affect all areas of life. Middle and higher education institutions are among the organizations in which this effect is significantly observed. Administrators in those institutions which were much affected by technology should manage educational technologies in their institutions well. Therefore, it is necessary to make a good technology leadership within their institutions. As their mission, technology leaders are persons who use and make tutorials use the technology while stimulating the components of school. When technology considered as a process, technology management in educational organizations appears to be a factor that is changing the nature of business performance at all levels of the education and it should not be restricted as funding. The concept of technologies defined as the conversation of human and material resources in educational organizations to the product requires to be managed effectively especially in the heavily used middle and higher education. Besides the many variables that play a role in the quality of output given by educational organizations as the product, management of technologies is also considered to be effective. Therefore, in this study, it is aimed to investigate views of fulfilling technological leadership roles in managing technologies of secondary and higher education administrators in educational institutions. In this study, the relational model was decided to use as a model. The sample of the study constitutes 504 managers of secondary and higher education institutions in Gumushane and Erzurum. It was understood from survey results that secondary and higher education administrators see themselves sufficient in technology leadership and in sub-components of technology leadership. Managers see themselves more competent in technology leadership with the increase in the level of education.

Keyword: Technological leadership, Higher education, Secondary education.

Student Perceptions on the Use of Block-Based Educational Programming Languages in Computerized Control Classes

Faruk Demir

Gümüşhane University, Turkey, Email: demirfaruk29@gmail.com

Abstract: Computers emerge as tools that are used to facilitate people's daily life affairs, to meet needs and solve problems. These tools receive commands given to them, interpret them and perform the operation when they were needed to make a transaction. While computers are performing these operations, they use programs on the abstract structure composed of commands. Programs that make computers functional are abstract structures that learners having cognitive difficulties in the understanding, the interpretation and concretization. In order to overcome these difficulties, tools, materials and methods which will facilitate the understanding of this abstract concept and make them concrete must be used in the programming instruction. One of these methods is the use of block-based educational programming languages such as Scratch and App Inventor in the teaching of programming. In this study, it is aimed to measure the perception of students with or without foreknowledge about block-based educational programming languages Scratch and App Inventor. The sample of the study consists of 116 students who have attended the computerized control supported with Scratch and App Inventor course in Gumushane University, Gumushane Vocational Schools, Mechatronics and Computer Technology departments during 2015-2016 academic years. This study was designed and implemented according to the relational scanning model which is a scan pattern of descriptive methods. The mixed design which consists of quantitative and qualitative methods was used for data collection in the study. Quantitative data were collected through an online survey (Student Perception on Computer-Oriented Programming with Scratch). Moreover, semi-structured interviews to learn about perceptions of students in a detailed manner were carried out. The results of the study have shown that students who have foreknowledge see themselves more proficient in computer technology. Furthermore, students who have no foreknowledge believe the necessity of block-based educational programming languages more than others.

Keywords: Programming Teaching, Scratch, App Inventor, Computerized Control

Adult Mathematical Competence in the Context of a Sustainable Society

Mg.math. Anna Vintere

Latvia University of Agriculture, Latvia, Email: Anna.Vintere@llu.lv

Dr.oec. Evija Kopeika

Riga Technical University, Latvia, Email: Evija.Kopeika@rtu.lv

Abstract: Mathematics role in sustainable development is characterized by a number of factors, including, mathematical competence compliance with competencies for sustainable development. Sustainable development requires fundamentally different solutions to various problems: independence judgments, open and flexible thinking, willingness to critically evaluate new information, the ability to distinguish opinion from facts readiness to re-evaluate their assumptions and not to take solutions as final and unalterable. In turn, the EU Directive states “mathematical competence” is based on the ability to solve everyday problems using models of thinking (logical or spatial), representation (formulas, design, graphs, charts, etc.). It includes the ability to identify the structure and commitment, repetition or regularity. Thus, in context of the sustainable development of society mathematics has an important role in all its aspects: social, environmental and economic. Background rationales of the research based on the need to understand and ability to use mathematics in everyday life and in the workplace (National Council of Teachers of Mathematics (NCTM)): (1) mathematics provides an understanding of the world and its regularities (math as approach to life); (2) mathematics is a tool to describe and solve the problems facing us, it provides us with the tools to make informed decisions (math as a technic or component), (3) mathematics provides a direct contribution to sustainable development, with a variety of mathematical models for the help in the planning of resource recovery processes, controlling or reducing the possible consequences (math as models). In order to establish the requirements raised by a labor market and everyday activities to the knowledge and skills of mathematics, in the framework of Nordplus project “Cooperation to strengthen the citizens' math skills in the context of sustainable society development and welfare” the employers and employee survey was carried out on the adults' math education actual issues. In the paper the employers' and the employees' survey results obtained in the Latvia analysed by the respondents' professional field of occupation, education level, place of residence, age, gender etc. The analysis includes the following aspects: motivation to learn mathematics, assessment of the basic mathematical knowledge / skills / competence, fields of the mathematics educational needs, how to organize math further education as well as Latvians general attitude toward the role of mathematics in the sustainable society. In the study used self-assessment method, so the results are based on respondents' views. The results show that 56% Latvians would like to improve their knowledge/skills of mathematics. More than 1/3 of the respondents admit that they are motivated to improve their math skills for both personal development and career opportunity expansion.

Keywords: Mathematical Competences, Lifelong Learning, Sustainable Society

What Do Generally Teachers in Turkey Think about “Educating Teachers” for Cultural Diversity in Schools?

Ali Yıldız

Aydın Balyer

Yıldız Technical University, Turkey, Email:aceyildiz@gmail.com, balyer2001@gmail.com

Kenan Özcan

Adiyaman University, Turkey, Email:kozcan04@hotmail.com

Abstract: Problem: Educators today are faced with an overwhelming task that is to teach students from culturally diverse backgrounds. To work effectively with such students, it is imperative that teachers understand cultural backgrounds and settings. Only then, teachers will be able to develop appropriate teaching and learning strategies. As a result, the goal is to improve the education of these culturally diverse students, but teachers must inform all other students and help to sensitize them to cultural diversity. In addition, teachers’ attitudes about culturally diverse students in a country’s classrooms are the key factors in motivating, educating, and making a difference for students, regardless of gender, ethnicity, age, religion, language, or ability. The majority of teachers usually show biases towards students in some manner. On the other hand, in formal situations, teachers knowingly deny the fact that the presence of culturally different students causes problems. However, in informal conversations, the same teachers provide negative and conflicting stories about minority students. Purpose of the study: The general aim of this study was to reveal teachers’ attitudes towards their students, but the more specific aim of this reserach is to understand how teachers perceive their own preparation to teach culturally diverse students. Methodology: Qualitative research technique was used in this study. Data were gathered using a semi-structured interview method. The target population was public high school, middle school, and elementary school teachers from the School District of Avclar Town, Istanbul. Thirty teachers were selected for the interviews. Ten teachers from each educational level were selected using a purposeful sampling method. Interviews were conducted one-on- one in neutral and mutually convenient settings. Each interview lasted for approximately 30 minutes. Interviews were audio taped with the permission of the interviewees and later transcribed. With tape- recorded data, it is possible for a person other than the interviewer to evaluate, classify, and score the responses. Tape recording allows calculation of reliability coefficient on the obtained interview data (Borg and Gall, 1989). Results and recommendations: The results of the research show that the perceptions of teachers affect classroom practices in three areas. First of all, teachers have low expectations of culturally diverse students in the areas of valuing bilingualism, reading-related instructional practices, and reading-related assessment or tests. Then, the teachers with negative perceptions have a tendency to discourage especially linguistic minority students from using their primary language and rarely or never use bilingual materials or activities for academic purposes. Finally, the teachers with negative perceptions of ethnic minorities have also exhibited differential treatment towards students because of gender, appearance, or stereotypical views based on students’ last names. On the other, the most effective teachers have learned to understand the cultures of their students, thus their students come to trust them. Preservice teachers need to develop awareness of their own cultural perspectives, beliefs, and behaviors, and to realize that their own cultural perspective is not universal, nor the only right one.

