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BEYOND THE LIMITS

Developing Entrepreneurship via Creativity in Schools

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ABSTRACT BOOK

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Editors

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BEYOND THE LIMITS
Developing Entrepreneurship via Creativity in Schools

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Speed Reading and Comprehension Training Needs Analysis and Curriculum Development

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Abstract

The aim of the research is to determine the education needs for the speed reading and comprehension curriculum with the focus group interview method and develop the speed reading curriculum. The research was designed according to the descriptive survey model and was performed as a case study. The study group of the research trained of six instructors who were in the field of speed reading, taking into account the number of participants suggested in the literature. For the qualitative data needed, the questions to be asked in the focus group interview were prepared by the researcher and the researcher assumed the role of moderator in the collection of data. The qualitative data was analyzed through content analysis. In the light of the research findings, the results regarding the determination of the target group, goals, instruction and evaluation process, class size and education duration of the speed reading curriculum were reached. Qualitative evaluation findings were obtained by analyzing the data collected as a result of the focus group interview on speed reading training with the instructors, and the findings were interpreted. The results obtained in the light of the findings are presented according to the research themes. In line with the findings, a speed reading comprehension curriculum was designed. Within the scope of the curriculum design, the target audience, duration, number of participants, targeted gains, content, learning-teaching process, evaluation process was determined. Every individual who can read and understand what she/he reads constitutes the target group of the speed reading curriculum. Those with attention deficit, adults and students at different levels can participate in speed reading training. Especially students who are preparing for the exam need more. Adults who have time problems are also included in the target group of the speed reading comprehension curriculum. It is among the results that eye exercises in the instruction process of the speed-reading curriculum, which can be developed for those with attention deficit, adults and students at different levels, and formative tests in the evaluation process have an important place.

Keywords: Needs analysis, focus group interview, speed reading and comprehension training, curriculum development

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Higher Education in India : Challenges and Opportunities

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Abstract

Higher education in India has expanded rapidly over the past two decades. This growth has been mainly driven by private sector initiatives. There are genuine concerns about many of them being substandard and exploitative. Due to the government's ambivalence on the role of private sector in higher education, the growth has been chaotic and unplanned. The regulatory system has failed to maintain standards or check exploitation instead, it resulted in erecting formidable entry barriers that have generated underside results. Voluntary accreditation seems to have no takers from amongst private providers and apparently serves little purpose for any of its stakeholders.

The higher education system in India grew rapidly after independence. [1] By 1980, there were 132 universities and 4738 colleges in the country enrolling around five percent of the eligible age group in higher education. Today, while in terms enrolment, India is the third largest higher education system in the world (after China and the USA) with 17973 institutions (348 universities and 17625 colleges) and is the largest higher education system in the world in terms of number of institutions.

Keywords: Higher Education, system, challenges, oppurtunities

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A Creative Research Proposal in Citizenship Education: Digital Disaster Literacy Curriculum

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Abstract

Basic life skills, which are expected to be acquired in educational institutions and required in the whole life of the individual, have an individual and social function. For this reason, literacy key skills that every citizen of the world should have created the problem of this research. In line with the determined skills, how the disaster literacy digital curriculum should be as a basic citizenship education is seen as another problem area in the research. The purpose of the research is to determine the competencies and skills that every citizen of the world should have during, before and after the disaster, and to design the disaster literacy digital curriculum according to the determined skills. The design and implementation of such an education program can only be achieved through interdisciplinary cooperation. Such a study should be conducted by an educational scientist, such as a researcher, and a curriculum development specialist, at an appropriate university with departments and programs where this cooperation can be achieved. Such a contemporary and functional digital curriculum, which is skill-based, interdisciplinary and international, requires an innovative academic study that brings together disciplines that have perhaps never come together. In this respect, it can be said that the research is a proposal that requires a lot of creativity. The research has a qualitative research feature. Storage, a new qualitative technique developed by Karacaoglu and Bayrakci (2020), will be used in the research. The storage application in the research will be carried out in four different study groups. The first group will consist of academics related to social sciences. The second group will include academics related to health sciences. The third group will consist of academics related to engineering and architecture. In the fourth working group of the research, relevant experts from civil defense organizations and non-governmental organizations will take place. In these groups, the storage technique will be used to determine the necessary skills to be acquired in the digital disaster literacy citizenship education program. A focus group meeting will be held to design the digital education program according to these skills. In-depth, detailed and multidimensional qualitative information about the perspectives, experiences, interests, wishes, expectations, emotions, attitudes and habits of experts experienced in disaster education will be obtained through the focus group interview to be conducted to design the education program in the research. A disaster literacy digital curriculum will be designed based on the determined skill. Disaster literacy digital curriculum will be designed according to the determined skill. The skills determined in the light of the findings obtained in this research, which will be carried out in order to determine the competencies and skills to be possessed during, before and after the disaster, and to design a skill-based disaster literacy digital citizenship curriculum accordingly, it is aimed to implement the international digital curriculum of disaster literacy for citizenship education all over the world. As a result, when the research proposed in this study is realized, "disaster literacy skills" will be determined, a "disaster literacy scale" will be developed based on the determined skills, and an "international disaster literacy digital citizenship education program" will be designed.

Keywords: Disaster literacy, skill-based creativity curriculum, interdisciplinary digital curriculum, lifelong citizenship education

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LEAN Management Implementation as a Result in Education Quality Change

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Abstract

Based on the successful experiences of foreign countries, we can say that the implementation of LEAN or Continuous Improvement in educational institutions systematises and standardises the educational process as the whole community of the institution works in one direction, and teachers develop a tool to monitor the progress of students. Pupils are empowered to track and take responsibility for their results. A standard for problem solving is created, and student outcomes improve (Zighan and Ahmed, 2020; Netland and Powell, 2016). The object of this article is to apply a new management system in a Lithuanian educational institution with an open/democratic organisational culture. The aim is to identify the factors that can influence the success of LEAN implementation and to take them into account when implementing a LEAN management system.

Results of the study, conclusions: the scientific literature related to LEAN management and its implementation in the public sector and in educational institutions was analysed and the research methodology developed, LEAN management principle and examples presented to the community of x organisation. The presentation of the examples and principles was based on a case study, discussed during the interview. The initial reaction of the teachers to the idea of LEAN initiative was analysed, reactions to the LEAN approach were analysed and evaluated.

Keywords: Continuous improvement in an educational institution, LEAN methodology in educational organizations.

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VET and Microelectronics: European Centre of Vocational Excellence in Microelectronics

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Abstract

This paper presents one of the five first Centres of Vocational Excellence created in 2020 under KA3 “Policy Reform” programme of Erasmus+. The European Centre of Vocational Excellence in Microelectronics (ECoVEM) brings together VET centres, polytechnics, industrial associations, social partners to establish European Cooperation platform of Vocational Excellence in Microelectronics to tackle the challenges of: digitalisation, artificial intelligence, green technologies, gender equality and technology, integration of migrants. European Centre of Vocational Excellence in Microelectronics (ECoVEM) was designed to respond to these challenges. The project brings together vocational education centres, polytechnics and their research departments, SMEs and industrial associations, social partners to establish a European cooperation platform of Vocational Excellence in Microelectronics to tackle the challenges of the: digitalisation, artificial intelligence, green technologies, gender equality and technology, integration of migrants. ECOVEM builds on and complements the strengths of national VET systems in countries with more-advanced VET and supporting the not so advanced regions to achieve VET excellence. The implementation of the ECoVEM project is very successful and with a high impact, despite the challenges due to the pandemic and the relatively large consortium. Based on the identified needs for skills in microelectronics and according to the EQAVET recommendations, the diverse consortium prepared a plan for VET content together with a competence matrix for the upcoming ECoVEM courses covering European

Qualification Framework (EQF) levels from 3 to 8. In parallel, following the policy reform objective of the project, the ECoVEM network was working on a governance action plan (GAP) with recommendations for regional, national, and international actions to support innovative vocational education and training (VET) in microelectronics in Europe.

To this end, multiple round tables with policy stakeholders took place in most of the participating countries and further round tables are planned for the coming year. Our first impressions from these round tables motivated the consortium to form an additional workgroup focused on the project tasks concerning teachers' motivation and training as a crucial part of the implementation of innovative VET and life-long learning. One innovation in VET is the Business-Science-Education Collaboration (BSEC) plan. Why not business-education but business-science-education? Because VET suffers from lack of innovation, problem solving and project developing activities. Involvement of VET students and teachers in research projects will be highly motivating and changing the learning approaches towards more creative and sustainable knowledge and skills. The ECoVEM action plan for BSEC in the microelectronics sector defines the directions and activities for strengthening VET as an enabler of upskilling and reskilling, sustainable development, digitalisation, and resilience. This plan brings a European added value, because it is based on the good practices of BSEC collected from all experienced partners at ECoVEM.

Keywords: Vocational education and training, microelectronics, business-science-education collaboration, open educational resources

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The Effect of Working in an Institution Far from Their Place of Residence on Teachers' Burnout Levels

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Abstract

The aim of this research is to reveal whether there is a significant relationship between the professional burnout levels of the teachers who are different from the district they live in and the district they work in. For this purpose, answers to the following questions are sought: 1- Is there a significant difference between the fact that the district where the teachers live is different from the district where they work and the professional burnout levels of the teachers? 2- Is there a significant difference between the gender of the teachers and the burnout levels of the teachers? 3- Is there a significant relationship between teachers' marital status and teachers' burnout levels? 4- Does the fact that the district where the teachers live is different from the district they work in predict the professional burnout levels of the teachers? Explanatory sequential design, one of the mixed research methods, was used in the research. In the quantitative part of the research, 211 teachers working in the Mudurnu district of Bolu province in the 2022/2023 academic year were determined as the universe. Considering the level of accessibility to the universe, the entire universe was included in the sampling with whole sampling. All teachers working in the district were given the measurement tool, and the scales of 175 teachers who gave feedback on the scales were included in the research. In the second stage, the qualitative method was used. At this stage, teachers who were different from the district where they work and the district where they reside were reached with the purposeful sampling method. A total of 15 teachers were reached in this department. As a quantitative data collection tool, Maslach Burnout Scale-Educator Form was used to determine the burnout level of teachers. In the second stage, the interview form developed by the researcher was applied to the participants. As a result of the research, it was determined that there was a significant difference between female teachers and male teachers only in terms of emotional exhaustion sub-dimension, and it was concluded that female teachers' perceptions of emotional exhaustion sub-dimension were significantly higher than male teachers. As a result of the research, it was concluded that there is a significant difference between married teachers and single teachers only in terms of personal achievement sub-dimension, and single teachers' perceptions of personal achievement sub-dimension are significantly higher than married teachers. As a result of the research, it was concluded that being in a different district from the place of residence predicted the professional burnout of teachers and explained 22% of them.

Keywords: Teacher, burnout, residence, place of work, teacher's burnout

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Vocal Cool-Down in Voice Training: Method and Technical Considerations

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Abstract

In addition to the artistic aspect of professional voice performance, the sportive aspect is also important. The professional vocal performers are considered as athletes, they are supposed to be strong, flexible, and durable against long-term voice use. Vocal performers need processes such as muscle and skill development, warming-up and cooling-down, as in periodization practices expressed in sports medicine and exercise physiology. Vocal education should aim to prepare the student for the stage not only with its artistic aspect but also with its sportive aspect. In the vocal education process, it is important to raise the awareness of the students from the very beginning of the education and to make the sportive discipline a behavior in the name of sustainable professional vocal use. It is unacceptable for a professional athlete to do some warm-up and cool-down movements with random movements or ignorance. The same is true for seeking vocal exercises for the singer. Exercise programs structured on a physiological basis both give predictable results, and the singer knows what to do and can ensure the performance. The most important components of the conscious training program that creates vocal periodization are vocal warming-up and cooling-down. Contrary to vocal warm-up exercises, studies on vocal cool-down are not sufficient both in the literature and in vocal training. It is an important necessity to apply vocal cool-down exercises in the same routine for the tissue recovery and to return to the speaking

tone after the performance and to achieve tissue recovery under appropriate conditions. Vocal cool-down exercises are basically based on stretching and slowing down. In addition to metabolic effects such as blood flow changes, decreasing the muscle tonus, and removal of metabolites from the tissue; physiological effects such as providing a comfortable low larynx position and relaxation are targeted. Vocal cool-down techniques include semi-occluded vocal tract exercises, descending arpeggios, and formant maneuvers. In this study, the literature on vocal cool-down exercises has been reviewed, and ideal cool-down conditions and exercises have been presented in parallel with sports physiology.

Keywords: Voice training, vocal warm-up exercises, vocal cool-down exercises, voice health, vocal performance

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Examining The Relationship Between Teachers' Self-Efficacy for Educational Technology Standards and Their Technostress Levels

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Abstract

With the introduction of information and communication technologies into human life, the social change has made technology indispensable in education. In our age, where teachers have a serious responsibility in the integration of education with technology, it is inevitable to experience stress due to technology use. The effective use of technology in education by reducing this stress called technostress, requires teachers to have some knowledge and skills within the framework of educational technology standards. Based on the idea that increasing teachers' self-efficacy towards educational technology standards can reduce their technostress situation, it is thought that it is important to investigate teachers' self-efficacy towards educational technology standards and to address the relationship of this self-efficacy with technostress. Therefore, in this study, it was aimed to determine the relationship between teachers' educational technology self-efficacy and technostress levels. The relational survey model was used in this study, which was carried out using the quantitative research method. As a result of the research, teachers' educational technology standards self-efficacy was found to be high. While the teachers' self-efficacy did not differ significantly according to the gender variable, a significant difference was found according to the age and school level variables. Teachers' technostress levels were found to be moderate. While teachers' technostress levels do not differ significantly according to gender and age variables, they differ according to school level type. A significant negative relationship was found between teachers' educational technology standards self-efficacy and their technostress levels. As teachers' self-efficacy levels increase, technostress levels decrease. As a result of the research, it was determined that teachers' educational technology standards self-efficacy is a significant predictor of technostress levels.

Keywords: Educational technology standards educational technology standards self-efficacy techno-stress teacher.

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Development of Perceived Social Justice in Education Scale for Primary School Students

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Abstract

The purpose of this research was to develop a valid and reliable scale for measuring the perceived social justice of primary school students in educational environments for equality in education. A descriptive survey design was used. The data was collected from 475 fourth-grade students studying at five primary schools in Istanbul, Turkey. During the scale development, the following steps were taken: (1) The existing literature was reviewed and elementary school teachers' opinions were examined; (2) a draft scale was developed and the experts' opinions were obtained; (3) the scale with 39 items was applied to 20 students for clarity, comprehensibility and applicability purposes; (4) the actual data was collected in two phases with the participation of 150 and 325 fourth-grade students, respectively; (5) Exploratory and confirmatory factor analyses were conducted.

The preliminary analysis showed that the value of Kaiser-Meyer-Olkin was .77 and Bartlett's sphericity test was statistically significant. The exploratory factor analysis (EFA) results revealed a 3-factor structure with 13 items, explaining 52% of the total variance. The factors compatible with the literature were called participatory justice, recognitional justice, and distributive justice. The first and second-order confirmatory factor analysis (CFA) results were satisfactory (?2/df: 1.89 and ?2/df: 1.86, respectively). The internal consistency reliability of the overall scale was.78. Finally, a valid and reliable 3-factor, 13 statements instrument, called the Perceived Social Justice in Education Scale (PSJES) was developed. The use of this instrument in future related studies would hopefully shed light on the equality in education and social justice dynamics in classrooms with their impacts on the academic, behavioral, and social-emotional outcomes of the students.

Keywords: Social justice in education, equality, elementary school, scale development, 2023 Education Vision

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Students' Views on Digital System Activities Based on the 5E Learning Cycle Model

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Abstract

This research aims to develop activities on the digestive system based on the 5E learning cycle model and get students' opinions about these activities. Four steps were followed in the preparation and implementation of the activities. First of all, a literature review was conducted on the subject on which the activities will be prepared. Similar studies found as a result of the literature review were examined. Since the activities will be prepared on the subject of the digestive system, the content of the digestive system was examined in terms of the science program. The gains in the science program were determined. Within these acquisitions, activities for the 5E learning cycle model were created.

This study was conducted with sixth grade students of a public secondary school in the 2021-2022 academic year. One lesson hour (40 minutes) is allocated for the implementation of each activity. Care was taken to implement the activity in each step on the same day in successive courses. The activities were completed in ten lesson hours. After the activities were implemented, semi-structured interviews were held with 10 students over Zoom to get their opinions about the implementation process. The descriptive analysis method was used in the study. As a result, the students stated that they found the activities instructive and that they wanted such activities to be implemented in other subjects as well. On the other hand, it was observed that the students had difficulties in terms of the time allocated to the activities. Long-term applications can be made by rearranging the activity times. Based on the results of the study, the researchers suggested the preparation of guide materials that can be applied to different subjects of science courses.

Keywords: 5E learning cycle, activity development, digestive system

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Students' Views on Digestive System Activities Based on the 5E Learning Cycle Model

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Abstract

In this study, an educational game about the "digestive system" of the 6th grade science "Systems in Our Body" unit in the curriculum of the Ministry of National Education was designed. While designing the educational game, the gains in the "Digestive System" were taken into account. With the designed educational game, it is aimed for students to learn meaningfully, learn with fun, reinforce what they have learned, and collaborate with peers. The study was carried out with a case study. The study group consists of 20 students studying in the sixth grade of a secondary school in the 2021-2022 academic year. The developed educational game was evaluated by a science education specialist and five science teachers, considering the criteria for content validity, applicability, and suitability for student level. After the evaluations, the necessary arrangements were made, and the educational game was applied to 20 students in two groups of 10 people.

The recommended time for the game is approximately 3 lesson hours (100 minutes). After the application, semi-structured interviews were conducted with 19 students to evaluate their views on the game. The descriptive analysis method was used in the study. As a result of the research; it has been concluded that the designed educational game is a viable activity in teaching the subject of "digestive system" and increases the interest of the students towards the lesson. As a result of the study, considering that the designed game is a board game, it has been suggested that the materials in the game should be selected from suitable materials so that they can be used repeatedly, and the game should be given a little more time.

Keywords: Educational game, digestive system student views

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The Relationship Between Teachers' Empowering Leadership Perceptions and Entrepreneurship Levels

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Abstract

The aim of this study is to investigate the relationship between teachers' empowering leadership perceptions and entrepreneurship levels. The relationship between teachers' empowering leadership perceptions and entrepreneurship levels can be examined in the context of how teachers perceive their school leaders as empowering, and how that perception affects their entrepreneurial behaviors or tendencies. Empowering leadership refers to leadership behaviors that foster autonomy, self-efficacy, and proactive behaviors among followers. Teachers who perceive their school leaders as empowering are more likely to feel supported, motivated, and capable of taking initiative in their work.

Entrepreneurship levels among teachers can refer to their willingness and ability to engage in entrepreneurial behaviors within the educational setting, such as innovating in their teaching practices, taking risks, and seeking new opportunities to improve student outcomes. Within this context, the research will be carried out by utilizing descriptive method. Empowering leadership scale and entrepreneurship scale for teachers will be used to collect the data. The data will be analyzed by using several statistical analysis methods like percentage, frequency, arithmetic mean, t-test, Anova and so on. Suggestions will be made to practitioners and academicians based on the findings of the study.

Keywords: Entrepreneurship, empowering leadership, teachers.

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Paths of Chinese College Students' Entrepreneurship Success: A Qualitative Comparative Analysis

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Abstract

With the continuous expansion of higher education in China, the number of college graduates has been increasing rapidly. In the 2022 academic year, college graduates reached a historic high of 10.76 million, highlighting the severity of the employment situation for college students. Entrepreneurship has become an important way to solve the employment problem and drive economic and technological development. Entrepreneurship not only alleviates employment pressure but also provides more job opportunities. The literature review of existing research indicated that there are three primary factors that influence college student entrepreneurship success: entrepreneurial learning, entrepreneurial environment, and entrepreneurial motivation. Entrepreneurial learning refers to students' knowledge and skills, while the entrepreneurial environment measures the resources available to entrepreneurs. Entrepreneurial motivation encompasses the needs and beliefs of entrepreneurs. The purposes of this study are (1) to analyze the path and factors of successful entrepreneurship among Chinese college students, and (2) to explore the strategies that can be used to design effective entrepreneurship education to optimize the entrepreneurial environment and stimulate entrepreneurial motivation among college students. To achieve this, the qualitative comparative analysis (QCA) research method is used to understand the causal mechanisms that produce the success of entrepreneurship outcomes across different cases or contexts. 27 successful college student entrepreneurs were selected from 15 provinces, different levels of universities, and different disciplines. To examine the paths and factors that influence the entrepreneurial success of college students, entrepreneurship learning is further subdivided into entrepreneurship education, activity experience, and professional background. The entrepreneurial environment is divided into policy support, social relations, and platform support. Entrepreneurial motivation is divided into self-realization goals, social return goals, and employment needs. QCA analysis further explores the multi-conditional combination mechanism that leads to the occurrence of outcome variables by considering both the internal and external factors affecting student entrepreneurship. The QCA analysis revealed the following conclusions: Entrepreneurship education and self-realization goals are the most important factors that promote the success of entrepreneurship, while social relations and self-realization goals are necessary conditions for college students' entrepreneurial success after graduation. This highlights the crucial role of entrepreneurship education and goal pursuit in the success of entrepreneurship. External environmental factors have a greater impact on the success of entrepreneurship after graduation for college students. There are multiple path choices that can lead to entrepreneurial success for college students. College students on the environment-influenced path have access to better entrepreneurial resources. College students on the experience-supported path have gained experience in participating in entrepreneurial practice training and developed a strong sense of self-efficacy. Those on the ideal-driven path have a strong desire to become entrepreneurs and can overcome obstacles and setbacks during the entrepreneurial process. College students on the demand-oriented path are motivated by realizing personal ideals, giving back to society, and solving employment problems. These multiple motivations work together to drive entrepreneurship success, which can be facilitated by a strong entrepreneurial culture, a favorable policy environment, and access to good social resources.