Keywords: Cultural Diversity In Education, Multicultural Education, Culturally Diverse Students, Teacher Education.

New Paradigm of Leadership in Education

Ivica Radovanović

Jasmina Kovacevic

Dragana Bogavac

Belgrad University, Serbia,

Email: ivica.radovanovic@uf.bg.ac.rs, kovacjasmina@gmail.com, bogavacgagica@gmail.com

Abstract: The new paradigm of leadership in education includes high performance: a clear focus and high standards. The modern concept of education requires a leader who is primarily focused on people, developing trust, fosters diversity, seeking new solutions and focuses on the decision, innovating, focused toward the long-term prospects. This role is determined by planning, action and evaluation. This paper focuses on the empirical approach to the above problem. The aim of this study was to investigate the attitudes of school principals, assistants and teachers on the willingness of directors to take risks and courage in business, which is especially visible when it came to the introduction of innovations in the educational process. The main research method was survey methods. As a complement to the basic methods used and the method of theoretical analysis, as well as the scale of assessment of the readiness of Directors and the courage to take risks in business. For this purpose it is designed three-stage scale of attitudes in which respondents expressed strong agreement with statements represent examined problem (scale renovation Lacković-Grgin et al. (1980)). We analyzed the results of self-assessment director in terms of personal risk taking and courage in the business and assessing the readiness of Directors at the risk and courage in business from the perspective of professional associates and teachers. The sample consisted of 420 subjects divided into three groups, as follows: 22 directors, 31 associate and 367 primary school teachers. The survey was conducted on the territory of Serbia. This paper presents the argument that the existence of a need for an efficient education system is essential to creating a stimulating environment and opens up the possibility of developing their own capacities for leadership roles. Today's social context means lifelong learning, where knowledge and competence, constantly evolving. The new paradigm of leadership in education requires transforming the culture of learning environments, as well as the organizational structure of the educational institution as a system.

Keywords: Leader In Education, Lifelong Learning, Innovation, Quality In Education

Öğretmenlerin Örgütsel Bağlılık Davranışları ile Okul Müdürlerinin Etik Liderlik Davranışları Arasındaki İlişki

Assoc. Prof.Dr. M. Akif Helvacı

Uşak University, Turkey, Email: mahelvaci@yahoo.com

Bülent Şahin

Milli Eğitim Bakanlığı, Turkey, Email: bulentsahin07@gmail.com

Özet: Bu araştırmanın amacı, Uşak ili temel eğitim okullarında görev yapan öğretmenlerin örgütsel bağlılık davranışları ile okul müdürlerinin etik liderlik davranışları arasında anlamlı bir ilişki olup olmadığını belirlemektir. Araştırma ile öğretmenlerin örgütsel bağlılıklarının düzeyi; öğretmenlerin örgütsel bağlılık düzeylerine ilişkin öğretmen görüşlerinin, cinsiyet, öğrenim durumu, okuldaki öğretmen sayısı, okul müdürüyle mesleki ilişki düzeyi, okul müdürüyle arkadaşlık ilişkisi düzeyi; öğretmenlerin örgütsel bağlılık davranışları ile temel eğitim okulu müdürlerinin etik liderlik davranış düzeyleri arasında anlamlı bir ilişki olup olmadığı ortaya konmaya çalışılmıştır. Bu çalışmada, ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini, Uşak il sınırları içerisindeki Merkez, Banaz, Eşme, Karahallı, Sivasslı Ulubey ve bu ilçelere bağlı köylerde bulunan Milli Eğitim Bakanlığına bağlı 175 temel eğitim okulunda 2014 – 2015 eğitim öğretim yılında görev yapan 1669 öğretmen oluşturmaktadır. Örneklemi oluşturan katılımcılara, Yılmaz (2005) tarafından geliştirilen “Etik Liderlik Ölçeği ” ve Balay (2000) tarafından geliştirilen “örgütsel bağlılık ölçeği” kullanılmıştır. Elde edilen veriler SPSS paket programında çözümlenmiştir. Araştırma sonuçlarına göre öğretmenlerinin örgütsel bağlılık düzeyine ilişkin görüşlerinin ortalaması “Pek çok” seviyesindedir. Örgütsel bağlılık düzeyine ilişkin kadın ve erkek öğretmenlerin görüşleri arasında anlamlı bir fark saptanmamıştır. Örgütsel bağlılığın, “uyum” alt boyutunda bayanlar lehine anlamlı fark bulunurken, “özdeşleşme” ve “içselleştirme” alt boyutlarına ilişkin öğretmen görüşleri arasında cinsiyet bakımından anlamlı bir fark göstermediği saptanmıştır. Öğretmenlerin örgütsel bağlılıkları ile ilgili görüşlerinin öğrenim durumu değişkenine göre “uyum” ve “içselleştirme” alt boyutlarında farklılık görülmezken “özdeşleşme” alt boyutunda ve örgütsel “bağlılık” ölçeğinin tamamında anlamlı bir farklılık gösterdiği saptanmıştır. Bu farklılığın yüksek okul mezunları lehine olduğu tespit edilmiştir. Okuldaki öğretmen sayısı değişkenine göre ÖBÖ’ nün tamamında ve tüm alt boyutlarında anlamlı bir farklılık göstermediği belirlenmiştir. Öğretmenlerin örgütsel bağlılık ölçeğinin “uyum”, “özdeşleşme”, “içselleştirme” alt boyutları ile tümü bağlamındaki görüşlerinin okul müdürüyle mesleki ilişki düzeyi bakımından anlamlı bir fark gösterdiğini ortaya koymaktadır. Öğretmenlerin ÖBÖ’ nün “uyum”, “özdeşleşme”, “içselleştirme”, alt boyutları ile tümü bağlamındaki görüşlerinin okul müdürüyle arkadaşlık ilişki düzeyi bakımından anlamlı bir fark gösterdiği belirlenmiştir. Okul müdürlerinin etik liderlik davranış düzeyleri ile öğretmenlerin örgütsel bağlılık düzeyleri arasında pozitif yönlü yüksek düzeyde anlamlı bir ilişki bulunmuştur. Bulunan bu ilişki, müdürlerin etik liderlik düzeyleri arttıkça öğretmenlerin örgütsel bağlılık düzeylerinin de arttığını göstermektedir.

Anahtar Kelimeler: Etik, Liderlik, Bağlılık

Communication Barriers that Junior and Senior ELT Students Experience in the Process of Learning a Foreign Language (Sakarya University Sample)

Assist. Prof. Dr. Orhan Kocaman

Sakarya University, Department of Foreign Languages Education, Turkey, Email: okocaman@sakarya.edu.tr

Abstract: Communication is a crucial aspect so as to communicate with other people in an effective way and it is also an important and indispensable tool for people to understand, convey opinions or messages. Effective communication is an essential component for education especially for teaching and learning a foreign language. Learners easily interact with other people in their mother tongues but they meet challenges while speaking in a foreign language. Thus, the present study focuses on communication barriers that junior and senior ELT students experience in the process of learning a foreign language. With regard to this aim, the data were collected from 36 undergraduate students by means of semi-structured interview, focus group interview and an open ended question “write the communication barriers that you experience in the process of learning a foreign language” and the findings were analysed through categorical content analysis, in the form of themes and sub-categories. In addition, the data were supported with the results of the previous studies. The findings revealed that students experience emotional, language, perceptual and cultural barriers in the process of learning a foreign language. Among these barriers the most strongly felt emotional barriers are anxiety 36% (n=13) and motivation 22% (n=8), the most strongly felt language barriers are native language 22% (n=8) and vocabulary knowledge 22% (n=8), and the most strongly felt perceptual barriers are material 17% (n=6) and teacher 33% (n=12). As for cultural barriers, no significant results were obtained.

Keywords: Communication Barriers, Foreign Language, Teacher-Student Relationship, Emotional, Perceptual, Cultural

The Effects of Songs on Foreign Language Vocabulary Acquisition

Assist. Prof. Dr. Orhan Kocaman

Sakarya University, Department of Foreign Languages Education, Turkey, Email: okocaman@sakarya.edu.tr

Abstract: The aim of this study is to investigate the role of songs on vocabulary learning. The study was conducted on 60 students of different grades at the department of English Language Teaching at the faculty of education at Sakarya University. The sample consisted of both male and female students between the ages of 19-29. A 23 item questionnaire developed by Xiaowei was administered as a data collection instrument. As clearly known, the language learners with musical intelligence make use of songs and lyrics in the process of learning a foreign language. The learners who are keen on learning a foreign language can practise informal language incidentally by means of repeating the words of various songs. Language of music is also a clear representative of the culture and undeniable transmitter of the cultures across continents. Learning by means of songs establishes a stress-free atmosphere and eliminate the affective filter which minimise learning when it is high. Furthermore, listening to songs can help EFL learners overcome psychological barriers, such as anxiety and lack of confidence since learners actively get involved in self-learning. Thus, songs are entertaining, motivating and easily self-accessed materials. The findings of the study revealed that learning vocabulary from songs is an effective way and songs assist learners to learn pronunciation, spelling, meaning and usage in varying degrees as songs arise interest and curiosity among the participants. It can easily be assumed that the curiosity is the key point which leads the participants to learning new vocabulary through getting exposed to songs.

Keywords: Vocabulary Learning, Songs, Lyrics, Pronunciation, Memorization

Ahlak Eğitimi ve Öğretmenlerin Mesleki Ahlak İlkeleri

Prof. Dr. İsmail Aydoğan

Kırıkkale University, Turkey, Email: iaydogan124@gmail.com

Özet: Hem doğunun hem de batının eğitim tarihine bakıldığında eğitimin temelini ahlak eğitimi olduğu görülecektir. Öte yandan Hıristiyanlıkta, Musevilikte ve İslam'da da eğitimin temeli ahlak eğitimi olmuştur. Bu dinler, insanın ahlaklı olmasının ilahî emirlere uymasıyla mümkün olabileceğini belirtmişlerdir. Ancak Batı dünyasının hem ilk çağı hem de ortaçağı eğitimi ahlak eğitimi üzerine bina ederken; modern dönem, eğitimi dinden bağımsız hale getirmiştir. Rönessansla eğitimin temeli dinden uzaklaşmıştır. Özellikle aydınlanma döneminde J.J. Rousseau'nun öncülüğünde eğitim, seküler bir temel üzerine oturtulmuştur. Mesela aydınlanma döneminin ünlü ismi Kant, ahlakın temelini akla; D.Hume duyguya (faydaya) dayandırmışlardır. Son dönemin ileri gelenlerinden G.E.Moore ahlakın temelini sezgiye, E.Durkheim yine akla dayandırmaktadır. 19.yüzyıldan itibaren eğitimin temeli ahlaktan daha çok akıl olduğundan ahlak eğitimi de rasyonel bir zemine verilmektedir. Ahlak insanların uyması gereken kurallar bütünüdür. Ahlak üzerine düşünme, iyinin ve kötünün ne anlama geldiğini inceleme kısaca ahlaki kavramları analiz etme işi ise etikdir. Etik, ahlak felsefesi olup teoriyle uğraşırken; ahlak davranışla ilgilidir. Ahlaki konuların, davranışların, tutumların veya değerlerin nasıl oluştuğu üzerine kafa yoran etik; günlük hayatta bu değerlerin uygulanması ise ahlakıdır. Ahlak pratik, etik teoridir. Ahlak insan dürüst olmalıdır derken; etik, dürüstlüğü analizini yapar. İnsanın yaşamına doğrudan etki eden meslekler olduğu gibi dolaylı olarak etki eden meslekler de vardır. Örneğin turizm piyasası içerisindeki her türlü meslek, insan yaşamına dolaylı etki eden mesleklerdir. Ama hukuk bilimi içerisindeki meslekler ise insan yaşamına doğrudan etki eden mesleklerdir. Doğuda ya da batıda yaşamış olan tüm kadim gelenekler, eğitimin, adaletin, sağlığın, ekonominin ve ruhun insanın en temel hakları olduğu konusunda hemfikirlerdir. Eğitim, insanın en temel hakkı olması nedeniyle, onun ruhunun bulunduğu yerde bulunur. Kimi akımların öğretmeni ruh ve beden terbiyecisi olarak konumlandırılmaları buradan gelir. Öte yandan mesleklerin etik ilkelerini sorumluluklar oluşturur. Bu anlamda öğretmenlik mesleğini yapacak kişilerin birtakım sorumlulukları vardır. Bu çalışmada ahlakın ontolojisi ve bu bağlamda öğretmenlik mesleğinin ahlaki sorumlulukları incelenmiştir.

Anahtar Kelimeler: Ahlak, Etik, Öğretmenlik Mesleği, Sorumluluk

Analyzing Lifelong Learning Competencies of Undergraduate Students of Preschool Teaching

Prof.Dr. Yücel Gelişli

Gazi University, Turkey, Email: ygelisli@gmail.com

Asst. Prof.Dr. Elçin Yazıcı

Düzce University, Turkey, Email: elcinyazici@duzce.edu.tr

Abstract: Lifelong learning is defined as some information, skills and attitudes that individuals are required to have to be able to become lifelong learners. Lifelong learning has gradually been an important part of individuals' and societies' lives based on influences of phases, changes and transformation until today. The reason of increasing interest in lifelong learning is because of its effect on job opportunities and in order to meet the educational requisites necessary for adjusting to changes in this day and age. Working areas are changing due to the speed of globalization and changing working conditions and unqualified jobs are disappearing nowadays. People are expected to have more knowledge and skills to maintain their jobs. People are in need of furthering their education and improving themselves even after completing their formal education. Therefore, lifelong learning competencies are found vital to be obtained by individuals in terms of career development. From this point forth, the aim of the research is to analyze lifelong learning competencies of undergraduate students of early childhood education. The study group of the research is comprised of 124 students studying preschool teaching at faculty of education of a private university in Cyprus during 2015-2016 academic years. Relational screening model one of the screening models that helps the current situation be revealed was used in the research. The data collection tools used in the research are "General Information Form" to collect general data related to students and "Key Competencies Scale for Lifelong Learning" developed by Şahin, Akbaşlı and Yanpar Yelken (2010) to evaluate students' lifelong learning competencies. The data were analyzed through SPSS 20 program. Standard deviation and average values of students' lifelong learning competencies were included in the research to explain which level students' lifelong learning competencies were. Anova test was used to detect whether there is difference between the class levels of lifelong learning competencies of students.