Keywords: Entrepreneurship, entrepreneurship education, qualitative comparative analysis (QCA), college students

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Measuring the Dissemination and Impact of Virtual Exhibitions: Exploring Methodological guidelines

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Abstract

The bibliographic heritage held by GLAM (Galleries, Libraries, Archives and Museums) institutions is an invaluable source for research, culture and education. Various strategies at European level focus on the publication of measures that promote the digitisation of these collections in order to guarantee their visibility and online accessibility by citizens, as well as for different purposes: educational, cultural or recreational, among others. The Commission Recommendation of 27 October 2011 on the digitisation and online accessibility of cultural material and digital preservation provided the framework for UE member countries to improve conditions for the digitisation material from libraries, archives and museums. Recently, the Council Resolution on the EU work plan for culture 2023–2026 is committed to the promotion of culture and cultural heritage, positioning the cultural institutions among the priority areas as they play a vital role in strengthening democracy and social well-being by reaching out to the whole community, providing affordable or free access to knowledge and information. In this regard, the current work plan pays special attention to fostering the development of libraries. In order to reach the objectives of digitisation, dissemination and online accessibility of documentary heritage, the virtual exhibitions are essential tools to contribute to new forms of creative production and cultural engagement. On the other hand, it is essential to understand the dissemination and the socio-economic impact of this type of initiative. The general objective of this work is to analyse the dissemination and to measure the socio-economic impact of virtual exhibitions generated in the framework of a national research project. The specific objectives are: - To analyse the strategies for the dissemination of virtual exhibitions as educational resources to increase the visibility and online accessibility of documentary heritage. - To explore existing methods and models for measuring the impact of virtual exhibitions. The methodology consists mainly of a review of background materials on the subject as well as a case study. The main results include a proposal for impact measurement based on the study and revision of existing models and adapted to the case of virtual exhibitions. Finally, it is suggested and highlighted the importance of continuing this line of research with empirical works that allows the formulation of specific impact measures to be applied to this sector.

Keywords: Digitisation, virtual exhibitions, documentary heritage, cultural institutions, educational resources

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Planning of Virtual Exhibitions in GLAM (Galleries, Libraries, Archives and Museums) Institutions: Methodological Guidelines from the Project Management Approach

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Abstract

Virtual exhibitions are resources that use the possibilities offered by technologies for their development and to provide online access to their content. Today, they are conceived as an essential tool for the promotion and dissemination of cultural heritage to engage the attention of society, providing access to all the digital objects on display, without spatio-temporal limits and allowing the doors of GLAM institutions to be opened to the public beyond the walls of their buildings. From an educational, teaching and divulgative perspective, they can be configured as bridges that connect contents with collections of GLAM institutions, so that they can be used as pedagogical tools by teachers and as tools for students to broaden their knowledge. Exhibitions can, thus, become virtual learning environments 24/365, i.e. permanently open, available 24 hours a day, 365 days a year. The main objective of the work is to approach the design and implementation of these virtual exhibitions from a project management methodology, describing the development of a virtual exhibition and its relevance from an educational perspective. The methodology consists of the development of methodological guidelines as well as the analysis of case studies. The main results are a set of guidelines to plan and design virtual exhibitions that start from the cultural/documentary heritage for its potencial educational and divulgative use. In addition to the proposed virtual exhibition planning methodology, another proposal is made for the incorporation of the storytelling method as a narrative strategy for the development of the content of these projects and for the elaboration of their narratives or discursive lines. Lastly, the results are complemented with the analysis of case studies and the incorporation of final recommendations for dealing with this type of online exhibition projects.

Keywords: Virtual exhibitions, cultural heritage, educational resources, project management

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Service-learning and Library Labs from the Perspective of the 2030 Agenda: An Experience in the Spanish University Context

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Abstract

This paper describes the planning, development and results of a Service-Learning project ('Service-Learning and SDG-Agenda 2030: ideas of projects laboratory in the training of future librarians, archivists and documentalists') funded by the call "Service-Learning Projects 2022-23" of the Complutense University of Madrid (Spain), carried out in the framework of the collaboration between the IDEA Lab research group of the Complutense University of Madrid and the Network of Public Libraries of the Community of Madrid (Spain). Its functional structure has been based on the creation of a Library Lab integrated both by actors from different sectors of the University (students and teaching and research staff) and by actors from the professional library environment with whom we have collaborated, belonging to the Network of Public Libraries of the Community of Madrid, Head of the Public Reading Services Area of the Community of Madrid, dependent on the Subdirectorate General for Books (Directorate General for Cultural Heritage of the Community of Madrid). The project was based on the intersection of two pedagogical methodologies: Service Learning and Project Management, both combined and applied in the Library and Information Science area of knowledge. The research has been based on a conception of Service-Learning as a methodology to improve academic learning at the University in the field of project management, as well as to strengthen students' awareness and commitment to the fulfilment of the 2030 Agenda in the environment in which they are going to work as professionals, using the scenarios defined in the Library Lab. The main results are a set of projects with the following common characteristics: they are based on the application of both pedagogical methodologies; they are aligned with the 2030 Agenda as a key reference in their formulation; they have been developed in the context of the Library Lab created from the collaboration between the IDEA Lab research group of the Complutense University of Madrid and the Network of Public Libraries of the Community of Madrid; they have been proposed by students; they have been analysed and evaluated by the teaching and research staff and by the library professionals who have participated in the Library Lab.

Keywords: Service-learning project, library laboratory, sustainable development goals, project management, university

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Examination of Social Media Usage Habits of Generation Z

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Abstract

One of the most significant inventions of the recent past is undoubtedly the internet. Although it first emerged for military purposes in 1969, it has now penetrated every aspect of life and has become widely used. Traditional forms of life have been transferred to digital environments, bringing with them a new, different, and parallel culture. Discourses and practices such as e-government, e-signature, e-banking, e-school, e-writing, e-reading, and e-books can be shown as some of the founding elements of this parallel universe. Undoubtedly, the internet and computer technologies are the main carriers and conveyors of this new universe. The thesis that humans are social beings is one of the observations that has been made from the past to the present. Humans are naturally inclined to be with their own kind and to communicate with them. The structure, functioning, performance, and regulator of the horizon of social life are undoubtedly communication skills. This ontological reality has been realized through different types, structures, and tools, primarily language, then writing, then printing, and then technology. With the developments in the internet and computer technology, the main hub of communication has become the internet and social networking sites that provide access via the internet. Social networks provide people with opportunities to share their emotions and thoughts through multiple tools such as text, pictures, and videos. These platforms, called social media, offer a colorful world where individuals of all ages are users. Not only individuals but also private or official institutions and organizations can reach their target audiences through social media and convey their messages in this way. Social media has become an important part of our lives with the increasing number of users every day. The main aim of this study is to determine the social media usage habits of fourth-grade primary school students, also known as Generation Z. In this context, the study will focus on topics such as the most preferred social media application, how often they check these applications daily, and how they access them. The semi-structured interview technique, which is one of the qualitative data collection techniques, will be used in the research. In this direction, primary school fourth-grade students who are studying in seven different provincial centers selected to represent Turkey's seven geographical regions will constitute the study population. The students that make up the study group will be selected randomly. The data obtained from the research will be analyzed with qualitative methods, the findings will be transformed into tables, and recommendations will be discussed and made.

Keywords: Examination of social media, usage habits, generation Z

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Sustainable Social Entrepreneurship: Defining Features and Best Practices for Interior Architecture Education and Practice

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Abstract

The "Sustainable Social Entrepreneurship: Defining Features and Best Practices for Interior Architecture Education and Practice" study investigates the link between social entrepreneurship, sustainability, and interior design. The study's goal is to discover the essential qualities of long-term social entrepreneurship as well as the best techniques for incorporating them into interior architecture education and practice. By researching the intersection of social entrepreneurship and sustainability with interior architecture, the study has the potential to produce sustainable solutions to social and environmental concerns in the sector. The study will be conducted using a mixed-methods approach. To collect qualitative data, a review of relevant literature and case studies of sustainable social entrepreneurship in the field of interior architecture will be conducted. A survey of interior design educators and professionals will be utilized to collect quantitative data on sustainable social entrepreneurship and its application to their work. In-depth interviews with a select group of survey participants will be conducted to enhance the quantitative data obtained from the survey. The research aims to define the characteristics of long-term social entrepreneurship, identify effective methods for teaching sustainable social entrepreneurship in interior design schools, investigate how interior architects can incorporate sustainable social entrepreneurship into their work, and contribute to the development of long-term solutions to social and environmental challenges. The study's research topics fall into two categories: defining the characteristics of sustainable social entrepreneurship and finding best practices for incorporating it into interior architecture education and practice. The research is to provide a comprehensive knowledge of sustainable social entrepreneurship and its application in interior architecture education and practice. The study will begin with an in-depth review of existing literature on sustainable social entrepreneurship, interior architecture, and education, followed by a survey questionnaire distributed to a diverse group of interior architecture professors, practitioners, and students around the country. In-depth interviews with a select group of survey participants will also be undertaken to enhance the survey findings.

Keywords: Sustainable education, social entrepreneurship, interior architecture education, interior architecture practice.

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The Relationship between Workplace Design and Positive Organizational Psychology in Architecture Firms

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Abstract

Workplace design has a significant impact on the organizational behavior and culture of architectural companies. With a greater emphasis on employee well-being and the creation of a good work environment, architects and designers are investigating the possibilities of applying positive organizational psychology (POP) in workplace design. The research "The Relationship between Workplace Design and Positive Organizational Psychology in Architecture Firms" seeks to investigate the link between workplace design and POP in architecture firms. The purpose of this research is to look at how the physical design of architectural businesses affects staff attitudes and behavior. This research will look at how different design aspects, such as lighting, color, and spatial layout, affect employee well-being, motivation, work satisfaction, and productivity. Furthermore, the research will look into how positive organizational psychology principles like job crafting, positive feedback, and autonomy can be incorporated into workplace design to create a positive work environment. The study will use architectural firms as the research environment, understanding that these organizations have particular qualities, such as a high level of cooperation and creativity, which necessitate special design considerations. The study will employ a mixed-methods approach that will include qualitative and quantitative data collecting and analysis. Employee interviews and physical environment observations will be undertaken to determine the link between workplace design and POP in architecture companies. The findings of this study will have far-reaching consequences for architectural companies and workplace design specialists. Architects and designers will be able to develop workplaces that encourage a great work culture, employee well-being, and organizational success if they grasp the link between workplace design and POP. This research will add to the expanding body of knowledge about workplace design and its influence on employee attitudes and behavior. Finally, the purpose of this research is to encourage the incorporation of positive organizational psychology concepts into workplace design, resulting in more productive, healthy, and rewarding work environments. The outcomes of this study can help to fill numerous gaps in the literature. The focus of the study on positive organizational psychology, empirical data, and particular components of workplace design might add to the current literature on the influence of workplace design on employees' psychological well-being, motivation, and productivity in architectural firms.

Keywords: Workplace design, positive organizational psychology, architecture firms, employee well-being, physical environment.

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A Comparative Study and Gender Difference of Mental Health Literacy in University Students between Czech and China

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Abstract

This study compares the Mental Health Literacy (MHL) of university students in China and the Czech Republic and their gender difference. MHL refers to the ability to recognize mental health problems, adjust one's mental state, and seek professional assistance. The study recruited 358 Chinese university students (244 female and 114 male, average age is 21.65) and 282 Czech university students (247 female and 35 male, average age is 25.13) and collected data through online questionnaires using the O'Connor's Mental Health Literacy Scale. The results indicated that Czech students had a significantly higher level of mental health literacy compared Chinese students from the total score and other subscales[Total score: M(SD, Czech)=125.8(11.0), M(SD, China)=104.3(10.4); Knowledge: M(SD, Czech)= 42.7(4.0), M(SD, China)=37.8(4.4); Ability: M(SD, Czech)=15.0(2.8), M(SD, China)=12.9(2.2); Recognition: M(SD, Czech)=22.4(2.4), M(SD, China)=17.4(3.8); Social acceptance: M(SD, Czech)= 22.4(4.7), M(SD, China)=18.8(3.5)]. Meanwhile, for Czech students, there is no significanlty gender difference in total score and different factors, while for Chinese students, female's total score of MHL is significantly higher than males's[M(female)]= 105.4, SD= 10.1,M(Male)= 101.9, SD= 10.6], this gender difference mainly reflected in the recognition of psychological problems in core literacy[M(female)= 18.1, SD=3.4,M(male)=15.7, SD=4.0]. The findings of this study emphasize the importance of mental health literacy on a global scale and the potential of cross-cultural comparisons to promote mental health literacy and improve mental health outcomes. The disparity in MHL between the two countries highlights the need for increasing mental health education and resources in China and improve the level of the management of Chinese higher education. Further research is needed to explore the cultural and educational factors contributing to balance the difference of gender in China. Overall, this study underscores the need for ongoing efforts to promote mental health literacy among university students, both in China and Czech Republic. By improving mental health literacy, we can help individuals better understand and manage their mental health and ultimately lead to improved mental health outcomes.

Keywords: Mental health literacy, cross-cultural comparison, gender difference

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Can Pedagogical Content Knowledge of Prospective Mathematics Teachers on Decimal Notation Can Be Improved by the Lesson Study Application?

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Abstract

In order for teachers to be able to teach effectively, they should be aware of the situations that may occur in the classroom, prepare a lesson plan suitable for the class, and possess sufficient field knowledge on the subject. Therefore, teachers and prospective teachers must have sufficient pedagogical content knowledge. The purpose of this study is to examine the effect of Lesson Study (LS) application on the development of pedagogical content knowledge of prospective mathematics teachers regarding decimal notation. In the study, the change in the knowledge of the pedagogical content knowledge components, knowing the student and teaching strategies of the prospective teachers before and after the lesson study was examined. The action research method was employed in this study, with the study group consisting of five prospective mathematics teachers in their final year of the secondary school mathematics teaching program at a state university in the Western Black Sea region.

The Content Knowledge Test (CKT), Recognition of the Student Test (RotST), and Knowledge of Instructional Strategies Test (KoIST) were used as data collection tools. The data collection process was enriched with additional tools such as video recordings of the lesson study, field notes on reflective discussions in each cycle, observation, and interviews. Thematic, content, and descriptive analysis techniques were used to analyze the data. It was revealed that the lesson study practice had a positive effect on the development of the pedagogical content knowledge of prospective teachers about decimal notation, and the deficiencies and mistakes of the prospective teachers in the pedagogical content knowledge components, getting to know the student and teaching strategy were eliminated. In addition, prospective teachers expressed that the lesson study method contributed positively to their professional development in the reflective discussions in the lesson study cycles.

Keywords: Decimal notation, lesson study, pedagogical content knowledge.

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An Examination of the Relationship between Creative Leadership Skills of Preschool Teachers and Children's Critical Thinking Skills*

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Abstract

In this study, it was aimed to determine the creative leadership skills of preschool teachers working in state preschool education institutions and to examine the relationship between teachers' creative leadership characteristics and children's critical thinking skills. Relational survey model was used in the study. In the study the following data collection tools for teachers; personal information form (gender, age, education level) and "Creative Leadership Scale" developed by Dikmen Ada (2012) were used. The Cronbach-Alfa reliability coefficient of the total scale is .986. And also in the study the following data collection tools for children; personal information form (child's age, gender, parents' age/education level/occupation) , "Critical Thinking Skills Test for 5-6 Year Old Children (CEDT)" developed by Tozduman Yaralı and Güngör Aytar (2020). Critical Thinking Skills Test (CEDT) content validity index for sub-dimensions; 0.80 in interpretation; 0.77 in explanation; 0.77 in evaluation; 0.81 in inference; 0.77 in analysis; and 0.98 in self-regulation. The test-retest reliability of this test was calculated and the correlation coefficients showed that the overall total score of the critical thinking skills test was .82. Since the data obtained from the research did not show normal distribution, Kruskall Wallis-H test and Mann Whitney U test were performed. The findings of the study revealed that; no correlation was found teachers' creative leadership skills of four subfactors 'Focusing on Change and Transformation', 'Focusing on Problem Solving and Critical Thinking', 'Focusing on Mentoring and Collaboration', and 'Focusing on Personal and Professional Growth' between children's critical thinking skills. However, when children's critical thinking skills were evaluated based on demographic data, significant differences were found in all sub-factors (six subscales including interpretation, explanation, evaluation, inference, analysis, and self-regulation) according to children's age (months), mother's education level, mother's job, and father's education level. According to the gender variable, a significant difference was found in favour of girls in the self-regulation sub-dimension of critical thinking skills. A significant difference was found in all sub-dimensions of critical thinking skills according to the month group variable. And a significant difference was found in favor of the older group in almost all age (month) groups ($p<.05$). This study can be repeated by examining the critical thinking skills test at different periods during the academic year. In addition, if normality can be ensured in the distribution, the effect of teachers' creative leadership characteristics can be better observed through regression analysis.

Keywords: Creative leadership, teacher leadership, preschool teacher, critical thinking skills.

* This study is derived from the first author's PhD thesis.

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Hybrid Lectures in the Intercultural Context in the Tertiary Education

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Abstract

Hybrid style of learning in tertiary education has emerged mainly during COVID-19 Pandemic, including language education. The approach has requested academic personnel to rethink their teaching-learning strategies and to have a more creative and challenging methodology that can be applicable both for online and in-person students. The present research aims at studying the theoretical background of hybrid learning, making the taxonomy of vast terminology used to denote similar concepts and to distinguish pros and cons of this approach looking at it from interdisciplinary point of view, including language study, pedagogy and intercultural communication. The article studies the challenges that can be observed in teaching English for Special Purposes, using hybrid learning style in consideration of the intercultural aspect of education. The empirical part presents the case study analysis of lectures that happened in-person with international students in Latvia and online students in India in the university setting.

The study describes lecturers' observations during the course and gives results of students' feedback on it, as well as provides ideas on how to improve teaching-learning processes of students from the technical, intercultural, organizational point of view, so that both in-person and online students are satisfied with the process and have positive learning outcomes at the end. The results show that students' learning outcomes do not depend only on whether students study in the classroom or online but more on students' motivation and self-discipline.

Keywords: Hybrid learning, intercultural context, English for special purposes, tertiary education

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Creativity Levels of Turkish Students

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Abstract

The purpose of this project was to assess the creativity skills of university students in Turkey using the K-DOCS scale. The K-DOCS scale is a well-established tool for measuring and enhancing creativity in five different domains or areas: Everyday, Scholarly, Performance, Scientific, and Artistic. The Turkish version was used in this study. Quantitative research methods were employed using survey methodology, and data were collected from high school students and undergraduate and graduate students of Sakarya University using Lime Survey. Of the 749 students who participated in the study, 501 (66.9%) were male, 245(32.7%) were female and 3 (0.4%) referred to themselves as being of "other" gender. The reliability analysis of the study conducted in Türkiye and Cronbach's Alpha of the fifty K-DOCS items is .938, considered excellent. T-tests, ANOVA, or their nonparametric equivalents (Mann-Whitney U test and Kruskal-Wallis tests) were used to analyze the data.

All participants' scores in Turkey were above the midpoint of the 2.5-point response scale, and the data were normally distributed. Significant gender differences were found only in the "Mechanical/Scientific" and "Artistic" dimensions, with females scoring higher in the former and males scoring higher in the latter. The study also found significant differences in creativity scores across different educational levels, with graduate students scoring higher than undergraduate students in the Everyday, Scholarly, and Mechanical/Scientific dimensions. These findings contribute to our understanding of creativity among university students in Turkey and have important implications for promoting creativity in educational settings. According to the students' opinions, the level of creativity in Turkey is at modest and below levels.