Keywords: Lifelong Learning, Early Childhood Education, Competencies, Preservice Teacher

Religious Education – As a New Challenge of Contemporary World

Valentin Cosmin Blândul

University of Oradea, Romania, Email: bvali73@yahoo.com

Abstract: The contemporary world show us a lot of changes from economical, social, moral, cultural, demographic, spiritual point of view and so on. The number of population is increasing, the economy is characterized by unpredictable crises, and the cultural-moral values are totally changes, the relationship between people become vulnerable and so forth. The society looks like is lost its identity and, therefore, people seems to be very confuse. In this world, school represents one of the most important value which can help children and adults as well to effectively understand and effectively face the specific problems of contemporary society. Moreover, the religious education – as a main new dimension of formative process – could help pupils to know and feel how important is to be a worthy person, with a moral behavior, becoming a good example for the others. Therefore, in the present paper, we are planning to talk about the importance of religious education in a society that are more and more exposed to all challenges, even they are positive or negative one.

Keywords: Contemporary world, religious education, spiritual challenges.

Analysis of Teacher Efficacy of Pedagogical Formation Students and their Attitudes Towards Teaching Profession

Assist. Prof. Dr. Mehmet Uygun

Assist. Prof. Dr. Halil Kunt

Dumlupınar University, Faculty of Education, Department of Elementary Education, Turkey,

Email: muyguntr@gmail.com, halil.kunt@dpu.edu.tr

Abstract: Teachers' efficacy belief has a determinant effect on a variety of concepts related with teaching and learning. Meanwhile, teachers' attitude towards teaching profession is very influential on their success and productivity. When pre-service teachers' connection is strong, they will have positive attitudes towards teaching profession. Pre-service teachers' level of proficiency at teaching profession and nature of their attitudes towards it will establish their quality. Aim of this study is to analyze teacher efficacy of students studying in pedagogical formation program, and their attitudes towards teaching profession. Population of this study constitutes 270 students studying in Pedagogical Formation program at Dumlupınar University Faculty of Education. In this study, general survey method was utilized, and "Teacher Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) and adopted into Turkish by Çapa, Çakıroğlu and Sarıkaya (2005), and "Attitude Scale Towards Teaching Profession" developed by Üstüner (2006) were used for data collection. For statistical analyses of data collected; descriptive statistical (standard deviation) as well as independent samples T-test, one-way anova LSD test, Mann-Whitney U, Kruskal Wallis test and correlation analysis were used. According to analysis results, general attitude towards teaching profession scores of pedagogical formation students did not demonstrate any significant difference by gender and department of education while their teacher efficacy scores did. Moreover, a positively significant and linear correlation between attitude towards teaching profession and teacher efficacy scores of pedagogical formation students was identified. Students with the highest attitude scores towards teaching profession were studying Literature while students of Biology got the lowest; difference was, however, found statistically insignificant. Students studying at Department of Physical Education and Sports (BESYO) got the highest teacher efficacy scores while Literature students got the lowest, which gave a statistically significant difference.

Keywords: Pedagogical Formation, Pre-Service Teacher, Efficacy, Attitude

Analysis of Scientific Epistemological Beliefs and Teacher Efficacy of Pedagogical Formation Students

Assist. Prof. Dr. Mehmet Uygun

Assist. Prof. Dr. Halil Kunt

Dumlupınar University, Faculty of Education, Department of Elementary Education, Turkey,

Email: muyguntr@gmail.com, halil.kunt@dpu.edu.tr

Abstract: Knowledge gains global importance as understanding of knowledge and science changes rapidly. Technological advancements boom by leaps based on these developments, and globalization and evolution from industrial society to the society of knowledge lead to unique challenges in the sequel. Such problems bring questions about how to raise an individual. It is of crucial importance to train society into informed and science-wise utilitarian individuals. Teachers' knowledge and capacities, their teaching methods and techniques and learning criteria are influential on education, teaching atmosphere and teaching activities. Aim of this study is to analyze scientific epistemological beliefs and teacher efficacy of the students studying in pedagogical formation program. Population of this study constitutes 270 students studying in Pedagogical Formation program at Dumlupınar University Faculty of Education. In this study, general survey method was utilized, and "Scientific Epistemological Belief Scale" developed by Elder (1999) and adopted into Turkish by Acat, Tüken and Karadağ (2010), and "Teacher Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) and adopted into Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) were used for data collection. For statistical analyses of data collected; descriptive statistical methods (arithmetic mean, standard deviation) as well as independent samples T-test, one-way anova LSD test, Mann-Whitney U, Kruskal Wallis test and correlation analysis were used. According to analysis results, scientific epistemological belief scores of pedagogical formation students did not demonstrate any significant difference by gender and department of education while their teacher efficacy scores did. Moreover, a positively significant and linear correlation between scientific epistemological belief and teacher efficacy scores of pedagogical formation students was identified. Students with the highest scientific epistemological belief scores were studying Biology while students of Physical Education and Sports School (BESYO) got the lowest; difference was, however, found statistically insignificant. Students studying at BESYO got the highest teacher efficacy scores while Literature students got the lowest, which gave a statistically significant difference.

Keywords: Pedagogical Formation, Pre-Service Teacher, Scientific Epistemological Belief, Efficacy

Özür Dileme Eğilimi Ölçeği'nin Türkçe Formunun Psikometrik Özellikleri

Prof. Dr. M. Engin Deniz

Yrd. Doç. Dr. Recep Uysal

Tuba Kalay

Yıldız Teknik Üniversitesi Eğitim Fakültesi, Turkey,

Email: edeniz@yildiz.edu.tr, ruysal@yildiz.edu.tr, tuuba.kalay@gmail.com

Özet: Giriş: Özür dileme affediciliğin en temel öncülerinden biri olmasına karşın özür dilemeyle ilgili yapılan çalışmalar affedildiğin biraz gerisinde kalmıştır. Ancak son yıllarda pozitif psikoloji akımının gelişmesi ve araştırmacıların uyumlu ve prososyal davranışlara daha fazla yoğunlaşmaya başlamasıyla birlikte özür dilemeye ilişkin daha fazla çalışma yapılması da gündeme gelmiştir. Özür dileme davranışı yapılan hatanın kabul edilmesi ve ahlaki ya da hukuki bir yanlışın ardından pişmanlığın ifade edilmesi olarak tanımlanabilir. Bir suçun ya da hatalı bir davranışın ardından affedilme arayışının etkisiyle meydana gelen özür dileme eğilimi suçluluk hissini azaltmayı ve kurban durumundaki bireylere ilişkinin devam ettirilmesi isteğiyle meydana gelmektedir. Özür dileme eğilimi kişilerarası ilişkilerde sınırı aşan davranışlar yapıldığından özür dilemeye yatkın olma konusundaki bireysel farklılıkları ifade eder. Alan yazın incelendiğin kişilerarası ilişkilerin devam ettirilmesinde önemli bir faktör olarak değerlendirilen ve sağlıklı psikolojik işlevselliğin önemli bir parçası olarak görülen özür dilemeye eğilimi ölçen bir ölçek olmadığı görülmüştür. Bu noktadan hareketle bu çalışmada Özür Dileme Eğilimi Ölçeği'nin (Howell, Dobko, Trowski ve Buro, 2011) Türkçeye uyarlanması ve psikometrik özelliklerinin incelenmesi amaçlanmaktadır. Yöntem: Araştırmanın örneklemini Yıldız Teknik Üniversitesi Eğitim Fakültesi'nde öğrenim gören, yaşları 18 ile 28 arasında (Ort = 21,53, SD = 3,78) değişen 203' kız ve 98' erkek olmak üzere toplam 301 üniversite öğrencisi oluşturmaktadır. Ölçeğin uyarlanabilmesine ilişkin yazarlarla iletişime geçilerek gerekli izinlerin alınmasının ardından araştırmada, ölçek her iki dile de iyi düzeyde hâkim olan iki farklı akademisyen ve Psikolojik Danışma ve Rehberlik alanında eğitimlerini sürdüren iki doktora birbirinden bağımsız olarak Türkçe'ye çevrilmiştir. Ardından form yeniden orijinal diline çevrilmiş ve iki form arasındaki tutarlık incelenmiştir. Ardından tekrardan Türkçeye çevrilmiş ve araştırmacılar maddelerin İngilizcesini en doğru yansıtan Türkçe karşılıkları belirlenerek ölçeğe son hali verilmiştir. Ölçeğin orijinal yapısının Türkçe form için de geçerli olup olmadığını test etmek için doğrulayıcı faktör analizi (DFA) yapılmış, uyum geçerliliğine bakılmış ve Cronbach alfa iç-tutarlık katsayıları ile güvenilirlikler hesaplanmıştır. Bulgular: Yapılan DFA sonrasında ölçeğin Türkçe formunun orijinal formunda olduğu gibi tek yapısının yeterli uyum indeksleri ürettiği ve doğrulandığı görülmektedir ($\chi^2 = 47,94$, $sd=19$, $p<0.001$, $RMSEA=.079$, $NFI=.93$, $NNFI=.94$, $CFI=.96$, $IFI=.96$, $RFI=.90$, $GFI=.95$, $AGFI=.91$, ve $SRMR=.046$). Uyum geçerliği kapsamında Özür Dileme Eğilimi Ölçeği ile Empati Ölçeği arasındaki ilişkiler incelenmiştir. Bu doğrultuda özür dileme eğilimi ölçeği Türkçe formunun toplam puanı ile empati arasında ($r=.27$) pozitif yönde anlamlı ilişkiye olduğu görülmüştür. Özür Dileme Eğilimi Ölçeğinin güvenilirliğini kontrol etmek için Cronbach alfa güvenilirlik katsayısı kullanılmıştır. Yapılan analizler sonucu Cronbach alfa güvenilirlik katsayısının .84 olduğu saptanmıştır. Sonuç: Yapılan doğrulayıcı faktör analizi sonuçlarına göre, ölçeğin Türkçe Formu 8 madde ve tek boyuttan oluşmaktadır. Ölçeğin Türkçe Formu uyum geçerliliği açısından güçlü kanıtlara sahiptir. Ayrıca ölçek için elde edilen iç-tutarlık katsayılarının yeterli düzeyde olduğu söylenebilir. Özür dileme eğiliminin değerlendirilen bu ölçek, araştırmacı ve uygulamacıların çalışmalarına önemli katkılar sağlayabilir.

Anahtar Kelimeler: Özür Dileme, Geçerlik, Güvenirlik, Üniversite Öğrencileri

2015 İnsani Gelişim Endeksinin Eğitim Açısından İncelenmesi: Kıtalar ve Türkiye Karşılaştırması

Assoc. Prof. Dr. Şenay Sezgin Nartgün

Doç. Dr., Abant İzzet Baysal Üniversitesi, Eğitim Fakültesi, Turkey, Email:szbn@yahoo.com

Ress. Asst. Gözde Sezen-Gültekin

Arş. Gör., Sakarya University, Eğitim Fakültesi, Turkey, Email: gsezen@sakarya.edu.tr

İbrahim Limon

Milli Eğitim Bakanlığı, Turkey, Email: ibomon@gmail.com

Özet: Bu araştırmada 2015 İnsani Gelişim Eğitim Endekslerinin kıtalar ve Türkiye açısından karşılaştırılması amaçlanmıştır. Bu hususta araştırma soruları; (1) 2015 İnsani Gelişim Eğitim Endeksleri sıralamasında, her kıtanın ilk üç ülkesi alınarak oluşturulan gruplarda kıtalar arasında fark var mıdır? (2) 2015 İnsani Gelişim Eğitim Endeksleri sıralamasında, Türkiye ile kıtalar arasında fark var mıdır? şeklindedir. Bu amaç doğrultusunda, bu araştırma bir durum çalışması olup doküman incelemesi yapılmaktadır. Veri analizi tek bir veri seti olan Birleşmiş Milletler Kalkınma Programı'nın (UNDP) 2015 yılı İnsani Gelişim Raporu incelenmiştir. Araştırmaya konu olan veriden örneklem alınırken veriler kıtalara göre ayrılmış ve ilk üç sırada yer alan ülkelerle Türkiye'nin durumu karşılaştırılmıştır. Böylece Türkiye'nin raporda yer alan ülkeler içerisindeki yerinin daha bütüncül bir bakış açısıyla değerlendirilmesi amaçlanmıştır. Avrupa kıtasından Norveç (1), İsviçre (3) ve Danimarka (4); Asya kıtasından Singapur (11), Hong Kong (12) ve Kore Cumhuriyeti (17); Afrika kıtasından Mauritius (63), Seychelles (64) ve Cezayir (83); Amerika kıtasından ABD (8), Kanada (9) ve Arjantin (40); Okyanusya kıtasından Avustralya (2), Yeni Zelanda (9) ve Palau (60) karşılaştırmaya dahil edilen ülkelerdir. Genel sıralama açısından bir değerlendirme yapıldığında Türkiye'nin sadece Cezayir'den daha iyi konumda olduğu anlaşılmaktadır. İlgili ülkeler İnsani Gelişim Endeksi sıralamaları açısından göz önüne alındığında Norveç, Avusturya, İsviçre, Palau ve Mauritius'un 2014 İGE sıralamasındaki yerlerini 2015'te de aynen korurken; Danimarka, Hong Kong, Arjantin, Seychelles, Cezayir'in 2015 İGE sıralamasında bir önceki yıl buldukları konumdan daha üst sıralara çıktığı ve ABD, Kanada, Yeni Zelanda, Singapur, Hong Kong, Kore Cumhuriyeti, Türkiye'nin 2015 İGE'de 2014 yılına kıyasla daha alt sıralarda kaldığı görülmektedir. Öte yandan beklenen ve ortalama okullaşma yılı, en az ortaöğretimli nüfus, eğitimde eşitsizlik oranları ve eşitsizliğe uyarlanmış eğitim endeksi ve eğitim başarıları açısından Türkiye'nin bir önceki yıla göre önemli ölçüde bir ilerleme gösteremediği söylenebilir. Bu kapsamda kimi ülkelerde sabit gelişimlerin yaşandığı görülürken; son yıllarda Türkiye'nin insani gelişmişlik düzeyi açısından ilerleme kaydetmesine karşın diğer gelişmekte olan ülkelerle karşılaştırıldığında henüz istenilen seviyeye söylenebilir.