Keywords: Creativity, high schools, university, students

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Entrepreneurship Levels of Turkish Students

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Abstract

The purpose of this project was to assess the entrepreneurship skills of university students in Turkey using the EntreComp scale. EntreComp's three competence areas - Ideas and Opportunities, Resources, and Into Action - are made up of 15 competences, which are building blocks of entrepreneurship as a competence. The Turkish version of the EntreComp scale was used in this study to measure the entrepreneurship skills of university students in Turkey. Quantitative research methods were employed using survey methodology, and data were collected from high school students and undergraduate and graduate students of Sakarya University using Lime Survey. Of the 749 students who participated in the study, 501 (66.9%) were male, 245(32.7%) were female and 3 (0.4%) referred to themselves as being of "other" gender. The reliability analysis of the study conducted in Türkiye regarding the total samples (N: 749) and of the fifteen items ECQS scale of .903 (Cronbach's Alpha) which is considered excellent. The first descriptive analyses method was implemented and then T-tests, ANOVA, or their nonparametric equivalents (Mann-Whitney U test and Kruskal-Wallis tests) were used to analyze the data.

The data were not statistically normally distributed. No significant differences were found between the genders. There are significant differences in entrepreneurship competence among high school, undergraduate, and graduate students in Türkiye. The findings show that entrepreneurship competence increases with higher educational levels. Graduate students have higher scores on entrepreneurship competence than high school and undergraduate students. This shows that the higher the educational level, the higher is the perception of entrepreneurship competence.

Keywords: Entrepreneurship, high schools, university, students

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The Relationship Between Pre-Service Teachers' Approaches to Diversity and Social Entrepreneurship Characteristics

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Abstract

The main purpose of this study is to examine the relationship between pre-service teachers' approaches to diversity and their social entrepreneurship. Social entrepreneurship is defined as a process involving the innovative use of resources in order to realise social change, create social value or satisfy social needs (Thompson, 2002). A social entrepreneur is a person who realises the social failures in the society in which he/she lives and addresses the problems with an approach that has not been thought of or dared until that day; a person who makes a difference with his/her creative, persistent, sensitive, realistic attitudes and gains the trust of the society (Denizalp, 2007). Social entrepreneurship aims to ensure social transformation by creating innovation for social purposes (Güler, 2010). The transformation brought by the new paradigm is based on participation and prioritises polyphony over monophonicity (Ricucci, 1997). Diversity management is an important issue for educational organisations such as universities and schools as well as for all organisations (Lumby & Coleman, 2007). An organisation's approach to diversity reveals how that organisation defines diversity (Liberman, 2013). Podsiadlowski et al. (2013) classified approaches to diversity as homogeneity promotion approach, colour blindness approach, equality approach, access approach, integration and learning approach. This study focuses on the relationship between university students' approaches to diversity and their social entrepreneurship.

The research was designed in the relational research model. While pre-service teachers' approaches to diversity were measured with the "Approach to Diversity Scale" developed by Podsiadlowski, Gröschke, Kogler, Springer, and Van der Zee (2013) and adapted into Turkish by Polat and Arslan (2016), their social entrepreneurship levels were collected with the "Social Entrepreneurship Characteristics of Pre-Service Teachers Scale" developed by Konaklı and Göğüş (2013). Pearson Product Moment Correlation Coefficient was calculated to examine the degree and direction of the relationship between prospective teachers' approaches to diversity and their social entrepreneurship. While evaluating the correlation coefficients, the coefficients were interpreted as "high" between 0.70 and 1.00 in absolute value, "medium" between 0.69 and 0.30, and "low" at 0.29 and lower values (Büyüköztürk, 2005). The statistical significance level was taken as 0.01 in the analysis. The research is ongoing.

Keywords: Diversity, social entrpreneurship, pre-service teachers

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Descriptive Analysis of the Articles About Intergeneratıonal at Dergipark on Social Studies

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Abstract

The aim of the researcher is to do descriptive analysis of the 'intergeneration' term systematically on the Dergipark. This research has been practiced with the descriptive analysis method of qualitative research model. For that purpose, the articles in Social Studies between 2002-2022 that include 'intergeneration' term are formed study group. For analysing of obtained datas descriptive analysis method is utilized. According to the results of the research it is obtained 57 articles with the ' intergenerational' title. During the research, it is reached that the first article with 'intergeneration' term in Social Studies has been published in 2001. Written articles vary in terms of language. It is clearly understood that 8 of them are English, one of them is French and rest of them are Turkish languages. To reach the numbers, the articles have been made groups at the excel table. The main three titles have been determined as a descriptive datas, method and content.

The subtitles of the descriptive datas have been determined as a name of the article, publication of the article, name of the publication magazine, writer of the article and number of the writer. The subtitles of the method have been determined as a design of the article, method, study group, data analysis tools and data analysis. Also the subtitles of the content have been determined as a theme of the article, subtheme of the article, premises of the article, outputs of the articles and findings. Analyzed datas of the articles have been written down in the right column. With this study we can determine what the need is about the intergeneration concepts. Thus it can support and develop the relationships between the different generations. As a result this study will be the guide for the next studies about intergeneration concept.

Keywords: Intergeneration, intergenerational relations, descriptive content analysis

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Descriptive Analysis of the Theses about Intergeneratıonal at Council of Higher Education Thesis Center YÖKTez on Social Studies

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Abstract

The aim of the researcher is to do descriptive analysis of the 'intergeneration' term systematically at Council of Higher Education Thesis Center-YÖKTez. This research has been practiced with the descriptive analysis method of qualitative research model. For that purpose, the articles in Social Studies between the years 2002-2022 that include 'intergeneration' term are formed study group. For analysing of obtained data descriptive analysis method is utilized. According to the results of the research, it is obtained 57 thesis with the 'intergenerational' title. During the research, it is reached that the first thesis with 'intergeneration' term in Social Studies has been published in 2016. Written thesis vary in terms of language. It is clearly understood that 14 of them are English and rest of them are Turkish language. To reach the numbers, the thesis have been made groups at the excel table. The main three titles have been determined as a descriptive data, method and content

. The subtitles of the descriptive data have been determined as a name of the thesis, publication year of the thesis, the university where the thesis was presented, the language of the thesis, the subject area of the thesis and the author of the thesis. The subtitles of the method have been determined as a design of the thesis, method, study group, data analysis tools and data analysis. In addition, the subtitles of the content have been determined as a theme of the thesis, subtheme of the thesis and findings. Analysed data of the thesis have been written down in the right column. With this study, we can determine what the need is about the intergeneration concepts. Thus, it can support and develop the relationships between the different generations. As a result, this study will be the guide for the next studies about intergeneration concept.

Keywords: Intergeneration, intergenerational relations, descriptive content analysis

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Analysis of EU Countries Performances with Digitalization, Education and Employment Indicators Within the Scope of Lifelong Learning: Application of CRITIC Based Gray Relational Analysis Method

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Abstract

Today, the incredible development of Information and Communication Technologies (ICT) has affected every sector and individual from different aspects. The fact that technology has become a part of our daily lives has also changed the skills that individuals need to acquire and the knowledge and skills that the business world seeks in individuals they want to employ. In addition, the investments made by countries in the name of education in order to raise qualified individuals and ensure that they live in prosperity are also very important in this process. Of course, it is necessary to provide a balance between the skills that individuals acquire in higher education in terms of having a profession in the society and reinforcing their intellectual knowledge and skills, in order to meet the needs of the age and without worrying about the future of the youth. The European Union (EU) has developed many policies, decisions, strategies and projects on lifelong learning and has set some targets, especially in education, employment and competitiveness. Today's technological developments and the effects of these developments on education and employment cannot be ignored. In this study, within the scope of the objectives of lifelong learning in the EU, the technological developments in the EU countries, education and employment indicators and their performances are evaluated and the countries that come to the fore and fall behind are discussed.

The aim of this study is to evaluate the performance of EU countries with the CRITIC-based Gray Relational Analysis (GRA) method with some technology, education and employment data that are important within the scope of lifelong learning in the digitalized world. In particular, the education variables of individuals at higher education level who are educated with digital skills brought by our age and close to taking part in business life, employment of new graduates, unemployment with advanced education, the share of government expenditures spent on education in GDP, the share of the ICT Sector in GDP, which shows the effects of technology on employment, and the share of ICT experts in total employment. etc. variables are included in the scope of the study. The data used in the study were obtained from Eurostat and the World Bank. With the help of the variables included in the study, according to the findings of the CRITIC method, it was seen that the most important first five criteria were students enrolled in Higher Education (12,11%), leave education and training early (9.32%), the share of the ICT Sector in GDP (8.38%), highly educated unemployment (8.08%), Total unemployment rate (-7.08%). However, in the Gray Relational Analysis findings using the weights obtained by the CRITIC method, Sweden, Finland, Spain, Denmark, Malta, Germany took the lead in the performance ranking by providing the balance of technology, education and employment, it has been found that countries such as Poland, Latvia, Croatia, and Slovenia are also in the last place.

Keywords: Lifelong learning, technology, employment, CRITIC Method, GRA Method

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Exploring the Relationship between Life Long Learning Competencies and Managerial Roles with the Case of Madam C.J. Walker

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Abstract

Managers have some management roles to undertake due to their position and responsibilities. The study of the roles that managers assume and fulfill has been an area of research for almost 50 years. One of the most important works on managerial roles was put forward by Henry Mintzberg in 1973. In "The Nature of Managerial Work", which is still popular in the field of management, Mintzberg presented a theoretical framework for the roles undertaken by the manager working in any business. In the mentioned work, ten roles of managers are described in three different categories. Since entrepreneurs are also managers of businesses, they have to carry out many tasks and responsibilities. In addition, entrepreneurship is promoted as a lifelong learning competence. The example of Madame J.C. Walker is also noteworthy in that she developed entrepreneurship and different management roles through a lifelong learning process. Thus, the business life of Madame C.J. Walker (Sarah Breedlove) is examined as the first female millionaire of the USA, who faced various difficulties as both a minority and a woman during her lifetime (1867-1919), with the idea that she bears important traces in order to understand the model of executive roles. In the literature, there have been many articles and books on Madame C.J. Walker's professional life from various perspectives.

Accordingly, the four-part series "Self Made: Inspired by the Life of Madam C.J. Walker" series produced by Netflix in 2020 was discussed in order to reveal the model of executive roles through a popular culture element. The aim of the research is to determine how the model of managerial roles is handled in this popular TV series and which roles are more prominent in which categories. In this study, in which the qualitative research method was adopted, it was deemed appropriate to use the descriptive analysis technique. The data obtained in descriptive analysis are summarized and interpreted under previously determined headings (themes). The categories of the model were accepted as themes and some episodes and dialogues in the series were linked to the themes considered to be related by the researchers. According to the analysis, in "Self Made: Inspired by the Life of Madam C.J. Walker" series, it was concluded that interpersonal roles such as leadership role, informational roles as spokesperson, and decision-making roles as entrepreneur and negotiator were covered more comprehensively.

Keywords: Leadership, life long learning, managerial roles, entrepreneurship, qualitative study

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Self-assessment of Professional Technical Competence by Postgraduate Students in Finance and Accounting, Case of Albania

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Abstract

The primary skills required by the employers of the graduated students are: teamwork, technical skills, practical adaptation skills, negotiation skills, leadership, awareness of doing business, and other soft skills. Identification and self-assessment of professional competencies for students is challenging. This study deals with the self-assessment of the level of professional competencies for postgraduate students in the technical disciplines related to the finance and accounting field in Albania. The study aims to identify three main dimensions of student knowledge that are attractive and absorbed by the labor market: technical knowledge of the field, critical thinking skills, and practical adaptation skills. To estimate these technical competencies, a survey is conducted for postgraduate students that attend studying a Master of Science in Finance or Accounting and Auditing at the Faculty of Economics, University of Tirana. According to official data, the population is 270 students (for two successive academic years), and the sample is 180 students. Proceeding with these data are used an econometric model with multi factors like logistic regression and linear regression.

Students have great self-confidence in technical skills in theory (testified by their internship/training on the job or work), and they are also able to adapt to practice international financial reporting standards and different financial evaluations or financial modeling. On the other hand, they have low confidence in financial technologies and their adaption in practice. Practical Implications: Needed an enrichment of university curricula and their revision with a focus on digital finance and software applications.

Keywords: Professional competence, self-assessment of knowledge, postgraduate students in finance and accounting

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Entrepreneurship and Creativity in Education: Why Current European Educational Reforms Are Aiming in the Opposite Direction?

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Abstract

The paper problematizes current European educational reforms that, under the agenda of European qualification framework, are aiming at establishing occupational and qualification standards. While providing a good mechanism for measurement, evaluation, and comparison of qualifications and learning outcomes between the state members, thus enabling permeability in education for EU citizens in and across the member states, at the same time it is creating an overly rigid, slow, traditionally oriented, and bureaucratically burdened system of education that cannot address the market and societal needs for extremely fast transformations and adaptations required by Fourth Industrial Revolution. On one side, 4IR requires innovative and creative approaches from education stakeholders, dedicated to providing highly transversal skills emphasized with critical, entrepreneurial, and creative thinking for majority of occupations that at present do not exist and even cannot be anticipated, considering the necessity for several changes in the technological ecosystem and well as in the profession in the course of individual's course of life. On the other side, current educational reforms aim in the opposite direction of standardization of present occupations and qualifications and formalization of overall qualification framework that overly predefines educational goals, both in terms of overall top-down approach and in the number of prescribed details, thus diminishing creative and entrepreneurial potential of educational stakeholders, increasing their reaction time in the adaptation to 4IR.

Because standardization/evaluation and creativity/entrepreneurship inherently lay on the opposite poles of human endeavors, each being an adaptive and desirable response at certain times (creativity/entrepreneurship in times of transformation and revolution, and standardization/evaluation in times of steady and predictable pace), there is a justified concern among the educational stakeholders that the key words in European educational strategies such as creativity, innovation, entrepreneurship, autonomy and responsibility of stakeholders have only nominal meaning with little potential for real impact. The aim of the paper is to raise the awareness and encourage the discussion about these discrepancies between the current market/societal developments and European educational agendas, corroborating it with examples and experiences from our adult learning institution.

Keywords: European qualification framework, occupational standards, qualification standards, creativity, entrepreneurship

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Competition in Public Education from School Administrators' Perspective: A Qualitative Study on Public Schools in Turkey

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Abstract

As a result of the privatization of education since the 1980s, it can be said that private schools have started to assume a dominant role as an alternative to public education. As a result of privatization in education, fewer resources are allocated to public education, investments in improving the quality of education and teachers are reduced, and therefore public schools have been losing quality day by day. Moreover, public schools are expected to compete with both other public schools and private schools. In this sense, the performance of public education in Turkey has been significantly below the national average for decades. However, despite all this, public schools are resisting and trying to survive in this competitive environment through their own efforts. To this end, the aim of this qualitative study is to reveal how public school administrators experience this competitive situation in education. The research was conducted with a qualitative research method and designed according to the phenomenological design. The study group of the research consists of 19 school administrators who are currently working as administrators in public schools. The data were collected through semi-structured interviews and analyzed by content analysis method. The results of the research revealed public school administrators experience competition as a situation that harms public education, that competition is not conducted under equal conditions and that it is in favor of private schools. It was also revealed that inflated grades in private schools provide an advantage to private school students. Based on the results of the research, it is recommended that education should be organized as a public right and service and education should be freed from the competition imposed by neo-liberal policies.

Keywords: Competition, public education, privatization, private schools, school administrators

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The Use of Unplugged Activities in the Development of Computational Skills

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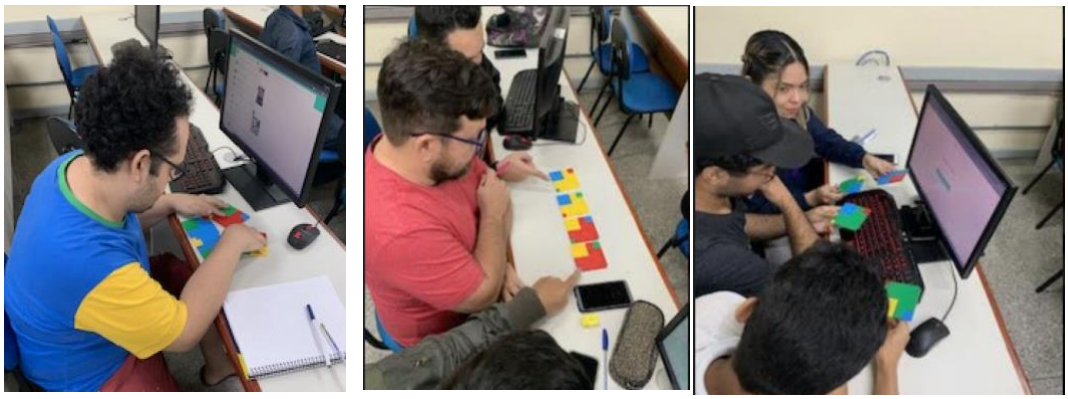
Abstract

The term computational thinking emerged in the 1980s through Saymor Papert's pioneering research on how human beings think without relying on machines. For that author, computational thinking is the way of reasoning, with the objective of solving complex problems. In this sense, complex problem can be understood as those problems that do not have an immediate solution. Therefore, it should be divided into smaller problems, aiming to identify possible solutions. In order to subdivide a complex problem into simpler problems, we use the pillars of computational thinking as a tool: decomposition, pattern recognition, abstraction and algorithm. Highlighting the algorithm, as, according to Wing (2006), it serves as an aggregating pillar for the other pillars. At this point, the unplugged activity emerges, because the way of thinking of the human being in step-by-step corroborates the search for fractional solutions to a complex problem. Unplugged activity is understood as the form of developing an action without the help of the machine, aiming at the performance of tasks in the classroom by the students. Therefore, the present investigation uses the "PUNTE" project as an innovative methodology, that is, the Poly-UNiverse in Teacher Training Education (PUNTE) project with the aim of developing the computational thinking skills of the students of the 6th period of Computer Science of the Amazonas Higher Education Center (CIESA).

The pedagogical tool was implemented in the discipline "Algorithm Analysis" where the students were presenting several cognitive difficulties related to computational thinking, such as: abstraction, pattern recognition, algorithm, etc. After implementing the activities involving the pieces of the PUNTE project, relating them to the pillars of computational thinking, it was possible to observe a great autonomy of the students and, as a consequence, the development of the pillars of computational thinking. The activities aimed at developing these pillars, it was observed that students were able to advance in the development of skills that guide the Algorithm Analysis discipline and, as a consequence, enhance teaching and learning the said discipline. Also, it was verified that through this innovative methodology, the students interacted more with each other, corroborating with the emotional-social side, the work among peers, etc. In this sense, it was observed that the level of learning of Computer Science students in the 6th period on the topic "Asymptotic Complexity", jumped from 30% to 80%. Below are some records of the implementations of the "PUNTE" project in the classroom with the 6th period CIESA Computer Science students, notably with the image use term authorized by the respective students.



Author's photographic collection

Keywords: Unplugged activity, PUNTE project, computational thinking skills.

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Digitalization of Business Marketing Activities

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Abstract

Globalization processes, which characterize modern business, extend to the marketing activities of many companies and are closely related to the rapid spread of digitalization. Internet is characterized not only as a way of receiving and transmitting information, but also as a powerful tool for business development. Digital space, due to such advantages as accessibility and ease of use, has become a new direction of conducting marketing activities. Given this fact, the use of Internet promotion is not considered as a way of gaining a competitive advantage, but as a factor of maintaining market positions in international markets. Development of innovations, changes in business conditions, and the unpredictability of external influencing factors make it necessary to implement effective and innovative tools for the digitalization of business marketing activities. The purpose of the research is to improve and develop theoretical provisions, to develop methodological and practical recommendations for the digitalization of business marketing activities. In order to realize the set goal, it is necessary to solve such tasks as to determine the specifics of the development and use of tools for digitalization of international marketing activities; to provide a description of the main areas of application of marketing activity digitization tools; to analyze trends in the development of digitalization; to develop recommendations for improving tools for digitalization of international business marketing activities.

Research methods used in the research are methods of analysis and synthesis, induction and deduction, comparison, matrix methods, modeling, generalization, process, system and situational approaches. The result of the research is the development of measures to improve the international marketing activities of business based on digitalization, namely the formation of strategic directions for the digitalization of international marketing activities of businesses and the prioritization of the use of digital tools in marketing activities.

Keywords: Digitalization, marketing activity, strategic management, management decisions, international business

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Socio-Psychological Effects of the COVID-19 Outbreak Process on School Managers (Sample of IZNIK)*

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Abstract

Pandemic created different life and work styles and affected all people's life styles including school administrators as well. But we could not find satisfied study on the effect of work life and physchology of school administrators. Thas whyi this study aimed to determine the effects of Covid 19 outbreak to the school administrators physchology. In this study, the opinions of school administrators working in primary (primary school, secondary school) and secondary (high school) schools in Iznik district of Bursa province on the effects of the Covid 19 epidemic process on them were examined. Twenty-one school administrators, including six women and fifteen men, participated in the study. Semi-structured interviews were conducted with the participants using a 10-question interview form developed by the researcher.

The data obtained from the interviews were analyzed in the MaxQda qualitative analysis program. By examining the interview transcripts of the participant administrators, codes were created and the effects of Covid-19 on the school managers' family and work life during the pandemic period were dividen into codes. School administrators, who had difficulty in coping with the uncertainty, preferred to spend more time with their family members to overcome the problems. Contrary to expectations, the Covid 19 epidemic did not reduce the workload of school administrators, but on the contrary, added the responsibility of managing remote education to their previous workload.

Keywords: Covid-19, school managers, family life, work life

*This study was prepared on the basis of the master's thesis titled "Social-Psychological Effects of the Covid-19 Epidemic Process on School Administrators", which we completed in March 2023 under the supervision of Prof. Osman TITREK.

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Leading with an IB Mindset: Cultivating Leadership Skills in the International Baccalaureate Program

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Abstract

The International Baccalaureate (IB) offers a continuum of international education through four programmes to students aged 3 to 19 for a worldwide community of schools over 5770, aiming to create a better, more peaceful world. Schools must be authorized to teach IB programmes which means schools must fulfil the requirements of IB programme standards and practices. In this process, IB aims the school to become a learning community through its standards and practices with specific references to leadership team as lifelong learners. This article presents a comprehensive exploration of how the IB programmes empowers school leaders as lifelong learners. This study aims to shed light on the ways in which the IB program equips school leaders with the knowledge, skills, and mindset necessary for continuous learning and growth. The role of the IB program in fostering a culture of lifelong learning among school leaders is analyzed through an analysis of literature review and content analysis of IB documents.

By synthesizing evidence from various sources, it demonstrates how these opportunities provide school leaders with ongoing support, access to best practices, and the chance to engage with a global community of educators. Additionally, this study examines the impact of the IB program on leadership capacity building. It explores how the program cultivates essential leadership skills, such as effective communication, strategic thinking, visionary leadership, and ethical decision-making. In conclusion, this study highlights the significant role of the IB program in empowering school leaders as lifelong learners. It emphasizes how the program instills a culture of continuous improvement, provides ongoing professional development opportunities, and cultivates essential leadership skills. By equipping school leaders with the tools to navigate complex educational landscapes and adapt to changing needs, the IB program empowers them to lead their schools with resilience, innovation, and a commitment to lifelong learning.

Keywords: International baccalaureate, leadership skills, lifelong learning

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Transformative Learning in Public Primary School

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Abstract

We would like to present the change in teacher's thinking about education in the Polish school based on the Mezirow's concept of transformative learning from the 90s 20th c. How they change their opinion on the role of the teacher and the teacher-student relation. We present the possible changes in such aspects as: organization of school's space and time, teacher's understanding of students' needs, organization of teaching/learning process itself (such as resignation of grades, tests, exams and homework). In the presentation we explain the processes of transformative learning the teachers undergo while they face various challenges in their professional practice which is far from routine activities: 1) learning by confirmation of up-to-date premises, 2) learning through broadening the schemes of thinking, 3) learning through the critical reflection on the teacher's practice.

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Keywords: Learnings, transformation, primary school

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Self-efficacy and Mindsets Research Among Bulgarian Citizens

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Abstract

The purpose of the present study is to trace the relationship between the levels of self-efficacy and the belief about the possibility of improving abilities among a sample of Bulgarian citizens. This issue is topical because of its practical importance in the everyday life of every person. The formed way of thinking has an impact on the behavior and on the readiness and conviction to implement some change. The present material examines the ideas of Albert Bandura and Carol Dweck. Perceived level of self-efficacy indicates confidence in the ability to exercise control over life events. The mindset, on the other hand, expresses the handling of challenging tasks. A study was conducted using two questionnaires: 1) General Self-Efficacy Scale (GSE), Schwarzer & Jerusalem, 1995), and 2) Dweck Mindset Instrument (2008). The Cronbach's Alpha reliability of the GSE scale across all 10 scale items is 0.895, which means that the scale has very good reliability for practical purposes. The Cronbach's Alpha reliability of the Dweck Mindset Instrument on all 10 items of the scale is 0.5, which means that the scale has satisfactory reliability and can be used for practical purposes. The results of the study show that there is no correlation between the two phenomena.

The levels of self-efficacy among the respondents are relatively high, and progressive thinking prevails. No age and gender differences are established in this study. The levels of perceived self-efficacy among the respondents are in the moderate range, even slightly above the average values. Progressive thinking prevails among the study participants. The influence of other factors on the formation of a way of thinking among Bulgarian citizens should be further studied, as well as the possibilities of changing the perceived levels of self-efficacy and formed fixed thinking.

Keywords: Self-efficacy, growth mindset, fixed mindset, achievement

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The Eight-week Mindfulness Mediation Training to Reduce Stress in University Students: A Pilot Study

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Abstract

For the past thirty years, mindfulness meditation has been studied and researched extensively to show possible effects in stress and anxiety reduction in meditators. After mere eight weeks of regular meditation practice, various studies have shown improved attitudes in participants in dealing with life stressors and increased ability to regulate negative emotions and thoughts. The overall relationship with one´s self and others improved as well. To shift one´s attention to the present moment, again and again, has proved to develop the kind of awareness that helps meditators alleviate or lessen the negative impact of daily life stressors. The present pilot study offered the eight-week mindfulness meditation training to future teachers university students in a closed group.

The main goal of this pilot study was to measure possible changes on perceived stress levels before and after the eight weeks of mindfulness training. The Perceived Stress Scale (PSS) was used to self-evaluate the current levels of perceived stress. The partial goals were to observe possible changes in the levels of mindfulness using the 15item Five Facets Mindfulness Questionnaire (FFMQ-15) and the levels of self-compassion using the Self-Compassion Scale (SCS-CZ). The research group consisted of 20 university students out of which 16 were women and 4 were men. The results showed significant differences in all three aspects of perceived stress, mindfulness levels and self-compassion levels. The perceived stress levels were reduced ($t = -7.24$; $p < 0.001$) after eight weeks of mindfulness training. The levels of mindfulness and self-compassion were significantly increased after the training. The promising results promote further study on bigger samples.

Keywords: Mindfulness; meditation; stress; self-compassion; Perceived Stress Scale (PSS).

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Identity Tensions and Coping Strategies in Teachers' Career Stages

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Abstract

The aim of this research is to determine the identity tension experienced by teachers during their career stages and to determine their views on coping strategies. The study population of the research consists of 20 teachers working in the central district high schools of Bolu in the 2022-2023 academic year. In the research conducted in the qualitative research design, the data were collected with a semi-structured interview form and analyzed with descriptive and content analysis techniques.

In the interview form, to the teachers who are at different career stages; Questions were asked about what identity tensions they perceive at school are, how they react to identity tensions, and what strategies they adopt to cope. In the research, the sources that create the identity tension that teachers who are new to the teaching profession or who are in the last stage of their profession encounter in this process were determined. In this context, when teachers apply the coping strategies they have developed against the sources of tension, positive effects are expected, such as enabling schools to reach their determined educational goals. In the research, the positive and negative effects of identity tensions and coping strategies faced by teachers during their career stages on their professional activities will be revealed.

Keywords: Career stages, identity tension, coping strategies, teacher

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Creativity and Entrepreneurship Competence Level Assessment of Students in Latvia

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Abstract

This article contains the results of scientific literature review, which is significantly important for giving insight into entrepreneurship education and green entrepreneurial mind-set development in general education, as well as addresses the issues of creativity and innovations. The article is elaborated within the project "Beyond the Limits: Developing Entrepreneurship via Creativity in Schools" (2020-1-TR01-KA203-093989). The creativity and entrepreneurial competence is analysed from different viewpoints stressing the topicalities in the context of lifelong learning.

Based on the data obtained from Needs Analysis the Latvian results point to the fact that graduate level students show lower level than undergraduate level students in all creativity dimensions, whereas the comparison between these shows that there aren't significant differences in entrepreneurship competence. The results presented for educational levels show that creativity and entrepreneurship in Latvian context need to be supported in all target groups for the development of creativity skills and entrepreneurship competence, through educational training, especially turning attention to graduate students.

Keywords: Creativity, entrepreneurship, competence, Latvia

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ChatGPT in the Resolution of a Math Exam: Results Obtained in Portuguese and in English Language

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Abstract

Artificial Intelligence has had a remarkable development in recent years, being brought to public attention due to the emergence of advanced language models such as ChatGPT. These models have been reported to be capable of achieving passing scores in examinations required for accessing professional orders in fields such as Law and Medicine. The purpose of this study was to examine the capabilities of ChatGPT to answer correctly the questions of the Portuguese Mathematics 2022 12th grade exam (Matemática A). The questions of this exam were given to ChatGPT both in the original language (Portuguese) and in an English translation that was produced also with ChatGPT. Some questions had accompanying figures, described textually in the exam, that were not given to ChatGPT.

The results of the research showed that, in both languages, ChatGPT did not achieve the minimum passing score of 95 points (out of 200). The performance in English was slightly better, with a score of 77 points, compared to 63 points in Portuguese. The study also showed that, when the solution of a question must be decomposed in several steps, ChatGPT makes errors in those steps more frequently than when asked to solve those steps separately. Therefore, ChatGPT performed better when given simple, direct, questions compared to complex problems that require combining multiple pieces of information. The study also analysed the consistency of ChatGPT's answers, concluding that ChatGPT may give both correct and incorrect answers to a given question, with similar assertiveness. In conclusion, these results show that while ChatGPT shows promise in answering some questions, there is room for improvement in the domain of mathematics.

Keywords: Artificial intellgence; mathematics education, Chat GPT

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To be or Not to be A Mentor? The Role and Motivation of Pre-service Teacher Mentors from Prom-social to Cognitive-effective Perspectives

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Abstract

This quantitative interdisciplinary study sheds light on the driving forces on mentoring positions in teacher training processes in Israel in 2022. Focusing mainly on their role and motivations to be a mentor of preservice teacher during their practical training. Despite its importance, this role is often overlooked or unappreciated, even by the mentors themselves the current research examines their internal motivation for choosing to serve as a mentor in addition to working as a classroom teacher – a position that is barely rewarded, in money, status, or prestige. Despite its importance, this role is often overlooked or unappreciated, even by the mentors themselves. Yet, this study is examining mentoring through the cognitive-effective perspective.

The research included 170 teacher mentors the findings indicate that teacher mentors exhibit internal motivation from a pro-social and cognitive-effective perspectives. For example, the desire to improve the level of teaching in Israel combined with their personal educational philosophy. Their main goal is to serve society in the broadest meaning of the word. This indicate their strong desire to contribute for the future of education and their students. While a supportive school climate and the autonomy entailed in mentoring are factors that promote mentoring practices, lack of theoretical knowledge about teacher training and lack of clarity about the mentors' specific areas of responsibility hinder such practices. These insights depict the mentor as someone who is worthy of receiving recognition and status as a pillar of the teacher training community.

Keywords: Mentors, teacher training, motivations

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Breaking Barriers: Unleashing Interdisciplinary Creativity in Education with Poly-Universe

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Abstract

This paper aims to showcase a diverse range of Poly-Universe activities, developed within the framework of PUNTE Erasmus + projects. Poly-Universe is a game-based learning tool that utilises geometric shapes and colours to stimulate creativity and enhance problem-solving skills among students. Poly-Universe is a manipulative material containing basic shapes (circle, triangle, square) and the colour combination system attached to it. Mathematics is one of the key competencies but Poly-Universe also holds potential for supporting interdisciplinary learning and integrating different areas of knowledge. However, beyond its applications in mathematics and the arts, Poly-Universe can also serve as a tool to describe scientific concepts across various disciplines, such as the principles of logic in philosophy, music, to narrate a story, to develop computational thinking among other possibilities. Additionally, students can apply engineering principles to construct structures using Poly-Universe elements, thereby bridging the gap between theoretical knowledge and practical application.

Poly-Universe finds its exploration considering pedagogical approach developed in the scope of the innovative ViduKids project, where its pieces are utilised in animated games using video techniques, e.g. stop motion. These games engage with various concepts, particularly mathematical concepts, while also incorporating narratives inspired by the constructions made by the students (promoting emergent literacy). By interacting with the pieces through the animated games, students not only reinforce their understanding of mathematical concepts but also develop their storytelling skills and creative thinking. The presentation will include the demonstration of examples developed in teacher education and science education courses, highlighting their practical

application and relevance. Participants in the workshop will be challenged to develop a construction, a game or a task using Poly-Universe materials. As different perspectives will emerge, it will be analysed the potential of Poly- Universe to promote creativity as well as other competences.

Keywords: Interdisciplinary, Poly-Universe, creativity, project Erasmus+ PUNTE, video production

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Psychosocial Factors Associated with Trust in Human-robot Interaction in An Industrial Context: A Systematic Review of Literature

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Abstract

Robotics is a field that is evolving in different contexts of our society. The industrial context is no exception and collaboration between humans and robots is proving to be increasingly relevant to the performance of organizations. Taking into consideration the development of this field and its integration in industrial contexts, the relationship between workers and collaborative robots shall be optimized. In this sense, trust in human-robot interaction (HRI) is a relevant point. Thus, the objective of this work is to identify the significant psychosocial factors that impact trust in HRI in industrial contexts and map them into dimensions that can define their nature. To this end, the research included the period from 2015 to early 2021 – the fast mutability of the technological environment and its impact on the habits of usage and perception of the final user (Human) – and was carried out using the databases Web of Science and SCOPUS. 36 different psychosocial factors were discovered in 12 different articles, and 16 of those variables were simultaneously cognitive behavioral responses and social factors according to our classification. Five proceedings, five articles and two reviews were among the documents included, with nine being considered simulations. The scarcity of results stemmed from a tradeoff to guarantee updated information, since outdated studies concerning technology can have negative effects on their relevance. This study can help identify the reason for factors influencing trust starting by knowing their psychosocial type, creating the possibility for designs oriented to maximize trust of workers in HRI in Industry 4.0.

Keywords: Psychosocial factors; trust; human-robot interaction; industrial; cobot

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Benefits and Challenges of Distance Education in an Online Foreign Language Course: German Learner Perspective

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Abstract

The COVID-19 pandemic ignited discussions about the potential of distance education as a viable alternative to traditional in-person instruction, leading to an expansion in related research. Thanks to digitalization and the proliferation of online tools, delivering educational content has been revolutionized, affording unprecedented ways of learning. This modern approach, which can lead to a paradigm shift, allows learners to access their education from virtually anywhere, paving the way for a flexible and personalized learning environment that is adaptable to their unique schedules and requirements for the differentiated instruction. The primary focus of this study is to scrutinize and appraise the efficacy of synchronous online German language instruction. This evaluation encompasses the quality of teaching, the level of interaction within the online environment, and the usage of Web 2.0 tools, all from the learners' standpoint. This study aims to explore the experiences and beliefs of learners from different academic fields who enrolled in a German language teaching course at a state university after the post pandemic period.

The course was conducted via distance education for one semester in the 2021-2022 academic year. The course content was developed by considering the content development models in distance education. The data collection instruments of the study were an open-ended questionnaire and a semi-structured interview form. The design of the study is based on action research. The collected data were analysed with the help of MaxQDA 2022 qualitative data analysis software. The findings revealed three predominant themes, all from the learners' perspective: the structure-based issues in distance education, the effectiveness of interaction in distance education, and the thoughts on Web 2.0 tools. These themes provide a comprehensive overview of the current landscape and potential future direction of language learning via distance education.

Keywords: distance education, foreign language teaching, web 2.0 tools, online education, learner experience

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Determining the Job Satisfaction Levels of Teachers (A Mixed Methods Research)

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Abstract

Job satisfaction is the term used to describe the individual's sense of feeling good about the work they do. Determining the levels of job satisfaction among teachers and identifying the factors that affect its increase or decrease is crucial for the quality of education. The aim of this study is to determine the job satisfaction levels of teachers and various variables related to job satisfaction. The research was conducted on teachers working in public and private schools affiliated with the province of Muş and surrounding provinces. In this study, a mixed methods approach with a concurrent design was used. The purpose of this design is for the two methods used to support each other. The reason for choosing the mixed methods in this study is to reveal teachers' opinions about job satisfaction in more detail by supplementing the data obtained from the scale forms with short answers provided by the teachers. The Job Satisfaction Scale was used as the data collection tool using a quantitative scanning model. Semi-structured interview questions were used in the qualitative dimension using a scanning model.

The form, consisting of three sections: Demographic Information, Job Satisfaction Scale, and semi-structured questions, is administered online to teachers working in various branches and positions in public and private schools in different cities. In order to increase the generalizability of the research data, teachers from various branches and positions working in multiple cities were included. The target population of the study consists of teachers working in various branches and positions in public and private institutions in Turkey. The accessible population consists of all teachers in Muş and surrounding provinces. The research is still ongoing, and the findings and results related to the research will be concluded and presented after the data analysis.

Keywords: Job satisfaction, teachers, organizational behaviour, educational management

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Foreign Language Teaching in Virtual Classrooms and Management of Teaching

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Abstract

The aim of this study is to examine the effectiveness of foreign language teaching in virtual classrooms according to the views of teachers, students and parents. Case study, one of the qualitative research methods, was used in the study. The study group of the research consists of 22 foreign language teachers working in public high schools, 20 high school students and 15 high school student parents. The data of the study were obtained with the help of an interview form consisting of 7 questions. The data obtained were evaluated by content analysis and descriptive analysis, themes were formed and presented with direct quotations. As a result of the research, the virtual classroom applications, social media tools and Web 2.0 tools used by teachers, students and parents for foreign language teaching in virtual classrooms are similar. There was no consensus among teachers, students and parents about the effect of virtual classrooms and online applications on the foreign language learning process. It was determined that there were no problems in teaching other language skills in virtual classrooms, except for writing skills. In terms of virtual classroom experiences in foreign language teaching, teachers stated that they saw themselves and parents saw their students as good in the use of technology, while students stated that the interaction was weak because the cameras were not turned on. It was determined that the participants had common expectations for measurement and evaluation in virtual classrooms.

The ease of classroom management and management of student behavior in foreign language teaching in virtual classrooms, the availability of a large number of teaching materials for language lessons, saving time and continuing the education process without loss were identified as positive aspects. The negative aspects of virtual classrooms include the fact that the camera and microphone are turned off, internet and connection problems are experienced, participation in the lessons is low, students are unresponsive, gestures and mimics cannot be used, and measurement and evaluation cannot be made. According to the findings of the study, it was suggested that for the effectiveness of foreign language teaching in virtual classrooms, teachers should be provided with compulsory in-service trainings on virtual applications, teachers and students should be provided with devices and internet access, and lessons should be recorded so that they can be repeated. It may be useful to require students to attend virtual classroom lessons and to conduct assessment and evaluation to improve their language skills. It may be useful to train teachers on foreign language teaching and teaching management in virtual classrooms.

Keywords: Virtual classroom, foreign language teaching, management of teaching

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Learning with Virtual Reality and Augmented Reality

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Abstract

Over the past few decades, there has been an increasing interest in the application of Virtual Reality (VR) and Augmented Reality (AR) in educational contexts worldwide. Their immersive and interactive nature provides a range of unique opportunities for teachers and students to explore their surrounding environment in a collective and participatory manner. Within the scope of the "STRONG: Resilient Skills and Teachers Focused on the Next Generations" project, identifying successful teaching and learning strategies using digital technologies has been a priority. To achieve this goal, a survey of national and international initiatives was conducted, which utilized digital technologies not only to enhance the acquisition of disciplinary knowledge but also to promote the recognition and utilization of cross-cutting competencies. Among the selected cases, this paper highlights the use of Virtual Reality and Augmented Reality technologies and their application in a university context. Specifically, regarding Virtual Reality, one of the inherent advantages of this technology is that users can interact with virtual environments in a realistic and direct manner - Virtual Tours, allowing them to access realities that would otherwise be inaccessible. The "Giza 3D" project from Harvard University stands out, as it stimulates the acquisition of knowledge and in-depth exploration of the Giza Pyramids in an interactive virtual environment based on immersive reconstructions of three- dimensional models provided by the project's online digital repository. Additionally, Virtual Reality programs like “Virtual Speech” can support students in exercising their communication skills and simulate situations for oral presentations or job interviews in front of virtual audiences, thus minimizing any feelings of anxiety or nervousness. For Augmented Reality, there has been a significant increase in its applicability, especially in the disciplines of Chemistry, Biology, Mathematics, Physics, and Astronomy. Terms such as Augmented Astronomy, Augmented Chemistry, or Augmented Biology are becoming increasingly common in the literature. The accessibility of this technology puts it in a privileged position to support the teaching process in implementing strategies that demonstrate new methods of interaction and foster collaborative learning among students. The website "MoleculARweb" allows for the exploration, manipulation, and interaction with virtual molecules in a three-dimensional format, serving as a valuable resource to promote understanding and assimilation of complex concepts. The main benefits of using Virtual Reality and Augmented Reality in the teaching and learning process are the immersive environment it provides, increased engagement, the exploration of complex concepts in a safe and interactive environment, and noticeable gains in student learning.