Anahtar Kelimeler: İnsani Gelişim, İnsani Gelişim Endeksi, İnsani Gelişim Raporu, Eğitim, Kıtalar, Türkiye, UNDP

Assessment Practices at Schools: Experiences/Problems

Prof. Dr. Zekeriya Nartgün

Prof. Dr. Abant İzzet Baysal University Education Faculty, Turkey, Email:nartgun@yahoo.com

Abstract: Assessment is the process to collect, analyze and interpret valid and reliable data required for individual or organizational decisions made for students in the context of learning at schools, for teaching and teachers in the context of the effectiveness of teaching services and for management and parents in the context of education and training operations. By definition, assessment requires the use of data collection approaches such as of tests, scales, performance tasks, projects, observations and interviews, self-peer reviews and portfolios in conjunction with each other. Assessment is divided into three branches based on the type and intended use of the decisions that will be made in the system of education: i) diagnostic assessment provided at the beginning of the education process, ii) formative assessment provided throughout the process and iii) summative assessment provided at the end of the process. Diagnostic assessment is undertaken with the aim of structuring the teaching program that will be implemented by presenting students' prior learning, readiness levels and differences that may exist in student levels. Formative assessment is undertaken to provide feedback to students and teachers regarding the effectiveness of practices. The main aim is to plan additional practices to identify and eliminate shortcomings in learning. The main purpose of summative assessment is to evaluate students' acquisition levels regarding a specific lesson and make decisions about students such as pass-fail, successful/unsuccessful etc. The aim is to assess the outcome rather than the process. In this context, these three types of assessment exist in the whole system of education in general and in every moment of the teaching-learning process in particular as significant and natural parts of the process. Based on this information, the study aimed to examine the experiences related to assessment practices and the individual/organizational problems. Results of research (theses, articles, papers etc.) conducted in Turkey related to this issue were utilized in this process. The following points are argued based on the findings in Turkey; 1. Teacher beliefs regarding the significance and functions of assessment practices in the education system are rather weak. Additionally, both teacher perceptions of competency and competence levels are low in regards to development, implementation, scoring and analysis processes that they are expected to use in the framework of assessment practices. 2. The current approach that exists in the literature about the significance of assessment practices is not reflected in the teaching programs that are recently developed. Therefore, this negative position has been negatively reflected on textbooks, student work books and teacher guides. 3. It is observed that especially diagnostic and formative assessment practices are ignored while annual educational practices are planned at schools. These plans disregard that fact that precautions should be taken by frequent assessments of individual differences among students based on readiness and prior learning levels and of the effectiveness of the teaching services throughout the process. Assessment is generally limited to summative assessment. 4. The principle of using a variety of tools in the context of assessment practices is ignored. 5. The aspects of validity and reliability of tools used in the context of assessment practices are violated. 6. The prevalence of the problems cited in the first five items increases from the primary grades to university. These findings point to important problems related to assessment practices which are valid and reliable information providers that are required for the decisions that will be made regarding the students, teaching, teachers, management and the parents in the education system. Therefore, the probability of making inexact and inappropriate decisions is rather high. At this point, teacher training institutions and MoNE have crucial roles in resolving these problems. The precautions that should be taken as the first step are listed below: 1. The understanding that effective assessment practices will make important contributions to the system of education should be developed in teachers and teacher candidates and this understanding should be reflected in the new teaching programs. 2. Teacher shortcomings should be removed with methods such as in-service trainings. 3. School administrators should make these three types of assessment an important and indispensable part of educational practices.

Keywords: Assessment, Experiences, Problems

Öğrencilerin Öğretmene Yönelik Tutum Ölçeğinin (ÖÖYTÖ) Geçerlik ve Güvenirlik Çalışması

Prof. Dr. Yücel Gelişli

Gazi University, Turkey, Email: ygelisli@gmail.com

Lyazzat Beisenbayeva

Gazi University, Kazakhstan, Email: aishalyaz@mail.ru

Özet: Tutumlar insanların insanlara, nesne, olay, olgu ve olaylara karşı geliştirdikleri duygusal yönelimlerdir. İnsanların geliştirdikleri tutumlar, yaşam boyu sürecek yönelimleri de ortaya çıkaracak belirleyicilerdir. Yaşam boyu bizimle birlikte yönelişimizi belirleyicileri olan tutumlar, yaşam boyu başarı ve başarısızlıklarımızın da nedenleridir. Okul hayatımızda öğretmenlere karşı geliştirdiğimiz duygu ve tutumlar, derslere karşı motivasyonlarımızda ve başarılarımızda etkilidir. Öğretmen ve öğrenci ilişkisinin olumlu olması derslerde istenmeyen davranışları en aza indirirken okul başarısını da artırır. Bu çalışma öğrencilerin öğretmenlerine yönelik tutumlarını belirlemeye hizmet edecek ve bu yönüyle gelecekteki çalışmalarda kullanılabilir bir ölçme aracını geliştirmeyi hedeflemiştir. Araştırma, betimsel türde bir araştırmadır. Öğrencilerin öğretmenlerine yönelik tutumlarının belirlenmesi amacıyla bir ölçek geliştirilerek deneme uygulamasının yapılması ve ölçeğin teknik (geçerlik ve güvenirlilik) özelliklerinin betimlenmesi esas alınmıştır. Açıklayıcı faktör analizi çalışma grubunu Ankara'daki lisede okuyan öğrenciler oluşturmuştur. ÖÖYTÖ'nün gösterdiği faktör yapısının tespiti ve güvenirlilik katsayısının hesaplanması için 2014–2015 öğretim yılında Ankara ilinde bulunan dört değişik lise türünde halihazırda öğrenim görmüş (lise 1, 2, 3 ve 4. sınıf öğrencilerinden oluşan) lise öğrencilerinin oluşturduğu 334 kişilik bir grupla çalışılmıştır. ÖÖYTÖ'nün geliştirilmesinde yapı geçerliği (faktör analizi yoluyla), Kaiser-Meyer-Olkin (KMO) test, Bartlett Sphericity test, varimax eksen döndürmesi (rotation) ve ölçeğin iç tutarlılık olarak güvenirliliği (Cranbach Alpha güvenirlilik katsayısıyla) belirlenmiştir. Doğrulayıcı Faktör Analizi Grubu açıklayıcı faktör analizinde elde edilen yapının doğrulanıp doğrulanmadığını belirlemek amacıyla veri toplanmış gruptur. Doğrulayıcı faktör analizi çalışma grubunu Ankara'daki lisede okuyan öğrenciler oluşturmuştur. ÖÖYTÖ'nün gösterdiği faktör yapısının doğrulanıp doğrulanmadığının belirlenmesi için 2015–2016 öğretim yılının birinci dönem sonunda Ankara ilinde bulunan bir lisede halihazırda öğrenim gören (lise 1, 2, 3 ve 4. sınıf öğrencilerinden oluşan) öğrencilerin oluşturduğu 229 kişilik bir grupla çalışılmıştır. Araştırmada geliştirilmek ve teknik özellikleri (geçerlik ve güvenirlilik) belirlenmek üzere hazırlanmış olan “ÖÖYTÖ” deneme uygulaması öncesi beş dereceli (hiç katılmıyorum, kısmen katılıyorum, orta düzeyde katılıyorum, çoğunlukla katılıyorum ve tamamen katılıyorum) likert tipi 43 sorudan oluşan bir ölçek olarak hazırlanmıştır. Açıklayıcı faktör analizi sonucunda ölçek 25 maddeden oluşmuş ve ölçekteki maddeler dört faktör (boyut) altında toplanmıştır. Bu boyutların isimleri, Öğretmenlerin Kişilik Özellikleri, Sınıf Yönetimine İlişkin Tutumlar, Öğretmenle Etkileşim ve Öğretmene Yönelik Olumsuz Tutumlardır. ÖÖYTÖ'nün açıklayıcı faktör analizi sonuçlarına göre ortaya çıkan yapısının doğrulanıp doğrulanmadığının belirlenmesi amacıyla doğrulayıcı faktör analizi sonuçlarına göre ölçeğin bu yapısı doğrulanmıştır. Araştırma bulguları göstermiştir ki, “Öğrencilerin Öğretmene Yönelik Tutum Ölçeği (ÖÖYTÖ)” dört alt boyuttan (faktörden) oluşan, geçerli ve güvenilir bir araçtır. ÖÖYTÖ, gelecekte yapılacak çalışmalar ve öğretmene yönelik tutumları araştırmak için geçerli ve güvenilir bir veri toplama aracıdır.