Keywords: Virtual reality, augmented reality, STRONG project, education

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"I Can Not Recognize Myself", Examination of Individuals' Forgiveness, Self-Awareness, And Subjective Well-Being Levels in Terms of Violent Digital Games

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Abstract

With the pandemic, screens, the internet, and the digital world have further intervened in our lives, affecting people in different ways. The pandemic, which individuals did not comprehend in their own worlds, began to manifest itself in different areas of interest in various ways. The use of social media and interest in games has increased even more. Violent digital games, which excite and relax individuals, have been preferred, leading to a sense of ease and both intervening with the other party and creating a sense of inner freedom. This feeling has positively affected individuals as subjective well-being in the virtual environment, while negatively affecting self-awareness and forgiveness. Based on this, the aim of this research is to examine the relationship between individuals who play violent digital games and their levels of forgiveness, self-awareness, and subjective well-being. The study, conducted using a descriptive scanning model with a relational scanning method, consisted of a sample of 300 individuals aged 18-68. Data was collected using the "Heartland Forgiveness Scale," "Self-Awareness Scale," "Warwick-II Edinburgh Mental Well-being Scale," and a "Personal Information Form" prepared by the researchers. The Pearson Product-Moment Correlation Coefficient analysis method was used to determine if there was a relationship between forgiveness, self-awareness, and subjective well-being levels. As a result, no relationship was found between the sub-dimensions of forgiving others and self-judgment. A positive and significant relationship was found among all other sub-dimensions and scales. The One-Way MANOVA analysis technique was used to determine if there were differences in forgiveness, self-awareness, and subjective well-being levels based on the situation of playing violent digital games. The analysis revealed differences in the sub-dimensions of forgiving others, self-compassion, and awareness of sharing among those who played violent digital games. According to the analysis results, individuals who play violent digital games were found to be more forgiving towards others and more understanding and compassionate towards themselves compared to those who do not play. Additionally, it was found that they were more aware that all humans share similar experiences

Keywords: Violent digital game, forgiveness, self-awareness, subjective well-being

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Pedagogic and Empowering Dynamics of a Quilombola Community (Bahia, Brazil): A Case Study from CEAJAT Community

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Abstract

This study aims to analyze and understand the pedagogical process developed in a Quilombola learning community, the Anna Junqueira Ayres Tourinho State College (CEAJAT). A rural school, located in the Recôncavo da Bahia de Todos-os- Santos, about 60 kilometers from Salvador, capital of the State of Bahia, locus of this research.

Our purpose is to identify the pedagogical and empowering dynamics of Quilombola identity in this community that can be disseminated in other communities, as an example of educational pedagogical praxis. The study uses an approach directed to the understanding of the construction of a markedly black identity in this school space, in the period from 2019 to 2022, for which purpose it was important to consider its identity history, of Quilombola ethnicity where teachers, students and school community will be the object of study. As methodology we opted for a case study, combining qualitative research with ethnographic elements.

Keywords: Pedagogical dynamics, empowerment; identity, education, Quilombola

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Entrepreneurship and the School

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Abstract

As science, technologies and communication progress, people develop new customs, mindsets and aspirations, resulting in new demands and social and behavioral changes. When people's behavior changes, companies recognize this change and adapt accordingly. Thus, even though it is not a recent idea, this article intends to conceptualize the word entrepreneurship in the view of renowned authors who are dedicated to the subject, to analyze and consider the concept of entrepreneurship in school, to make some reflections about the need for entrepreneurship in human life and, as a way of favoring learning, school could not be excluded, an effective means of transmitting how to undertake, nurturing students from an early age to the idea that doing so is part of individual success, whether as a business creator or as an innovator of practices and actions in your day-to-day life.

Using bibliographical research, notably by authors who have dedicated themselves to the concept of entrepreneurship at school, an analysis and considerations are made about it, based on some actions aimed at promoting and developing the theme in schools. The entrepreneurship approach at school develops skills, critical thinking and creativity in problem solving by students, providing means for greater autonomy, confidence and the ability to take calculated risks. The results have shown that there are challenges to be faced in implementing the theme, whether in the discussion of the subject, or in terms of teacher training, adapting curricula and integrating this approach into traditional educational systems.

Keywords: Entrepreneurship, entrepreneurship at school, learning, students.

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Analysis of Coping Strategies in Teaching Assistant

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Abstract

Teaching assistants play a variety of roles in schools, assisting teachers with teaching and education or directly supporting pupils with special educational needs. Every day they face different stressful situations, whether arising from the needs of children, teachers or parents. The appropriate choice of coping strategies is important to prevent burnout and drop-outs from the profession. Thus, the object of this study is to increase knowledge in this area, which has been neglected in research to date. The main objective is to describe and analyze coping strategies in the target group of teaching assistants. The Stress Coping Strategies Questionnaire SVF 78 was used to investigate the types of coping strategies. Another instrument was a sociodemographic questionnaire. Data collection was carried out through a Google form questionnaire. The monitored sample consisted of 159 probands - teaching assistants from one of the 14 regions of the Czech Republic (Olomouc region).

In the research sample, from the gender perspective, 95% of the participants are women, which reflects the current situation of the ratio of men and women in the Czech education system in this position. In terms of the educational qualifications of teaching assistants, there is a great deal of variability in the research sample, reflecting the fact that the definition of teaching assistant qualifications in the law itself is very broad. Teaching assistants with a secondary education ending with a high school diploma and a semester qualification course for teaching assistants are the most common. The results indicate that there was a significant difference in the types of stress management strategies when compared to the normative values. Specific types of coping strategies will be analyzed. The results of the research regarding preferences in the use of coping strategies will be compared with other professional groups.

Keywords: Teaching assistant, coping strategy, Olomouc region

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Teachers' Perception about Artificial Intelligence in the Classroom

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Abstract

With the evolution of Artificial Intelligence (AI) and Automation many jobs will become obsolete and others will be replaced by intelligent machines. A significant portion of routine work will be automated; however, jobs that do not rely on humans' social skills but on manual dexterity, creativity or adaptive abilities remain barriers to AI entry. Despite this, AI is seen as a transformative technology. It can foster each country's development priorities, including better educational opportunities, economic prosperity and quality of life. AI has the potential to revolutionise the way we live, work and learn. But like any other significant technology, in addition to opportunities, it also presents risks. AI will define the 21st century, revolutionising medicine and education, generating wealth and new forms of work, communication and entertainment. In the educational field, constant advances have been made to incorporate AI into the teaching and learning process, however, the successful implementation of new educational technologies is closely related to teachers' practices. Many classrooms still operate on a "factory model" where students all learn in the same way and at the same speed.

This paper is based on a research whose aim is to analyse teachers' perception regarding the implementation of AI-based learning. This model made sense before due to the limitation of teaching resources, but not today. AI can help eliminate these limitations and help adapt the learning process to each student, by virtue of its perception, recognition and recommendation abilities. This paper is based on a research whose aim is to analyse teachers' perception regarding the implementation of AI-based learning tools, such as generative natural language, image, audio and video models, after attending a training course. To analyse the impact of the training on teachers' professional activity, a case study and a mixed approach (quantitative and qualitative) are chosen for data analysis, collected through two anonymous online questionnaires, one before the training and one after, with open and closed questions of Likert scale type and a structured interview with seven questions. The questionnaires were designed with the objective of understanding teachers' thoughts. The open-ended questions were analysed from a qualitative point of view. We describe how the six-hours e-learning training course was designed and developed with ten teachers from publics' school in Portugal. The results collected from the first survey show that most teachers (90%) do not use AI in their practices. No teacher mentions to have had contact with Chatbots, but when asked "Regarding ChatGPT which condition best describes your case?", 30% of teachers have heard of it and used it, 60% have heard of it but never used it, and 10% don't know what ChatGPT is. Regarding the question "Would you like to have training on AI in education?" the vast majority of teachers (90%) answered yes. The justification for one of the teachers was to know and develop new strategies and assessment tools in order to make the teaching practice more attractive, without devaluing learning.

Keywords: Artificial intelligence, education, teachers, training

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Can There be Leadership Without Autonomy?

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Abstract

Principals have a critical role in leading an educational establishment. For decades, the concept of leadership in schools, emphasizing the importance of the principal's role in creating and sustaining quality schools, has been the subject of countless studies. However, a significant issue arises from this context: do principals have enough autonomy to take on a leadership role. The issue of autonomy has internationally dominated the context of school administration and management for many years. Many authors argue that autonomy is nonexistent in a centralized education system, as is the case of Portugal, given that it is a characteristic of decentralization. Based on interviews and content analysis with those responsible for the administration and management of schools, the researchers analyze the degree of organizational autonomy attributed to principals in a centralized education system (Portugal) and its correlation to leadership in the areas of pedagogy, curriculum, and school administration. Amidst multiple legal diplomas dictating principals' daily workload, as well as the presence of teacher's collective autonomy, the researchers questioned whether principals are able, or indeed willing, to exert leadership in areas concerning pedagogy, curriculum, and school administration.

From this context, issues related to decision-making levels and school responsibility naturally emerged. The first is understood as the various levels of decision-making in the hierarchy of educational systems (central, regional, local, school) and the second as the role of the school and of its actors – principal and teachers (collectively and individually) – in decision-making. They conclude that principals have autonomy to be leaders within a centralized education system. However, the leadership element is not always present due to some factors. Externally, mandatory compliance with law decrees issued by the Ministry of Education can limit principals' ability in decision-making that affects their leadership role. Internally, teachers' collective autonomy may also hamper a principal's leadership capacity. Overall, the data demonstrates that principals do not always recognize the loopholes in which they can exert leadership, or even take ownership of the leadership possibilities they do recognize.

Keywords: Leadership; autonomy, school administration; principals

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The Role and Importance of Psychological Counselor Guidance Teachers in the Educational Process

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Abstract

This study aimed to determine the views of Psychological Counselor Guidance Teachers working in official primary and secondary education institutions affiliated with the Ministry of National Education regarding their involvement in the Educational Management Processes. The research employed a qualitative design, and semi-structured interviews were conducted with the participants using a structured form. The case study technique was employed in the research. Due to the implementation of the study with Psychological Counselor Guidance Teachers working in different schools, the comprehensive multiple case study design was utilized. The study group consisted of 10 Psychological Counselor Guidance Teachers who volunteered to participate and were working in official institutions affiliated with the Ministry of National Education in Kepez District of Antalya province during the 2022-2023 academic year. A semi-structured interview form was used as the data collection tool, and the participants' responses were recorded using audio recording devices.

The conducted interviews were transcribed and subjected to content analysis using NVIVO software. The participants' opinions in the research were categorized into draft themes under main themes and sub-themes, and their final form was determined with the input of experts. These categorized sub-themes were presented in the findings section in the form of tables. Additionally, these themes were supported with direct quotations from the participants to enhance the credibility of the research. The main finding obtained from the study suggests that the participation levels and motivations of Psychological Counselor Guidance Teachers in the educational management processes can vary, their involvement in the educational management processes can be hindered, support and resources can be provided for their involvement, and professional values play a role in their participation in the educational management processes.

Keywords: Psychological counselor guidance, teacher, educational administrator, school

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Teachers' Virtual Classroom Management Competence

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Abstract

The aim of the study is to examine the virtual classroom management competencies of teachers according to the views of school administrators and teachers. Convergent parallel design of mixed method was used in the study. The population of the study consists of school administrators and teachers working in public education institutions in Ataşehir and Esenyurt districts of Istanbul province in the 2021-2022 academic year. The quantitative dimension of the study was shaped according to the descriptive survey and the qualitative dimension was shaped according to the case study design. In the quantitative dimension of the study, 800 teachers selected by simple random sampling method participated. In the qualitative dimension, 20 teachers and 10 school administrators, who were determined by convenience sampling and maximum diversity sampling method within the scope of purposeful sampling method, participated. The data of the study were collected with the help of "Teachers' Virtual Classroom Management Competency Scale" and semi-structured interview questions consisting of five questions.

As a result of the study, according to the opinions of school administrators and teachers, it was revealed that teachers considered themselves competent in virtual classroom management. Among the demographic characteristics of teachers, gender variable did not affect their virtual classroom management competencies, but education level, branch, virtual classroom experience, seniority and the educational institution in which they work were found to affect their virtual classroom management competencies. Although teachers and school administrators consider teachers' virtual classroom management adequate, according to the results obtained from the qualitative findings of the study, teachers stated that they encountered many problems in virtual classrooms such as lack of or insufficient internet, connection problems, students not participating in the lesson, camera / microphone problems, and lack of technological tools. In order to overcome these difficulties, teachers used methods such as communicating with parents, informing them about virtual classroom practices, informing them about class times through social media tools, encouraging them with grades, and applying for peer help. In this direction, in order to improve teachers' virtual classroom management competencies, it can be suggested that in-service trainings should be provided by experts in the field, faster and more affordable internet service should be provided, and technological tools and equipment should be free of charge.

Keywords: Virtual classroom, classroom management, virtual classroom management, management competence.

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The Transformation of Parent-Child Leisure Time in Primary School During the COVID-19 Pandemic

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Abstract

The paper deals with transformation of parent-child leisure time in primary school during the COVID-19 pandemic. The aim of the paper is to analyze the transformation of parents' homeoffice time spent together during the pandemic with at least one child in elementary school from 1st to 4th grade. Each family coped with the pandemic differently and this situation affected their leisure time otherwise. The Czech Republic itself was one of the countries that had schools and leisure facilities closed for the longest period of time, and the protective measures were very strict. All of the above naturally had an impact on the mental health of both adults and children, and in most cases, as far as research can show, these were negative phenomena.

For this project, we choose those parents who simultaneously worked at the home office and took care of at least one child in distance education. So there are two significant factors here. The first one is that the parent was in almost constant contact with the child. Furthermore, they did not lose their job, so there was still income coming into the family and usually no financial crisis emerged. The research was planned to be qualitative, and data were collected through a semi-structured interview among parents. The research sample includes 5 women (4 teachers and 1 non-teacher) who have always had at least one child in distance education. An anchored theory method will be used to analyse the identified information, which includes open, axial and selective coding. The data will be subjected to further analysis with conclusions for possible future research

Keywords: Leisure time, parent – child interaction, primary school, covid-19 pandemic

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The Inclusion Policy of the Instituto Federal de Educação do Espírito santo – ifes

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Abstract

Inclusion is a very pertinent theme nowadays, discussed and analyzed by many authors, under different perspectives, advocated in several national and international documents, which guide its guarantee around the world. Although we are in the middle of the 21st century, especially when it comes to educational inclusion, inclusive school, this is a demand in process, still far from reaching the levels proposed in the promises of modernity. This essay focuses on presenting, in a brief way, the essential aspects of the inclusion policies of Ifes, with the purpose of understanding how they contribute to ensure the conditions of access, permanence, participation and success of students targeted by these policies.

As a methodology, a document review was adopted with the purpose of understanding and analyzing the institutional documents about the theme presented. In this way, we will approach the actions of the Ifes inclusion policy, highlighting its relevance as a policy of inclusion, in a broader perspective, based on the reflections on inclusion by some authors who study this theme and also verify the approximations with national and international guidelines. For a better understanding, the text is organized in a way to expose in a first moment, a brief presentation of Ifes, followed by the main focuses of Ifes' inclusion policy.

From these initial reflections, the actions of the inclusion policy of Ifes, leads us to some initial considerations, although these actions to ensure the conditions of access, permanence, participation and success of students are in process, some more consolidated than others, the movement in Ifes is to recognize the differences and diversity of its academic community, seeking to give them protagonism

Keywords: Inclusion, inclusive education, inclusion policy

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Is There Light at the End of the Tunnel? Portuguese State Schools in the Strategic Management of Uncertainty

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Abstract

The management of Portuguese state schools, particularly in the case of school clusters, is an overwhelming task that tends to be aggravated by the growing instability and complexity of the political, economic, and social arenas. The metaphor of the absence of light at the end of the tunnel was recently reiterated on the news by a leading representative of Portuguese state school managers in the context of repeated teachers´ strikes due to the tug-of-war between their unions and the Portuguese government. Paradoxically, it sheds new light on some aspects of school strategy. Strategic management tends to be an overused but narrowly understood concept. Taking a Mintezbergian turn on this concept, we present the complementarity of deliberate and emerging strategies as a critical aspect in the educational context. Thus, we examine the fallacies of prediction, distancing, and formulation, adding an explanation of the notion of the "black box" of the strategic process, as part of the belief in open strategic processes in constant need of (re)construction.

This is particularly important when we try to understand how Portuguese school managers cope with the tribulations of their jobs worsened by constant changes in school legislation, combined with economic and social pressure derived from the recent Covid-19 pandemic, the Russian invasion of Ukraine, inflation, scarcity of resources, the growing numbers of students from other countries, disaffected teachers on repeated strikes: a never-ending list of last-minute issues big or small to tackle every single day. We conclude that the strategic management of uncertainty by the Portuguese state schools might go beyond a mere necessity to become a matter of survival.

Keywords: State school clusters; strategy; school management; uncertainty

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Healthy Lifestyle Behaviors of Primary School Teachers

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Abstract

In order to inform and guide individuals about healthy behaviours, teachers themselves primarily need to show healthy behaviours and be a role model. Healthy Lifestyle behaviors have been recognized as a key strategy to achieve policy of health for all. However, little research exists which measures the healthy lifestyle behaviors of teachers in Turkey. The aim of this study is to determine the healthy lifestyle behaviors of primary school teachers. This study also investigated whether socio-demographic characteristics of teachers have an effect on healthy lifestyle behaviors. Quantitative research method was used in this research. The universe of the research consisted of teachers (N=372) working in 15 primary schools in the city center of Amasya in the 2018-2019 academic year. The structured questionnaire consists of two parts. Part 1: Demographic data, Part II: Healthy Lifestyle Behaviors Scale II. Data were analyzed using percentile, mean, standard deviation, Mann Whitney U test.

In this research, it was determined that the health promoting behavior levels of the teachers were generally good, the highest score average was in the spiritual development sub-dimension, and the lowest score average was in the physical activity sub-dimension. As a result of the Mann Whitney U test, it was revealed that there were statistically significant differences in the level of the healthy lifestyle behavior scale according to gender ($p<0.05$). The scores of male teachers were found to be significantly lower than female teachers. It has been found that the gender of teachers affects healthy lifestyle behaviors.

Keywords: Healthy lifestyle behaviors, teacher, primary school

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Work-Energy Principle with an Educational Game: Capture the Energy!

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Abstract

Game is an intelligence-building pastime based on certain rules. Every child likes to play games. For this reason, the game has been integrated into education in the form of educational games. Educational games are played for students to eliminate prejudices about not being able to learn in the science course and for personal development to progress in a healthy way. In this study, an educational game activity was designed to teach the concepts in the 'work-energy principle' topic of the 'Force and Energy' unit in the 7th grade science curriculum. In this designed game, it is planned to teach abstract concepts in the subject in a meaningful and permanent way. In the study, it was aimed to obtain the opinions of science teachers about the game called "Capture the Energy!" and to reveal what the students who played the game learned. W

ithin the scope of this purpose, the study was conducted with the phenomenology design, one of the qualitative research methods. The game was videotaped while being played by eight students in two teams in a private secondary school affiliated to Amasya Provincial Directorate of National Education, and three participating teachers were allowed to watch the game. The opinions obtained from the teachers through semi-structured interviews and the data obtained from the students' as written documents were analyzed by descriptive analysis. From the data obtained, it was concluded that the designed educational game contributed to the students to learn the abstract concepts in the related subject in a meaningful way and that the game met the outcome. At the end of the study, suggestions were made for educators such as developing games suitable for achievements in science teaching and enriching teaching.

Keywords: Educational game, science teaching, work-energy principle

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Emotions in Older People and their Cognitive States

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Abstract

The loneliness of our elderly and social isolation has increased in our homes. The concept of active ageing, promoted by the WHO, encourages "the process of growing older without growing old through continued physical, social and spiritual activities throughout life". Healthy ageing is a challenge. It is not only a biological process, it is determined by biological, social and social factors and Mora (2009) points out that the keys to successful ageing include achieving happiness, giving meaning to life with gratitude and being stress-free. The research focuses on the cognitive state of people through loneliness.

The sample consisted of 250 people from an Elderly Centre in the Community of Madrid, the data collection was carried out in the centre itself, the AD8 test and the Este II Scale were used to assess cognitive development, evaluating social isolation. A descriptive and correlational study of the data obtained was carried out. The results show that human loneliness can affect the cognitive status of the elderly.

Keywords: Cognitive state, emotional state, loneliness, social isolation, elderly people.

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Youth Change in Self-assessment of Tolerance in Comparative Context 2017-2023: Empirical Research

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Abstract

The dimension of tolerance is one of the pillars of the formation of democracy, living in a multicultural era it is important to understand the self-assessment of tolerance of young people, or what young people themselves think, how open they are, for example, in categories such as: (I) tolerance of other people's opinions; (II) tolerance towards a person of a different religion; (III) tolerance towards people of other races. At the same time, it is important to identify young people's views on the provision of equal opportunities: (I) opportunities for all ethnic/racial groups to receive education; (II) employment opportunities for all ethnic/racial groups; (III) to ensure equal opportunities for women and men on a daily basis. In order to be able to answer previously raised and current questions, the research group organized a survey of young people (students in grades 9-12) in 2017, 2019 and 2023.

The survey was organized three times over seven years in the same country, a city with the same target audience - pupils in grades 9, 10, 11, 12. Thus, the aim of the publication is to identify the self-assessment of tolerance of young people and their changes in the period from 2017 to 2023. The results of the empirical research, comparing the results of 2017 and 2023 in a comparative perspective, reflect a decline in the self-assessment of tolerance of young people (tolerance to a different opinion, a different religion and race) by an average of 12%, while in indicators of equal opportunities provision (equal opportunities for ethnic/racial groups and women/men), the self-esteem of young people has improved by 2%. The results of empirical research obtained may be binding on teachers, parents, students, policymakers and scientists in the sector concerned to conduct research on youth tolerance.

Keywords: Equality, youth, students, self-assessment, tolerance, values.

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The Struggle for Women's Knowledge in Brazil and Portugal: Training Trajectories of University Professors from Underprivileged Contexts

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Abstract

Poverty remains a challenge to be faced in all parts of the world. In intersection with the gender factor, economic factors considerably expand the conditions of educational inequalities. The relationship between the school system and the social structure was widely studied by classical sociology in the 1960s and 1970s. Texts by P. Bourdieu and Jean-Claude Passeron reveal school performance explained from a linear correlation between different positions in the social space, lifestyles (cultural capital) and school results. On the other hand, the study of individual trajectories is close to the microsociological approach of B. Charlot (04). According to the author, school history is not a simple illustration of statistical probabilities, it is history in the full sense of the term, with encounters, unexpected and unpredictable events. poor families who accessed unlikely educational opportunities and became university professors and doctors, in Brazil and Portugal.

Cases like these are rare and little explored by science. Based on studies of life histories, consisting of written (auto)biographical reports, the investigation will seek to understand the influence of school, family, social and identity contexts and dynamics, in the formative processes, as well as to identify possible conditions favorable to school success. This project proves to be relevant because it helps to identify factors that outline inequalities and exclusions in the educational field, aiming at effectively confronting and building an education that helps transform the future, as recommended by Unesco. UN goals for sustainable development, particularly when establishing that, by 2030, gender disparities in education are eliminated and equal access to all levels of professional training is guaranteed, with a view to women's empowerment.

Keywords: Educational exclusion, relation to knowledge, autobiographical narratives, teachers' life stories, female empowerment

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Creativity as a Gamification Booster

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Abstract

In an educational context, gamification can promote students' motivation and engagement in learning activities. For teachers, the challenge of applying gamification can be complex. If on the one hand it is necessary to understand how to do it, on the other it is necessary to be creative. Creativity implies the act of creation, of producing something that may be the solution to a problem. Creativity helps to improve gamification particularly in the design process, but also during its application. During the planning of a gamified activity, teacher's creativity in the creation of the story, the diversity of challenges, the creation of surprise moments, can provide their students with a more engaging experience. But the gamified activity itself can also promote students' creativity, providing them with moments in which they can create solutions to the problems presented to them. Through a case study a teacher has been surveyed in the development of gamified activities. It was found that the creativity shown in the planning of the activities allowed students to have a high level of interest, but also expectation for the following tasks.

Creativity was applied in the narrative that accompanied the challenges, but also in the diversity of the tasks proposed. Students were also asked to show their creativity in tasks where they had to achieve an unexpected goal, for which they had to find creative solutions. The whole experience increased the students' participation in tasks they did not carry out before. They even surprised the teacher with their solutions. Creativity worked as a booster in the gamified activities, i.e. the development of the story and the diversity of activities provided students with moments of enthusiasm. It is therefore considered that creativity can have a dual use in an educational context gamification, but also can provide students with a feeling of unexpected reward (booster) that increases their involvement.

Keywords: Gamification, creativity, education, motivation

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Accounting Education and Artificial Intelligence: A Need for Flipped Curriculums?

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Abstract

This emergency of new job roles and the need for current workforce to develop digital and creativity skills has become a crucial concern for both higher educational institutions and the labor market. The accounting profession is not exempt from this situation, with the identification of areas in which machines are more efficient and faster than humans and areas in which humans are more efficient and faster than machines. The role of accountants is changing due to the use of artificial intelligence (AI). Education has to shift the way contents are taught. To ensure that accountants remain competitive in the labor market, this study contributes to the identification of the digital and creativity skills to include in graduation courses by providing insights into the alignment between essential digital and creativity skills and the skills identified on the contents of these graduation courses.

Specifically, this article examines the emerging digital skills for professionals the recently defined by the World Economic Forum (WEF) and compares them with the learning outcomes of the courses Project Business Simulation I and II, Public Accounting and Elements of Financial Accounting, offered by the Polytechnic of Porto at the Porto Accounting and Business School. A content analysis demonstrates that the skills required by the WEF aren't entirely covered by the existing courses. Nevertheless, the results indicate a need to introduce a set of digital and creativity skills and change the teaching methodologies in order to get students to develop them. This study highlights the necessity of training teachers in digital and AI tools. This article provides valuable insights to higher educational institutions in the field of accounting to help students to develop the skills they need for future jobs.

Keywords: Artificial intelligence, creativity and digital skills, accounting

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Financial and Sustainable Performance: What Role for Accounting Universities?

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Abstract

Economies and environment worldwide are collapsing. Companies, stakeholders and consumers are more and more frustrated by the lack of standards in providing accounting information regarding sustainability. Accounting must provide efficient information regarding sustainability. The entity that provides the International Accounting Standards (IAESB) in setting financial reporting requirements, has recently proposed that most companies should give a clear view of the sustainability performance, as they do with its financial performance. Actually, financial reporting is separated from sustainability report and there is no relation between financial and sustainable performance. Sustainability Accounting Standards Board (SASB) is focused on getting a broad sustainable information that matters to the world. Environmental and social impacts should be included in financial reports. This study aims to propose changes in accounting graduation courses to include sustainability information. The theoretical bases of the study rely on the existent regulations of IFRS, IAESB and SASB about sustainability and accounting reports. A cross analysis between curricula of accounting graduation courses at Polytechnic of Porto at the Porto Accounting and Business School with international standards for sustainability accounting information presents the changes to be made.

The findings allowed to reach the following conclusions: the curricula of this graduation course should be revised in order to cope with the standards for a financial-sustainability report. The future relies on clear financial-sustainable information. Universities in this field ok knowledge must change curricula of graduation courses in order to cope with the actual reality of the world. Accounting profession has a main role in the process. Artificial intelligence systems are able to produce answers based on data that already exists, but human beings are the only ones who can truly be creative. Problem-solving, innovation, and the identification of opportunities that AI systems may miss all require creative thinking, imagination, and the capacity to come up with fresh ideas. Concerns of an ethical nature regarding artificial intelligence systems include privacy, bias, and accountability. Individuals that possess the ability to think critically are better equipped to assess the repercussions of AI systems, arrive at moral conclusions, and oversee the responsible deployment of AI. Developing these "soft skills" gives individuals the ability to survive alongside AI technologies, which ensures their employment and drives human-centred value creation.

Keywords: Sustainability information, accounting, digital era.

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Classroom Teachers Professional Development Needs as Lifelong Learning Which Topics and By Methods

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Abstract

The aim of this study is to identify the topics that classroom teachers in Turkey need in their professional development as lifelong education and which types of methods are useful. Although similar studies have been conducted for this purpose, this study also aims to reveal the relationship between the degree of need of the subjects and the perception of which method would be useful. Thus, information will be provided to those who prepare professional development curriculum about which topics should be given by which method. The research is in survey model. The data of the study were obtained from the Progress in International Reading Literacy Study (PIRLS) 2021 study. The analysis of the study was conducted with teachers from Turkey who participated in the study and answered "yes" to the question "during your <post-secondary> education, what was your major or main area(s) of study?". Within the scope of PIRLS 2021, teachers were asked "how would you prioritize your need for future professional development?" to determine their needs in seven subject areas as "high", "medium" and "low". In the same questionnaire, teachers were asked "how helpful is each type of professional development?" to determine which method is helpful as "helpful", "somewhat helpful" and "not helpful". Frequency, percentage and Goodman-Kruskal Gamma test were used to analyze the data.

According to the results of the analysis, "integrating technology into reading instruction" is the subject that teachers need the most. The method that is seen as the most useful by the teachers is "access to a mentor". When the relationship between the most needed topic and the most useful method was examined, it was determined that "access to a mentor (e.g., literacy coach)" and "teacher professional learning communities" practices produced a significant relationship with all subject areas. The highest relationship was found between "access to a mentor (e.g., literacy coach)" and "addressing differentiation of instruction for students' needs and interests". Accordingly, it is recommended that those who design a professional development program for classroom teachers should prepare a program on "access to a mentor (e.g., literacy coach)" method and "addressing differentiation of instruction for students' needs and interests".

Keywords: Classroom teacher, professional development needs, type of professional development

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The Effect of Organizational Uncertainty Level in Schools on Organizational Depression

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Abstract

Recently, a lot of research has been done in order to make organizations more effective and powerful. In these studies, it was seen that the concepts of "organizational uncertainty" and "organizational depression" came to the fore. The aim of this study is to determine the effect of organizational uncertainty in schools on organizational depression according to teacher perceptions. A quantitative method was used in the research. In this context, the model of the research is the descriptive relational survey method. The sample of this research has been composed of 366 teachers that are employed in varying kindergartens, primary schools, secondary schools and high schools in Dulkadiroğlu and Onikişubat central districts of Kahramanmaraş province in the 2022-2023 academic years and chosen by random sampling method. "Organızational Uncertainty Levels Scale in Schools" and "Organizational Depression Scale" have been used as data collection tools.

According to the results of the normal distribution analysis of the research sample, it was seen that the distribution of the sample was parametric. For the analysis of accumulated data, percentage, frequency, arithmetic mean, standard deviation calculations, t test, Anova test, Tukey HSD test, Pearson correlation coefficient and multiple regression analysis have been utilized. According to the findings obtained as a result of the research, it has been observed that there is a strong and positive, significant relationship between organizational uncertainty and organizational depression. In addition, it was found that organizational uncertainty explains organizational depression at a strongly significant level. According to the results obtained, organizational uncertainty constitutes almost more than half of organizational depression in an organization.

Keywords: Organizational, organizational uncertainty, organizational depression

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Examining the Level of Organizational Uncertainty Perceived by Teachers in Their Schools

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Abstract

The aim of this research is to determine the perceptions of organizational uncertainty level in their organizations according to the evaluations of teachers working in public and private schools affiliated to the Ministry of National Education (MEB). In this study, causal comparison model, which is one of the quantitative research methods, was used. "Personal Information Form" and "Organizational Uncertainty Level Determination Scale" were used as data collection tools. The population of the research consists of 5895 teachers working in Kahramanmaraş province Onikisubat district center. The sample of the study was calculated and determined as 370 teachers. The data were analyzed using the appropriate analysis program. In the data analysis, outliers were examined and the validity and reliability analysis of the scale was made. The skewness coefficient was examined for the normality of the distribution, and Levene's Homogeneity Test was performed to understand whether there was a homogeneous distribution. In the analysis, percentage, frequency and mean were calculated for descriptive analysis.

Appropriate t-Test, ANOVA, Mann Whitney-U Test were used and the findings were interpreted. According to the findings obtained as a result of the research, the teachers expressed a high degree of opinion on the managerial negativities sub-dimension of organizational uncertainty. In the administrative negativity sub-dimension, it was seen that teachers working in public schools perceived this negativity at a higher level than teachers working in private schools. In the study, a significant difference was found in favor of women according to the gender of teachers' perception of organizational uncertainty level and individual negativities sub-dimension. In addition, it was observed that the perceptions of teachers' administrative negativities differed significantly in favor of public schools according to the type of school they worked at.

Keywords: Organization, school, teacher, organizational uncertainty

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Bird of Paradise – A Case Study on Developing a Didactic Object

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Abstract

In response to the growing disconnection between humans and the natural world, there is an increasing need for nature-based education to gain popularity. This type of education acknowledges the significance of immersive experiences in natural settings, which not only foster environmental awareness but also promote sustainability and cultivate a deep appreciation for the interdependence of ecosystems and local communities. As society faces urgent environmental challenges, it becomes crucial to prioritize and support the importance of nature-based education in order to raise a generation of well-informed and environmentally conscious individuals. Scholarly literature, such as the studies conducted by Saylan and Blumstein (2011), Flack (2022), Martusewicz (2018), and other notable researchers, illuminate the advantages of nature-based education. These works highlight the positive outcomes experienced by students, encompassing advancements in cognitive capacities, reduction of stress levels, augmentation of attention spans, reinforcement of communal bonds, and the cultivation of conscientious environmental decision-making and stewardship skills. However, the integration of nature-based teaching and learning approaches into standard curricula continues to face obstacles in terms of resources and policies.

The current investigation is done within the scope of Educ@rteNatureza project at the Faculty of Psychology and Education Sciences at the University of Coimbra, which seeks to contribute to the design, development, implementation, and evaluation of an educational model centered around nature. Its primary objective is to grant voice and value to the surrounding spaces to construct knowledge in natural environments and support the cultural and educational significance of rural communities. This particular research focuses on developing didactic materials centered around a natural object of choice, in this case - Strelitzia reginae, commonly known as Bird of Paradise. By thoroughly examining and analyzing the plant's botanical characteristics, as well as its cultural and historical significance in the local geographic area of central Portugal, the case study provides a comprehensive understanding of the context, processes, and outcomes involved in creating a specific educational scenario with the natural object. Among the research results was the creation of three educational materials for students in the first cycle of basic education. These materials offer multidisciplinary exercises that are integrated with existing curriculum subjects such as mathematics and environmental studies. The didactic materials utilizing the Bird of Paradise as a nature object aim to enhance students' verbal communication skills, raise awareness of basic emotions and their causes through non-verbal communication, and facilitate the learning of geometric concepts by utilizing the distinct features of the Strelitzia reginae plant.

Keywords: Object-based education, natural didactic object, strelitzia reginae, bird of paradise, case study

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Mathematics and the Formation of Basic Competences in Engineering

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Abstract

Each graduation profile offered by universities in the training of professionals presents the knowledge, skills and abilities that the student must have upon graduating from the educational institution. The realization of this profile allows a graduate to successfully insert himself in the labor field and perform as a citizen with social responsibility in personal life. Most of these profiles reflect elements of a comprehensive training. However, in the curricular map each of the learning units does not show what part of this profile is being paid or what are the competences to develop in each subject. Thus, the teacher continues to focus his work on teaching disciplinary knowledge and at best intuitively promoting some of the soft skills.

This documentary study proposes a methodology that allows to guide the teaching work in the classroom from mathematics to nurture the basic competences that contribute to the integral training of the engineer, it is part of the graduation profile to identify the competences that should be promoted, relating them to the competences that can be promoted from the discipline. Specifically, the case of mathematics taught in the first semester of an engineering school is analyzed. Among the results is that basic skills such as autonomous learning, problem solving, and collaborative work should be promoted from the beginning of the academic program in a transversal way.

Keywords: Basic competences, generic competences, graduation profile, integral engineering formation

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Hiscape the Fog – Be Ready to 'Room' Around

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Abstract

In Portugal, there is a noticeable growing disinterest for the study area of Social Sciences and Humanities in detriment of the Science and Technologies study area. While living in a society that values a practical kind of knowledge ready to be used in various jobs, subjects that require insight tend to be discarded, which influences the mindset of educational agents. Therefore, from the idea of a "Humanity without Humanities" (Savater, 1997), the project Hiscape the Fog – Be ready to 'room' around comes to light, with a practical duration of 6 weeks, extending to a year for evaluation purposes. The project was designed by professionals graduated in Educational Sciences, having taken place within the curricular unit Training, Work and Social Exclusion, lectured by professors Sónia Ferreira, Simone Almeida and Luís Alcoforado. Moreover, it is noted that the present project was guided and supervised by Professor Dr. Simone Almeida.

The main objective of this project is to promote the increase of the average History-A grades in the school where it will be implemented. In order to frame the project's dynamic, we would opt for a more active and interactive methodology applied to the school context, more specifically secondary schools. For this, we would adapt the traditional Escape Room concept, which meets the parameters we referred to earlier. This method is based on the search of, following the example of Young's words, "valuing the knowledge and moving a pedagogy focused in the student's experience and founded in disciplinary contents" (2010, quoted by Festas, 2015, p. 717). Regarding the used analysis technique, we settled with the SOAR technique (strengths, opportunities, aspirations e results). As for the results, we intend to embolden the motivation and fondness of studying the aforementioned subjects, thus improving the student's performance in their assessments, mainly the national exam. Finally, we suggest the implementation of similar projects in other areas of the school curriculum. Furthermore, it's also possible to adapt the content in accordance with the History programs of other countries that might be interested.

Keywords: History-A, escape room, active methodology, humanities

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Linking Mindfulness in Teaching with Teacher's Job Satisfaction through Affect Regulation: Implications for Lifelong Education

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Abstract

Teachers with greater mindfulness in teaching show higher positive classroom emotions and work engagement. This suggests a possible link between teachers' mindfulness and their job satisfaction; however, potential mechanisms explaining that link have not been yet explored. Given that affect regulation plays an important role in facilitating teachers' professional adaptation, the aim of the present study was to analyze the direct and indirect effects, via positive/negative affect, of mindfulness in teaching on

teachers' job satisfaction. The sample included 1098 teachers (77% female; mean age = 48,4 years; SD = 8.8) working in Portugal, who responded to self-report measures of mindfulness in teaching (Mindfulness in Teaching Scale, MTS; Intrapersonal subscale, ? = 0.86), positive and negative affect (Positive and Negative Affect Schedule, PANAS; Positive Affect - PA, ? = 0.90 and Negative Affect - NA, ? = 0.89) and job satisfaction (Satisfaction with Teacher Professional Life Scale, SWTPLS; ? = 0.88), along with a socio-demographic questionnaire.

The software SPSS 28.0 and its extension PROCESS 4.1 were used to conduct all statistical analyses, including data descriptive statistics, correlations, and mediation model testing (model 4, with 5000 bootstraps). Mindfulness in teaching (MT) correlated positively and weakly with job satisfaction (JS) (r = 0.192), moderately with PA (r = 0.325), and negatively and moderately with NA (r = –0.414). PA correlated positively and moderately with JS (r = 0.339) and NA inversely and weakly (r = –0.260). MT had a significant impact on PA (ß = .3737; p < .001, 95%CI = [.3087; .4387]) and NA (ß = –.5745; p < .001, 95%CI = [–.6501; –.4990]), but not on JS (ß = .0437, p = .1416, 95%CI = [–.0146; .1021]); both indirect effects of MT, via PA and NA, on JS were significant: (ß = .2024, p < .001, 95%CI = [.1549; .2498]) and (ß = –.0852, p < .001, 95%CI = [–.1260; –.0444]), respectively; with model total R2 = .1604. This study provides promising evidence that greater mindfulness in teaching is likely to facilitate teachers' job satisfaction through the enhancement of teachers' PA and the reduction of NA.

This is especially important because successful interventions at reducing NA are not necessarily effective in improving PA. Therefore, lifelong education for teachers may be more effective in improving job satisfaction when concomitantly addressing teachers' mindfulness within a broader framework of affect regulation. Future research needs to investigate further this finding, examining the impact of a targeted mindfulness curriculum for teachers' lifelong education and its impact on job satisfaction.