Anahtar Kelimeler: Öğretmenlik, Tutum, Geçerlik, Güvenirlilik

Effect of Organizational Silence on Organizational Cynicism: An Empirical Study on Healthcare Industry

Burcu Yiğit

Yıldız Technical University, brcygt@hotmail.com

Serdar Bozkurt

Yıldız Technical University, serdarbozkurt34@gmail.com

Abstract: Today`s dynamism and competitive business environments result with the alteration change of working conditions and as well as the emergence of new concepts. Due to the increasing competition, employees experience higher performance towards productivity and performance. Therefore, based on difficulties and pressures of the work conditions, the employees may exhibit negative attitudes towards the organization. One of the negative attitudes towards the organization is the concept of organizational cynicism that takes its roots from Ancient Greek Times and involves negative attitudes towards the organization such critical, pessimistic and disdain (Türköz, Polat & Coşar, 2013; Sağır & Oğuz, 2012). On the other hand, the employees can hide the knowledge and ideas they have consciously and deliberately (Kılıçlar, Harbalıoğlu, 2014; Aktaş & Şimşek, 2015). This can lead to organizational silence behavior. In recent days, the healthcare industry is considered to be more active in service production, effective usage of human resources and competitive conditions compared to the others. In this context, this study is conducted on nurses as the most important actors of the healthcare sector. The survey that includes organizational cynicism and organizational silence expressions items was carried out on 131 nurses in a training and research hospital in Istanbul. The findings of the study are considered to be useful for the field of organizational behavior and management practitioners. Correlation analysis, regression analysis, and one-way ANOVA test are used for testing our hypotheses. This study aims to examine the effect of organizational silence behavior on organizational cynicism. As a result of this study, it was observed that the organizational silence behaviors have an effect on organizational cynicism attitudes ($p < .01$, $R^2 = .09$). However, it was not calculated this effect too much. Silence behaviors describe the rate of 9 % cynicism attitudes. In addition, a positive correlation was found between two variables at moderate level ($p < 0.01$, $r = .30$). The most powerful relationship was found in organizational silence and also organizational cynicism in emotional dimension ($p < 0.01$, $r = .30$). Generally, it was observed that nurses do not exhibit organizational silence behavior ($\bar{x} = 2,66$). At the same time, it has also been found that organizational cynicism attitude is to be negatively ($\bar{x} = 2,77$). Another finding is the study there is no difference in the cynicism according to demographic variables. It was only found significant differences in occupational seniority for nurses` cynicism. In this context, the results were considered to be useful to practitioners who are working on organizational behavior and managerial sense. Especially, defining and identifying these behaviors and attitudes will be useful for managers in reducing these behaviors in organizations.

Keywords: Organizational silence, Organizational cynicism, Factor analysis, Regression Analysis

The Leisure Education for People with Disabilities in the People's Republic of China

Simona Kmentová

Palacky University, Czech Republic, simuska.kmentova@seznam.cz

Nikola Štěpničková

Palacky University, Czech Republic, nikola.stepnickova@seznam.cz

Abstract: The Leisure Education for People with Disabilities in the People's Republic of China report examines the opinion people with disabilities and their parents have on leisure education in the People's Republic of China, Sichuan province. Two particular Chinese leisure activities organisations concerned with people with mental and multiple disabilities are presented. With regard to the first one, Qingyang Support Center fmelihor Disabled in Chengdu, all activities offered by this organisation are enumerated and a special emphasis is put on painting lectures. The second one is called the Beansport, which features musical lectures. The research was carried out in November 2015. Its first part is devoted to disinterested observations of the lectures. Apart from the course of the lectures, the described aspects include clients' behaviour during the lectures, as well as the relationship between the client, his or her parents and the lectors. The second part of the research then deals with interviewing all the aforementioned (the clients, their parents and the lectors). Finally, their answers are analyzed and compared with one another.

Keywords: Leisure education, People with Disabilities, People's Republic of China

Practical Ways to Making Democratic Education in the Romanian Educational System (Action Possibilities)

Mariana Marinescu

Oradea University, Romania Email: marinescum54@yahoo.com

The surrounding reality confirms us each time that where citizens are informed and they participate with responsibility to the political life, the democracy is strong, and viceversa. The mission of democratic education relays on the development of democratic spirit, in stimulating initiative, active and responsible participation of citizens to the life of the community. The scope of democratic education consists in the formation of a certain type of citizen, which is the informed, active, responsible citizen, sensible to the problems of the community. After 1992, Civic Culture as scholar discipline having the objective of education for democracy, was reintroduced in the Romanian education system. This discipline is studied in the primary school, as well as in the gymnasium (7th grade) and professional school. The teaching is made after alternative books of Civic Culture. Education for democracy represented one of the major concerns of the most intergovernmental or nongovernmental organizations: UNESCO, the European Union, the Council of Europe, OSCE, CIVITAS, OECD, IEA, IBE. In the paper there are presented some ways of integration of new educations, with particularization on the democratic education in the Romanian pre-university and university education system. The paper presents the results of a questionnaire regarding the place and the role of the Democratic Education discipline. Education for democracy is an educational scope, directing the education system towards a common set of values, like: diversity, pluralism, human rights, social justice, wellbeing, solidarity.

Keywords: Romanian Education System, Democratic Education, Democratic Values

Okul Öncesi Öğretmenlerinin Yaşam Boyu Öğrenme Yeterliklerine Yönelik Algıları

Assist. Prof. Dr. Özge Pınarcık

Düzce University, Turkey Email: o-pınarcık@hotmail.com

Prof. Dr. M. Engin Deniz

Yıldız Teknik University, Turkey, Email: edeniz@yildiz.edu.tr

Miray Özözen Danacı

Düzce University, Turkey, Email: mirayozozen@hotmail.com

Nuray Eran

MEB, Turkey, E-mail: nurayeran@hotmail.com

Özet: Bilgi ve iletişim teknolojilerinde yaşanan gelişmelerle birlikte günümüzde, eğitim kurumları aracılığıyla kazanılan bilgi ve beceriler, ortalama bir insana yaşamı boyunca yetmemekte, çağın gerektirdiği yeterlikte bireyler yetiştirilmesi için eğitimin yeniden yapılandırılması gerekliliği ortaya çıkmaktadır. Yaşam boyu öğrenmenin önemi bu noktada ortaya çıkmakla beraber erken süreçte faaliyetlerine başlanması gerektiği bilinmektedir. Bu gereklilikten yola çıkılarak çalışmada; okul öncesi öğretmenlerinin yaşam boyu öğrenme yeterliklerine yönelik algılarının incelenmesi amaçlanmıştır. Çalışmanın örneklemini Ankara ilinde görev yapan okul öncesi öğretmenleri oluşturmaktadır (N:122). Şahin, Akbaşlı ve Yanpar Yelken (2010) tarafından geliştirilen “Yaşam Boyu Öğrenme İçin Anahtar Yeterlikler Ölçeği” kullanılarak elde edilen veriler SPSS 22 paket programında istatistiksel olarak incelenmiş ve T-testi ve ANOVA sonuçlarına göre, okul öncesi öğretmenlerinin yaşam boyu öğrenme yeterliklerine yönelik algıları medeni durum, yaş ve yerleşim yeri değişkenlerinin istatistiksel olarak anlamlı farklılık gösterdiği görülmüştür. Çalışmada, okul öncesi öğretmenlerinin kendilerini en yeterli hissettiği alanın kültürel farkındalık ve ifade yeterliği ile anadilde iletişim olduğu, en yetersiz hissettikleri alanların girişimcilik ile yabancı dilde iletişime ilişkin yeterlikler olduğu belirlenmiştir. Ayrıca okul öncesi öğretmenlerinin yaş ve medeni durum değişkenleri açısından anlamlı farklılıklar bulunduğu görülmüş, bu farklılıklara yönelik bir takım incelemeler ve öneriler ortaya konmuştur.