Keywords: Teacher satisfaction, professional life, mindfulness in teaching, affect regulation, lifelong education

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Reducing Stereotypes towards People with Disabilities – A Fundamental Condition for Sustainable Scholar and Social Inclusion

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Abstract

In our daily lives, we are influenced by many stereotypes and prejudices that change the way we relate to those around us. Most of the time, stereotypes and prejudices are structured on the basis of 3 possible etiological factors: insufficient knowledge of different social groups or people, under- or overexposure of the media, and poor education received in the family or the unfavorable influences of the group to which you belong. The biggest risk we are exposed to by accepting these stereotypes is to marginalize or discriminate against a particular person or group, just because they are different from us.

Therefore, in our paper, we are planning to analyze some stereotypes that can negative influence the life of peoples about we consider that are different comparative with us. The sample of research was represented by 861 persons from Romania and the instrument of research was a questionnaire composed from 25 multiple choice items which tried to investigate the level of possible stereotypes of typically society regarding persons with different disabilities. The obtained results proved that majority of respondents have a common attitude related to persons with disabilities and try to accept them according with their physical and psychological limitations. However, some stereotypes are still available About social and scholar inclusion of them in community.

Keywords: Discrimination, prejudices, scholar and social inclusion, stereotypes, vulnerable people.

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The Relationship between the Introduction of New Technologies in the Industry and the Burnout Syndrome: A Systematic Literature Review

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Abstract

Digitization - the process of changing from analog to digital format - is transforming workplaces, as well as the way work is organized and managed. Currently, new technologies are found in all sectors within our society and economy, bringing new challenges from the point of view of Safety and Health at Work. For example, robots will become part of the work environment of workers, as they will be able to perform physical and autonomously. The use of these robots will allow withdraw workers from risk situations, to improve quality in the workplace. However, workers can feel a high level of pressure due to the speed and level of a robot. This situation can have a negative impact in workers in relation to their mental health. Thus, psychosocial risks at work, such as Burnout

Syndrome, are considered emerging risks. Robots will become part of the work environment of workers, as they will be able to perform physical and autonomously. With the implementation of these technologies, the worker will be able to have the feeling that you have lost control of nature, rhythm and programming of his work, as well as the way he performs it and that are unable to interact socially or take breaks when want.

The main objective of this study was to identify the relationship between the introduction of new technologies in the workplace and the emergence of Burnout Syndrome, through a systematic review of the literature. This review was carried out using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) methodology, using the Web of Science database. Through the included studies, it was possible identify that it is a topic increasingly discussed by the scientific community, since 66% of the studies were carried out in the last four years. It was also possible to verify that the health sector has been the most investigated sector in this domain. It was concluded that the increase in Burnout Syndrome is due to little information and training and to insecurity of workers in the use of more advance technologies.

Keywords: Burnout, digitization, psychosocial risks, workers, mental health

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Examination of Out-of-school Learning Environments in terms of Educational Administration

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Abstract

One of the most important pillars of education is informal education. Due to the dynamic nature of informal education, it is a process in which student participation is very comfortable. It is very important to use this advantageous situation provided by informal education in education processes. Undoubtedly, the most effective way to achieve this in the educational process is provided by out-of-school learning environments. Within the scope of informal education, learning in out-of-school learning environments takes place in three ways: self-directed learning, incidental learning and socialization (latent learning). This research is to examine the opinions of school principals and teachers about out-of-school learning environments. A qualitative method was followed in the research. In this context, the research was designed with the phenomenology model. The universe of the research is the central district of Kahramanmaraş province, Onikisubat.

The study group consisted of 5 school principals and 10 teachers working in different schools. As a data collection tool, a semi-structured interview form consisting of 5 questions developed by the researcher was used. Descriptive statistics method was used in the analysis of the data. According to the findings obtained as a result of the research, it was seen that teachers and school principals had a common belief about the importance of out-of-school learning environments. It has been concluded that the positive aspects of these out-of-school learning environments are much more than the negative aspects. However, it has been observed that school principals and teachers stay away from out-of-school learning practices due to legal responsibility and liability, which is one of the most important negativities of out-of-school learning environments.

Keywords: Educational administration, school, informal education, out-of-school learning,

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How Self-esteem Affects Teacher Leadership Belief: An Experimental Study

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Abstract

Teacher leadership is essential for effective school improvement in today's complex educational world. Therefore, many scholars study the antecedents to teacher leadership. In this study, we examined the relationship between self-esteem and teacher leadership since self-esteem is considered as an important antecedent to teacher leadership. What is unique about our study is that the relationship between self-esteem and teacher leadership was tested experimentally. 222 participants were given two scenarios describing a teacher with high and low self-esteem, respectively. Then participants were asked "What is the likelihood that this teacher will….." followed by 6 items taken from the micro-level leadership subscale of teacher leadership behavior scale (Bolat, 2023).

A sample item is "I engage in pedagogical conversations with my colleagues to contribute to their development." The paired t-test showed a significant difference between the first measurement (high self-esteem scenario) and the second measurement (low self-esteem scenario). The mean score for the first measurement was 4.14 (SD = 0.79) and the second was 2.18 (SD = 0.82). The difference was statistically significant ($t(221) = 1.97$, $p < 0.01$). This study experimentally demonstrates that self-esteem is an important antecedent to teacher leadership. School leaders can adopt interventions to increase teachers' self-esteem in order to enable them to exercise leadership for school improvement.

Keywords: Teacher leadership, self-esteem, experiment, school leaders

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Teacher Perception of Creativity in Higher Education from Neuropsychological Paradigm

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Abstract

This study seeks to reveal the perception of higher education teachers in relation to their knowledge about creativity and how to promote it in classroom from a neuropsychological perspective. The methodology used was qualitative, non-experimental from a case study design in which semi-structured interviews were conducted with 10 professors from the Faculty of Engineering, later categories were structured using ATLAS.ti to explore the teachers' perceptions.

The results show that even though all the teachers indicated that they knew and managed the concept, none was able to define it clearly or academically, since they used it informally. In addition, they indicated that it was essential to promote creativity in classroom, but more than half did not know if they were achieving it. Finally, it is interesting to dimension that if teachers do not know what creativity is, how they will be responsible for promoting it. Therefore, it is essential to train them so they can contribute students to build fundamental tools for the 21st century.

Keywords: Creativity, teaching, higher education

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Role of Universities in Social Enterpreneurship Education in Latvia

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Abstract

Social enterprises in Latvia are a new socio-economic phenomenon that has experienced only the fifth year of development, therefore the institutional system of social enterprises in Latvia has been little studied, especially the role of universities in its framework. The aim of the study is to analyze the role of universities in the social entrepreneurship education in Latvia. The study contains the study of theoretical literature, analysis of social enterprise activities and practice documents, analysis of research data on the opinions of social entrepreneurs on the role of universities in the development of social enterprises. Findings. The study shows that universities are an important element of social infrastructure and the role of universities is manifested in at least three aspects: 1) universities as social entrepreneurship education hubs; 2) universities as social partners are one of the creators of the institutional background of social entrepreneurship; 3) the role of universities is manifested in raising the competitiveness of social enterprises by creating the appropriate institutional infrastructure. Originality / Value / Practical implications.

The study showed that the institutional aspects and potential of social enterprises in the internal market are little studied. Although it is understandable that one of the missions of universities is to build human capital, however, taking into account the special mission and operating conditions of social enterprises in Latvia, currently the role of universities in the institutional framework of social enterprises is more theoretical than practical. Therefore, the authors, based on the conducted research, conclude that universities have the potential to become an important player of the social institutional system in at least three aspects: 1) educational – creating knowledge basis of social entrepreneurship; 2) respecting the innovative nature of social enterprises and the need for human resources competencies, to provide an offer within the framework of lifelong learning; 3) to participate in researching the operation of social enterprises and providing influence for the long-term development of business performance.

Keywords: Social entrepreneurship, social entrepreneurship education, institutional system of social enterprises, university offer

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Entrepreneurship, Creativity, and Education: Key Characteristics of Successful Female Entrepreneur with A Case of 'After You'

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Abstract

It is controversial whether entrepreneur is 'born to be' or 'can be trained'. This never-ending arguments generated numerous studies, both qualitatively and quantitatively, to find the answer. Interestingly, praised as the global best performance restaurant stock by Bloomberg news agency before the Covid-19, After You, a Thai cafe and restaurant seemed to have a bright fortune ahead. Established in 2007, After You was led by a successful female entrepreneur 'Kulapat Kanokwatanawan', a graduated from Thammasat Business School, Thailand. Furthermore, this study, with qualitative approach - systematic reviews, aims to explore the key vital sources for After You's entrepreneurship and creativity, along with how studying in business school can boost and impact the chance for being success businesswomen. Consequently, authors initially collected information from related 3,343 news (ranged from 1st January 2007 – 31st May 2023) from secondary source (news database) with the keyword 'After You' - InfoQuest News (2007 regarded as the year for After You opening).

Later on, 296 news (both in Thai and English) were extracted to find the key characteristics of successful female entrepreneur. The results show that prone to risk, passion, and determination are the key aspects for successful entrepreneur of After You. This paper is thus arranged: The first section introduces 'After You' and rational aspects of her CEO's winning attitudes; secondly, authors reconnoitered the reviews of literature in many standpoints to support the grounding assumption; thirdly, research methodology was elucidated and investigated by using secondary data from InfoQuest New; lastly, research findings and future research were deliberated.

Keywords: Entrepreneurship, female entrepreneur, restaurant, after you, Thailand

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Reflections from the E-Book Design Experiences of Mathematics Preservice Teachers

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Abstract

E-books, which are the projection of technology to the book; is one of the teaching materials that are frequently used in various teaching activities because it has many advantages such as providing easier access to its users, alternative presentation structures and taking the student-content interaction to the highest level, hosting different multimedia features for learning processes and being able to be updated. From this point of view, the aim of the study is to examine the thoughts of preservice teachers of primary school mathematics education on a preservice education process in which they prepare a mathematics textbook using e-book design software and discuss their effectiveness. The research is conducted with the case study method and the participants consisted of 21 preservice teachers of primary school mathematics education in a state university in Turkey within the scope of the Mathematics Textbook Evaluation elective course. After the necessary information and practices (features and standards that should be in the textbook, the compatibility of the content of the textbooks with the program, etc.) are given to the preservice teachers during the lesson, taking into account the learning outcomes of the lesson, the preservice teachers were divided into seven groups consisting of two and three members.

First of all, preservice teachers examined and evaluated the textbooks in the list of 5th, 6th, 7th and 8th grade mathematics textbooks published on the official website of the Ministry of National Education and put into service in electronic environment, in line with the textbook review criteria. After this stage, various software (e.g. Storybird, Storyjumper, Pixton, Book Creator, Storyboard That) were introduced, some activities were presented and joint applications were made. In line with the opinions of the preservice teachers, it was decided to study using other software taught on Book Creator, and the groups were asked to prepare a digital mathematics textbook by choosing a learning area/sub-learning area from the curriculum, taking into account the evaluations and grade levels of the mathematics textbooks they examined. Written opinion form prepared by the researcher and presented to the opinion of two experts was used in order to get the opinions of the preservice teachers on the process of creating e-book. As a result of the study, it was determined that preservice teachers encountered some problems while preparing e-books but they developed solutions for these problems, they evaluated the positive and negative aspects of using e-books in teaching in general and mathematics teaching in particular, and they made various suggestions for their design and use. In line with the results of the study, suggestions were made for future studies.

Keywords: E-book, book creator, mathematics textbook, preservice teacher.

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Content Analysis of Studies on Thought Experiments

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Abstract

Thought experiments are experiments in which the experiment is not applied physically, and the event (situation) presented in the experiment is visualized by thinking only. Thought experiments, one of the in-class activities, are seen to be used in the interpretation of scientific thinking, thinking processes and revealing the individual's thinking processes. In this context, it is important to determine the studies on thought experiments. The aim of this study; To reveal the descriptive features of the studies published in the field of Thought Experiments between 2008-2021 in Turkey. For this purpose, a total of 14 studies, including five master's theses, one doctoral thesis, and eight articles, published in our country, and the document analysis method, one of the qualitative research methods, were used. Your studies; publication year, sample group, sample numbers, and the most used keywords were examined. Within the scope of the study, the data obtained in the articles and theses analyzed by the content analysis were analyzed using descriptive statistical methods (percentage and frequency analysis).

As a result of the analysis, it was found that the most thought experiments were conducted in 2014, 2015, and 2018. Considering the studies on thought experiments, it was seen that the majority of the sample group was at the secondary school (9-12) level, and the least number of studies was at the graduate level. It was found that the sample numbers were between 31-100 at most and 1-10 at least. It was concluded that the most used keywords in the studies were thought experiments, physics education, and argumentation.

Keywords: Thought experiments, content analysis, document review

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Attitudes of Science Teachers Toward Thought Experiments

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Abstract

The purpose of this research is to examine the attitudes of science teachers toward thought experiments in terms of different variables. The research was designed as a descriptive survey, one of the quantitative research methods. The sample of the research consists of 204 volunteer science teachers working in public secondary schools affiliated to the Ministry of National Education in the 2022-2023 academic year. In determining the sample, the easily accessible sampling method was used. "Teachers' Attitude Scale Towards Thought Experiments (DDTO)" was used as a data collection tool in the study. It consists of a 5-point Likert-type single factor and 16 items. In the interpretation of the scale options, "1.00-1.79 for Strongly Disagree, 1.80-2.59 for Disagree, 2.60-3.39 for Undecided, Agree 3.40-4.19, 4.20-5.00 for Strongly Agree" The data collected in the research were analyzed through the SPSS computer program. Before the analysis, it was checked whether the data showed a normal distribution. It was determined that the data were not normally distributed by looking at the skewness and kurtosis values, and non-parametric tests were applied in the analysis. Values between -2 and +2 were taken into account in the calculation of skewness and kurtosis.

As a result of the reliability analysis of the scale, Cronbach's Alpha coefficient was calculated as .94. In the research findings, there was no significant difference in the attitudes of science teachers towards thought experiments in terms of gender, education level, benefiting from scientific publications for thought experiments and professional seniority. As a result, it was determined that the attitudes of science teachers towards thought experiments were at a similar level. In this context, in-depth qualitative studies for research and similar studies with different samples can be carried out.

Keywords: Thought experiments, attitude, science teachers.

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Comparative Study on Burnout Among Higher Education Professors in Portugal and Brazil during COVID-19

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Abstract: The global pandemic context experienced in recent years has exacerbated the reality that the work environment does not always offer the necessary conditions for task completion. For example, in Higher Education Institutions (HEIs), all over the world, were closing, to safeguard the health of professors, students, and education professionals had to change teaching methods, namely, remote teaching, involving new technologies. Faced with unprecedented stress situations, professors, students, and families have employed various coping and resilience strategies throughout the confinement period. This new reality of

work brought more demands to professors in terms of work, often leading them to the limit of emotional and professional exhaustion and demanding new skills from them. However, in different countries and in different educational institutions, the same conditions and resources did not exist for professors to help them continue to teach with quality. This aspect had a differentiated impact on their performance, on their quality of life, on their well-being, on the stress and anxiety experienced which, in many cases, led to burnout situations, for professors. Given this fact, some professors implement various coping strategies for emotional control that are not always functional to mitigate such difficulties. This study aims to identify and characterize the frequency of levels of burnout and strategies of coping in professors between Portugal and Brazil.

A sample of 132 professors from the Universities and Polytechnics in Portugal (n = 62) and Brazil (n =70) answered to a set online self- administrated questionnaires, namely: sociodemographic and telework conditions during the pandemic situation; Oldenburg Burnout Inventory (OLBI) and Brief-COPE scale. To achieve the objectives of the study, descriptive and inferential analyzes (e.g., T Student) were performed. The main results of this study suggest that: regarding burnout, the exhaustion dimension is higher among teachers in Brazil; regarding coping strategies, teachers in Brazil use more strategies designated as maladaptive (e.g., substance abuse). Currently, higher education professors are among the professionals who most experience burnout. With the COVID-19 pandemic, this phenomenon was exacerbated and the work of these professionals was increased and complexified. Appropriate coping strategies and resources made available to professors can contribute to their well-being at work and to their quality of life and happiness. Since education is one of the pillars of a nation, it is important that governments, policy makers and managers of HEIs encourage policies and practices that protect and promote the mental health of professors.

Keywords: Professors, burnout, strategies of coping, Portugal, Brazil

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The Importance of Game in Education

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Abstract

We can say that play is a natural and instinctive action. When we look at it from a sociocultural perspective, we see that play is an internal action as well as having external origins. It is one of the basic values that shape children, adults and the whole society. Nowadays, more and more cases of attention deficit and lack of focus have started to be seen in students, and the assumptions that these situations in students are closely related to playing games are voiced by educational scientists. When it comes to play, we all have different meanings in our minds, but we have difficulty in making definitions. Because there are different definitions of the game. Johan Huizinga, while defining the game, mentions that it is an action discovered by animals before humans. He talks about the naturalness of the play behaviour of animals. Play is freedom, play includes friends around. Play is an excellent way of learning in both structured and unstructured environments. The use of games in education is beneficial for many reasons. They can help to create enthusiasm among students, arouse interest and replace monotonous teaching techniques.

Playing educational games also helps students to focus, build self-confidence and retain their memory. It not only makes learning fun, but also ensures that the knowledge gained is fully absorbed. Moreover, these games offer students the chance to test their knowledge, get feedback, correct and consolidate. This ensures active participation in the lesson and can even increase motivation. It is also an opportunity for students to express their thoughts and ideas and apply what they have learnt in a real-life context. As the author Garry Landreth says "birds fly, fish swim, children play." Since it is so closely related to learning, this literature review article examines the importance of play in education.

Keywords: Education, game, educational games

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Fostering Creativity through ICT in Education: A Literature Review

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Abstract

Creativity with ICT (Information and Communication Technologies) in education has become increasingly relevant in recent years. This literature review focuses on exploring the relationship between ICT integration and the promotion of creativity in educational settings. Numerous studies have shown that the integration of ICT in the classroom can enhance students' creativity. Digital tools and interactive resources allow students to express their thinking in more innovative and collaborative ways. In addition, ICT provides opportunities for access to diverse and up-to-date information, encouraging exploration and the generation of original ideas. The use of creative tools such as design software, image and video editing, animations and programming promote critical thinking, problem solving and the development of higher cognitive skills. These technologies offer students the ability to create multimedia projects, interactive presentations and personalised content, which increases their motivation and engagement in learning. Collaboration also benefits from ICT, as it facilitates communication and the exchange of ideas between students, including through virtual environments.

The possibility of working remotely in teams fosters collective creativity, allowing students to develop joint projects and build knowledge collaboratively. However, some challenges in integrating ICTs to promote creativity in education need to be considered. These include the availability and accessibility of technologies, adequate teacher training and the need to balance the use of ICT with other educational activities. In conclusion, the literature review shows that creativity with ICT in education is a growing field. ICT offers multiple opportunities to stimulate students' creativity, enhancing higher cognitive skills, critical thinking and collaboration. It is essential to continue researching and developing pedagogical strategies that effectively integrate ICT into the educational curriculum to promote creativity and meaningful learning in the 21st century.

Keywords: Creativity, ICT, education, interactive resources.

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The Role of Personality in Internet and Mobile Addiction: A Cross-cultural Comparison (Czech-China)

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Abstract

The mass spread of the Internet and related technologies has brought, in addition to its undeniable positives, a number of problematic aspects, one of the most important of which is the wide range of addictions, whether to the Internet itself or to mobile phones. The extent to which particular individuals may be addicted depends on a number of variables, one of the most relevant of which is undoubtedly personality and the cultural and social context in which the individual grows up and lives. The aim of this study was to examine the role of personality on mobile phone and internet addiction in two different cultural settings. The study sample consisted of 1075 Czech (84.9% female) and 710 Chinese (54.6% female) university students. Data collected with the Smartphone Addiction Scale, Internet Addiction Test, and Ten-Item Personality Measure were analyzed using a series of multiple regression analyses including interactions to assess cross-cultural differences. The results showed significant cross-cultural differences.

We observed significantly higher Internet and mobile addiction among Chinese students. Similarly, the effect of personality on both types of addiction was present in each group of students. Internet addiction decreased with higher Conscientiousness (B=-1.11), Emotional Stability (B=-0.60), and Openness (B=-0.42) in Czech students, explaining 16% of its variance. In contrast, Chinese students showed only the effect of Conscientiousness (B=-1.23), explaining 6% of the variance of this addiction. The regression coefficients of Czech and Chinese students were significantly different in Openness (Diff=-1.47, P=0.02). The inclusion of sex revealed further differences in the effect of personality traits depending on country and sex. Regarding mobile addiction, the two groups of students were more similar. Mobile addiction decreased with greater Agreeableness (BCZ=-0.64, BCH=-1.02), Conscientiousness (BCZ=-1.18, BCH=-2.15), Emotional Stability (BCZ=-1.30, BCH=-0.80), and Openness (BCZ=-0.68, BCH=-0.68) in both groups, explaining 12% and 17% of its variance in Czech and Chinese students, respectively. The regression coefficients were cross-culturally different for Conscientiousness (Diff=0.98, P=0.008). Further analyses showed that for mobile addiction, the effect of personality traits also depends on the interaction of country and sex.