Anahtar Kelimeler: Yaşam Boyu Öğrenme, Okul Öncesi, Öğretmen

Halk Eğitim Merkezi Öğrencilerinin Dijital Okuryazarlık Seviyelerinin Belirlenmesi: Düzce Örneği

Kaan Arık

*Master Degree Student, Sakarya University, Faculty of Education, Computer Education and Instructional Technology
Email: kaanak93@gmail.com*

Mahir Bektaş

*Sakarya University, Faculty of Education, Computer Education and Instructional Technology, Turkey, Email:
mahirbektass@gmail.com*

Abstract: Bu araştırmanın amacı Düzce ilindeki halk Eğitim merkezinde yer alan öğrencilerin dijital okuryazarlık durumlarının belirlemek ve bu alana yönelik öneriler geliştirebilmektir. Araştırmada veriler Dijital Okuryazarlık Ölçeğinden yararlanılarak gerçekleştirilmiştir. Dijital okuryazarlık kavramı günümüzde en genel yargı ile bireyin var olduğu toplumda yaşamını devam ettirebilmesi, toplum ile iletişim halinde olabilmesine yetecek kadar okuyabilmesi, yazabilmesi ve temel matematiksel işlemleri gerçekleştirebilmesi için gerekli yetiler olarak tanımlanmaktadır (Karunararatne, 2000). Okuryazarlık kavramı çeşitli kavramlar ile bir araya getirilerek kendisine farklı anlamlarda kazandırılmıştır. Ancak 21. yüzyılın başlarına doğru okuryazarlık dediğimiz kavram okumaktan, yazmaktan, matematik ve bilim problemlerini çözmekten daha fazla yetenek gerektirdiği görülmüştür. Willem ve diğerleri (2006) okuryazarlık kavramının tek ve genel itibari ile kabul edilmiş bir tanım olan basit bir kavramdan ziyade evrensel bir tanımının olduğunu ve belirli bir standartlarının olmadığını da belirtmiştir. Günlük yaşamımızda yeniden şekillendiren teknolojik gelişmeler okuryazarlık kavramın da değişiklikler oluşturmuştur. Bu konuda Donovan (2007) yazının ve matbaanın icadından sonra sayısal bir çağın başladığını ve bu çağa gelinceye kadar “metin” kelimesinin anlamının herhangi bir kâğıt üzerinde kelimeler biçiminde sunulması olduğunu belirtmektedir. Donovan (2007) yılında ayrıca “metin”lerin en temel özelliğinin okuyan ile yazarın yazdığı sırayı ya da yolu takip etmesi sonucu olduğunun bir başka deyişle “metin”lerin doğrusal, durağan ve kâğıt tabanlı olduğunu göstermektedir. Ancak sayısallaşmakta olan dünyamızda “metin” kavramı çoğunlukla değişmiş ve “metin”ler bilgisayar ortamında sunulan, doğrusal halde bulunmayan; resim, ses, hareketli görüntüler ya da bunların birlikte kullanılarak desteklendiği bir şekilde getirmiştir. Bu araştırma, Düzce il merkezinde bulunan halk eğitim merkezinde bulunan 100 öğrenci ile çalışılmıştır. Çalışmada verilerinin analiz edilmesinde SPSS programı kullanılmıştır. Cinsiyet, yaş, öğrenim durumu, teknoloji cihaz sahip olma durumu, bilgisayara sahip olma durumu, internet kullanımı değişkenleri göz önünde bulundurularak dijital okuryazarlık seviyeleri belirlenmeye çalışılmıştır. Çalışmanın amacına uygun nicel araştırma yöntemlerinden tarama yöntemi çalışması olarak belirlenmiştir. Çalışmada basit seçkisiz örnekleme yöntemi kullanılmıştır. 170 kişilik halk eğitim merkezi öğrencilerinden 100 öğrenci ile gönüllülük kapsamında çalışma gerçekleştirilmiştir. Araştırmadan elde edilen veriler üzerinde yüzde, frekans, ortalama, standart sapma değerleri hesaplanmış ve tablolar halinde gösterilmiştir. Çalışmanın dijital okuryazarlık konusunda ileriki çalışmalara destek olması düşünülmektedir.

Keywords: Dijital Okuryazarlık, Halk Eğitim Merkezi, Eğitimde Okuryazarlıklar

New Starting Positions of Science Teachers Should Be Included in Occupational Qualifications and Quality Standards

Adem Yılmaz

Kastamonu University, Turkey, Email: adem_gantep@hotmail.com

Abstract: The study many different subjects by researchers in education to improve the quality of service is maintained. The addition of teacher education are expected to shape their lives according to the reflection of this research. Their attitude toward the teachers' educational research plays an important role in benefiting from this study. The overall objective of this research is to determine the professional competence and quality standards to be included in beginning teachers to the task. This study of teachers in the short term, to contribute to the long - term teacher training programs are planned. In teacher education programs to better quality of life is the most fundamental aim of training more scientific ministers teacher. Research is conducted on survey method, quantitative data collection tools were used. Quantitative data collection tool as the "Science Teacher Qualification and Quality Standards Scale (FBÖYKSÖ)" is used as the designated point Likert scale. The sample Turkey began a new mission across 400 constitutes science teachers. Processing steps referenced in the development of FBÖYKSÖ; Design of This theoretical and conceptual infrastructure, Creation of Article pool, referenced in the Experts Meet the field, Validation and Making the necessary statistical analysis for Ensuring Reliability and Scale consists of Giving stage Finalised in. At the stage of development of FBÖYKSÖ is made of a number of analyzes (item analysis, exploratory factor analysis, confirmatory factor analysis, reliability coefficient (Cronbach's alpha) for the analysis results, the 3 factorial structure consists of 50 items and reliability coefficient of Cronbach's Alpha on a scale calculated as 0.91 It has been developed. The collected data and SPSS 20.0 It was analyzed using LISREL 8.8 software package. The analyzes qualifications to be included in the new science teacher started working at the results and quality standards it has been determined.

Keywords: Science Teacher, Quality Standards, Qualifications, Scale Development

Safe Use of the Internet by the Learners in Lithuania and England

J. Elias, O. Grušėlionienė, R. Kasiliauskienė

Abstract: Safe internet is understood as personal data protection, responsible use of social networks, safe download of video games, music, movies. Children are vulnerable. They need more protection, because they are victims of many forms of violence. This happens on the street, at school, in the hospital, on the Internet, in the places of detention, in the media, at home and in other places where children should feel safe. It is necessary to take special measures to reduce the vulnerability of children in the online space. Parents, foster parents, educators, and the state must be responsible in order to ensure cyberspace security as it is a big problem not only in Lithuania, but also around the world. The research findings showed that that the learners in Lithuania and England use the internet on a daily basis for information search, to do homework, to play and interact with friends in social networks. The analysis indicated that the learners in both countries receive obscene emails or text messages, experience unpleasant communication, they become victims of personal information publicity and hacking into their profiles.

Keywords: personal information, personal data, electronic/cyber bullying, safe internet, victimisation