Keywords: Mobile addiction, internet addiction, personality, big five

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Impact of Positive Psychological in Enhancing Students' Well – being

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Abstract

This study conducted a study on the well-being of students in Cambodia. The study of students' moon ice is a global trend, with 3 out of 5 college students (60%) in the United States. According to (HEC, 2022), mental problems were diagnosed in public schools (56.4%) and private schools (43.6%). Therefore, this study was intended to conduct an empirical study focusing on the positive welfare level of Cambodian students. In this study, it is the content to be studied, and for the positive welfare of students, it was intended to study the factors that affect students' mentality and satisfaction. The scope of this study borrowed the FREMA model as an independent variable. And, based on the university's facilities and social education infrastructure as parameters, I tried to study the positive student well-being fare of Cambodian students.

This study conducted a direct questionnaire survey targeting Cambodian students. Looking at the recent international trend, studies on the positive welfare value of students are being actively conducted. As a result of the study, there are reports that Cambodian students have higher levels of depression and anxiety compared to Chile, China, Malaysia, and Turkey. In this study, we tried to study the effect of research contents on students' mentality and satisfaction for positive welfare of students.

Keywords: PERMA, positive psychology, student's mindset, student's satisfaction, students well-being

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ChatGPT in the Resolution of a Math Exam: Results Obtained in Portuguese and in English Language

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Abstract

Artificial Intelligence has had a remarkable development in recent years, being brought to public attention due to the emergence of advanced language models such as ChatGPT. These models have been reported to be capable of achieving passing scores in examinations required for accessing professional orders in fields such as Law and Medicine. The purpose of this study was to examine the capabilities of ChatGPT to answer correctly the questions of the Portuguese Mathematics 2022 12th grade exam (Matemática A). The questions of this exam were given to ChatGPT both in the original language (Portuguese) and in an English translation that was produced also with ChatGPT. Some questions had accompanying figures, described textually in the exam, that were not given to ChatGPT. The results of the research showed that, in both languages, ChatGPT did not achieve the minimum passing score of 95 points (out of 200).

The performance in English was slightly better, with a score of 77 points, compared to 63 points in Portuguese. The study also showed that, when the solution of a question must be decomposed in several steps, ChatGPT makes errors in those steps more frequently than when asked to solve those steps separately. Therefore, ChatGPT performed better when given simple, direct, questions compared to complex problems that require combining multiple pieces of information. The study also analysed the consistency of ChatGPT's answers, concluding that ChatGPT may give both correct and incorrect answers to a given question, with similar assertiveness. In conclusion, these results show that while ChatGPT shows promise in answering some questions, there is room for improvement in the domain of mathematics.

Keywords: Artificial intelligence; mathematics education, Chat GPT

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Pedagogical Photography as a New Direction and Creative Approach in Pedagogical Science and Practice

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Abstract

Despite the widespread use of photography today, there is generally still no culture of its use, including in a pedagogical context. Pedagogical photography is a new frontier direction in pedagogical science. Its emergence was initiated by the author of the present text and is a result of the realities and needs of the modern hyper visual age. This is not only part of the trend of interpenetration of related sciences, but it is part of the trend of interaction between science and art that has clearly emerged in recent years.

The text attempts to locate Pedagogical photography in the scientific and practical space and outline its main characteristics. Because it is a theoretical scientific direction, but it is also a practical approach. It aims to help optimize pedagogical interactions in a creative and contemporary way through the pedagogical use of photographic images. Educational photography not only helps to build the personality and identity of the society, but also has a preventive and corrective function.

Keywords: Pedagogical photography, interaction, science, practice, art, personality, identity, society, culture

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Being A Master's Degree Student As a Teacher: A Phenomenological Study in the Light of Metaphors

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Abstract

This is a phenomenological study aiming to depict the lived experiences of active teachers who are pursuing a master's degree in the field of education. Following a qualitative research pattern, this study utilizes a guided process of interview to obtain the gist of lived experiences from the perspective of a group of school teachers. The sampling is purposive and consists of fourteen participants to whom the researchers has an easy access. The participants are among the teachers who enrolled in master's programs related to educational field in Sakarya University, Campus of Hendek. In order to depict the perceptions of the teachers, the participants are offered a semi- structured protocol of one question: "Pursuing a masters' degree while teaching actively is like……. because……." Despite the guided process where only one question is pre-determined, the reseachers, with the help of probing questions that emerged from discussion, were able to capture common themes and metaphors by analyzing the data systematically.

The analysis produced 18 valid metaphors and these metaphors were capsulated under three different themes. The researchers hope the findings of the study will illuminate the path taking teachers to farther education as well as the challenges they come across throughout the process. Although realities of teachers are subjective, the insights obtained from the research have the potential to inspire the policy makers of teacher training programmes, promote the general quality of education and the professional development of teachers in the long run.

Keywords: Metaphors, teachers, master's degree

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The Relationship Between Teachers' Empowering Leadership Perceptions and Entrepreneurship Levels

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Abstract

The aim of this study is to investigate the relationship between teachers' empowering leadership perceptions and entrepreneurship levels. The relationship between teachers' empowering leadership perceptions and entrepreneurship levels can be examined in the context of how teachers perceive their school leaders as empowering, and how that perception affects their entrepreneurial behaviors or tendencies. Empowering leadership refers to leadership behaviors that foster autonomy, self-efficacy, and proactive behaviors among followers. Teachers who perceive their school leaders as empowering are more likely to feel supported, motivated, and capable of taking initiative in their work.

Entrepreneurship levels among teachers can refer to their willingness and ability to engage in entrepreneurial behaviors within the educational setting, such as innovating in their teaching practices, taking risks, and seeking new opportunities to improve student outcomes. Within this context, the research will be carried out by utilizing descriptive method. Empowering leadership scale and entrepreneurship scale for teachers will be used to collect the data. The data will be analyzed by using several statistical analysis methods like percentage, frequency, arithmetic mean, T-test, Anova and so on. Suggestions will be made to practitioners and academicians based on the findings of the study.

Keywords: Entrepreneurship, empowering leadership, teachers

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Lifelong Cost-Managerial Accounting Education Sustainability for SMEs: Literature Review and Interviews

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Abstract

Cost and managerial accounting are crucial in rational (better) management. The main functions of management are Planning, budgeting, executing, auditing, and feedback, all related to cost accounting cost and management accounting. During the planning phase, the technical workforce must work and plan their operation with cost-management accountants to examine physical and cost feasibility. Budgeting of the physical plans includes measuring and analyzing costs and revenues. Execution of the plans is the realization of these physical and monetary plans. Cost-managerial Control and performance measurement require comparing and analyzing of planned and budgeted costs and revenues. Finally, based on cost-managerial accounting information control and analysis, reports are prepared, and feedback is provided to related bodies. So, the health correctness and appropriateness of cost-managerial accounting information can directly affect the health of managerial decisions. Lack of adequate education and knowledge in cost-management accounting subjects can seriously weaken managerial efficiency. Interviews with the SME owner/managers indicated none had cost-management accounting knowledge and experience. Even in a business school, only two or three departments out of six are introducing cost-management accounting courses as elective courses.

Roughly only ninety percent of management-related students need to take a course teaching fundamental managerial functions. Besides, most SME owners/managers are not business school graduates; they need to gain and improve cost-managerial accounting capabilities. For sustainability and continuous improvement, SMEs, large companies, and the economy need better efficient management and better managers. Lifelong education in cost-managerial accounting is vital for building and upgrading knowledge and will undoubtedly contribute to sustainability and betterment. Managerial capabilities (Planning, budgeting, execution controlling, and reporting) should be upgraded and improved continuously. This study critically investigates and analysis the literature about life-long education and the role of cost-management accounting in management. In addition to the literature review, interviews with the SME owner/managers and students provided valuable first-hand information. Policy implication: This study wants to take the attention of the decision-makers who usually take the initiative to introduce several types of lifelong education programs but mostly hesitate or oppose introducing cost-management life-long education programs in accounting.

Keywords: Lifelong education, cost-managerial accounting, sustainability, small and medium-sized enterprises

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Bibliotherapy in Teaching of Children's Literature

(On the Example of Ahmet Hromadzic's Story the White Nightingale)

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Abstract

Bibliotherapy in classroom teaching should be a mandatory model in planning, systematizing, and conducting lessons in children's literature. For this reason, bibliotherapy requires clear and elaborated methodological models and principles, especially when it comes to the subject of Bosnian, Croatian, Serbian language, and literature, where issues of bibliotherapy have hardly been investigated at all. To change this situation, it is necessary to deal with this problem and present possible proposals for its solution. Namely, the situation of still insufficiently researched possibilities of bibliotherapy in elementary schools, and in the teaching processes of children's literature, i.e. this poorly defined and still insufficiently researched aspect is reflected daily in the teaching and in general the implementation of quality frameworks of the educational process in children's literature. Therefore, through Ahmet Hromadžić's story „The White Nightingale “, which talks about stigmatization, the importance, and role of socialization, but also about the importance of self-acceptance, friendship, understanding, and accepting difference, this paper offers possible bibliotherapy models for work in teaching children's literature. The paper includes the results of the bibliotherapy workshop based on the example of the aforementioned story by Ahmet Hromadžić, as well as possible suggestions within which the teaching processes of bibliotherapy in the teaching of children's literature could take a better place.

In this regard, precisely through greater knowledge about the importance of bibliotherapy workshops within the framework of teaching children's literature, all pupils, as well as teachers, would better adopt an awareness of the nature of the various stigmas that surround them, as well as in general the processes of acceptance of a series of Differences in the world that daily we testify.

Keywords: Bibliotherapy, stigma, socialization, difference, self-acceptance

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Work-family Conflict and Facilitation Profiles of University Professors: A Study of the Effects on Work Engagement

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Abstract:

Work-family balance offers an integrative perspective on the relationship between work and family and has become a big challenge, considering that the relationship between these two dimensions has individual, organizational, and social implications. It is a theme that is part of the objectives of the 2030 Agenda. Focusing on organizational performance and interaction, the concept of engagement has been emerging and gaining more visibility over the last few decades. Research has found that engaged employees are often associated with more positive work attitudes, besides better health and well-being. The aim of this study is to analyze the conflict and facilitation profiles concerning work and family balance, and the relationships of these profiles with the work engagement of university professors. In this study, we intend to continue the study started by our team in 2019, analyzing the dimensions of facilitation and conflict in the work-family relation, using as a reference the well-known four-fold taxonomy of work-family balance: conflict work-to-family versus family-to-work and facilitation work-to-family versus family-to-work. We are also seeking if there are differences in the level of engagement according to the profiles studied. By doing that we expect to see if different profiles of work-family and family-work conflict and Facilitation correspond to different levels of work engagement of the participants. Especially in higher education institutions, it is pertinent to study the consequences of the work-family relationship since, through its analysis, it is possible to develop social policies appropriate to the cultural context, as well as a greater organizational awareness in this regard, so that professors have a better quality of life, teach better and experience more work engagement. In relation to Portuguese professors, it is important to show their current situation so that positive changes and interventions can be considered. Finally, this study is sought to raise some clues for investigations in this field, in the hope of gradually achieving a better level of management between the spheres of family and work, suggesting some preventive and intervention measures. A sample of 654 university professors responded to different measures: a shortened version of the work-

family scale – developed by Carvalho and her research team, being limited to the use of the items related to the conflict and facilitation dimensions in this study – and the UWES: Utrecht Work Engagement Scale. In addition to the scales, the participants also answered a sociodemographic questionnaire. Confirmatory factor analyses (CFA), cluster analysis, and multivariate analysis were executed to test the hypotheses. For each dimension of the facilitation/conflict scale was found a work-family facilitation/conflict cluster and a family-work facilitation/conflict cluster. Results indicate a relevant relationship between work engagement and work-to-family facilitation, being negatively related, especially concerning the vigor and dedication dimensions of work engagement.

Keywords: Work-family conflict, work-family facilitation, work engagement professors

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Creating Books -An Experimental Philosophy Project for Children with High School Students

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Abstract

The experimental project that will be presented was developed in high school and was born within the scope of philosophy for children. It began on the past school year with three classes from the eleventh year, with a total of sixty-five participants. This project consists of three phases. On the first phase the students are challenged to build a book of philosophy for children, having as inspiration the books from Oscar Brenifier where various themes, such as the following, are questioned: what is life? what are feelings? Among others in which the ending is a reflexion about the word in analysis. This way, they are invited to browse through the book and think about a theme related to the philosophy program that they would like to explore. The majority of the students chose the theme regarding knowledge. Work groups from four to five elements were formed and each group chose a word related to knowledge (to think, to observe, ignorance, senses, reality, among others) and wrote a chapter concerning the problematization of the chosen word. The students wrote the texts and illustrated the books, one class did the writing and the illustrations in cardboard, whereas the others opted for the digital format. The second phase of the project consisted in simulating a philosophy session for children in a classroom that was organized by each group. The last phase regards the presentation and the dialog with pre-school and elementary school children using the created books as a base (not yet realized).

As a data collection method, the focus group technique and questionnaires were used for the first and second phases. The purpose was to understand the importance that the students attribute to this project in order to learn and be involved in school, as well as the difficulties felt and the way these were overcome. The results point to increased student motivation and involvement. They mention the importance of elaborating something concrete and with a practical sense, highlighting the creative aspect of the process and the articulation and enhancement of the knowledge inherent to the discipline of philosophy. The students refer to having difficulties making the books, namely the emergence of questioning and the need to not induce a closed answer. They also consider challenging and a unique opportunity being able to plan, train and guide a philosophy session for children.

Keywords: Philosophy for children; creativity; creative writing; philosophize.

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Fear and the Construction of Citizenship: A Partnership between Education for Citizenship and Philosophy with Children

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Abstract

Philosophical considerations on education for citizenship have relied on ethics, seeking guidance in all spheres of interpersonal relations, whether in-person or virtual, from the most specific to the most formal that occur in the public space. The different emphasis placed on values recognized as fundamental for guiding education - responsibility (Appel), care (Gilligan, Noddings), justice (Rawls), ... - does not diminish or negate the essential idea: education for citizenship requires constant ethical reflection. However, the philosophy of emotions has brought into the realm of reflection the decisive interference that emotional intelligence (Salovey and Mayer, 1990; Goleman, 1995) has on human relationships and the development of self-awareness and social consciousness (Goleman, 1997, 2006). Thus, emotional intelligence is linked to citizenship as its relational field, where emotions are reflected, and to education for citizenship as a process of observing and understanding the complex impact of emotions (Sousa, 1990; Petiot and Visioli, 2022). One of the most disruptive emotions is fear (Séguéla and Haag, 2017).

Now, based on this theoretical framework and in consistency with it, a set of Philosophy with Children [PwC] sessions on fear is presented, conducted in a public primary school. It is argued (1) that education for citizenship requires ongoing reflection on emotions and (2) that it is necessary to investigate emotions in the classroom community so that each student can shape and express them, understand them as common and capable of affecting personal and social behaviors, and face them. Before describing the sessions, reference is made to the possibility of reconciling PwC and the National Reading Plan, selecting a tale by the Grimm brothers - "Fearless John" - as the basis for work, following a line proposed by Thomas Wartenberg (2009, 2013).

Keywords: Fear, emotions, philosophy for children, citizenship, National Reading Plan.

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Communities of Sharing Through Personal Expression and Active Listening

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Abstract

To explore "Communities of Sharing through Personal Expression and Active Listening" focused on personal interests, desires, and needs, as an agency of several interrelated ways of proceeding, namely through promoting caring, hopeful, critical, and creative modes of thinking (Demir et al., 2011). Transcending the rationalistic algorithm of fixed steps and goals of logical requirements, supposedly able to sift and assure a pre-emptively given universal rational procedure, the "Communities of Sharing" sought to be rooted in personal desires, interests, and needs. Where philosophising emerges as a hybrid conjugation that includes emotions, feelings, and reasonings, which cannot be reduced to formal logic without the hindrance of the contexts used to create meaning, as meaningfulness and truthfulness depend on a horizon that settles a "language game", i.e., specific language rules that have to be acknowledged, to decide on the plausibility of a line of arguing (Thompson, 2004). Not to mention an existential authenticity grounding. In addition, no language game would encompass all other language games; rather arguments relate to concrete contexts of specific discourse practices, shaped by historical, cultural, and epistemological dimensions. CS approach, grounded in active participation striving for just, inclusive, sustainable, and solidary societies, opens a way to experience the collective construction of sensing, feeling, and thinking, as a reference to the identity of the person's expressiveness as a dialogical virtue. Allowing transcendence from the abstract way of assuming philosophising as prerogative of a spectral solipsistic and supernatural "res cogitans". This does not prevent us from recognising philosophising intimate process. But rather brings us to understand it as a kind of action that distinguishes each person as a unique and unexchangeable being, expressed in the saying and acting, in the Arendtian sense (Arendt, 1998), that entails an aesthetic dimension, which generates human relationships, hence reinstating philosophising as a collective action. Bound to be a source of meaningfulness that illuminate's human existence, so recovering a pre-occupation with life, human relationships incorporating the more-than-human (Rimanoczy, Edmundson and Lupinacci, 2011), which claims for rediscovering our being in the world, i.e., human en-housing (Sloterdij, 2012). Meaning there is no common sense as an inner faculty without a relationship to the world and neither an opposition between "vita contemplativa" in detriment of "vita activa" or vice-versa. To overcome such opposition we will have to, not only attribute a worth to forms of "meditation", eventually in the sense of Sloterdijk's anthropotechnics (2009, 2012), as the recovering of the tradition of "the examined life", which, for us, would be where parrhesia could draw to fulfill is interventive linkage between the bios and the logos, as well as between emancipation and ethics, while not abdicating from critique and resistance, but redirecting the focus from the universal, necessary, and obligatory to the singular, contingent, and the product of arbitrary constraints, making visible singularities where history is imposed, or, following Barthes's (1972) description, historicizing what has been naturalized. A process entailing polyhedral intelligibility, that keeps the plurality of facets of otherness, never given in advance, never exhausted, and never tamed under an absolute reduction (Biesta, 2013). Now, this will take us to look for what Cadahia (2013) proposes, while not just radicating the emergence of freedom as the foundation of a "new art of living", but in a reconsideration of politics as a constitutive tension between power and freedom. As for us, we wouldn't give up of the "aesthetics of existence" as resistance to disciplinary and biopolitical devices and neither of the possibilities of looking at power relations as a double process of subjectivation in which subjects are objectified as well as subjectivised; meaning, they are objectified by being subjected by the practices of power, but they are also subjectified by being objectified by the practices of freedom (Cadahia, 2013, p. 45).

Keywords: Subjectified, freedom, personal expression, active listening

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Metaphorical Perceptions of Gifted Students Towards the Phenomenon of Studying Science Lesson

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Abstract

In this study, it was aimed to examine the metaphorical perceptions of gifted students towards studying science lesson. The study was conducted with 210 gifted students. Since the study aimed to reveal the metaphorical perceptions of gifted students towards studying science lesson, phenomenology design, one of the qualitative research methods, was used. "Metaphor data collection form" was used as a data collection tool in the study. The metaphor data collection form includes the phenomenon of "Studying science lesson". The form includes that "The phenomenon name (e.g. studying science) is like ..... Because....." In the study, descriptive analysis was used to analyze student data. Gifted students developed a total of 129 metaphors including 53 different metaphors for the phenomenon of studying science lesson.

The phenomenon of studying science lesson was classified into 12 different categories. The categories with the highest number of metaphors were "entertainment and science", respectively. In the study, the most developed metaphors for the phenomenon of "studying science lesson" were "play, life, research, science, knowledge and nature" metaphors. In this study, it was determined that gifted students find studying science lesson very entertaining and have very positive perceptions about studying science lesson.

Keywords: Gifted student, metaphor, studying science lesson.

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Inclusive Education Practices: From Universal Screening to Intervention

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Abstract

The choice of the subject of our investigation reflects a vast reflection in order to find answers capable of responding to the need to implement inclusive education practices in Angola. In this context, I tried to test/validate and implement a universal tracking model of learning problems, when children enter the 1st year of basic education, which constitutes the main focus of our research project. In dialogue with the problematic situation, since it was the research incentive, the following research question was posed: how to carry out the universal tracking of learning problems, when children enter the 1st year of basic education in schools in Angola. From this question, the general and specific objectives were outlined, formulated below. General objectives: Design a universal tracking model for learning problems; test and validate the universal screening model for learning problems; implement the universal tracking model for learning problems. Bearing in mind that learning problems result from very different etiologies/causes, ranging from neurodevelopmental disorders to macro or micro systemic social problems, we defined the following specific objectives: Analyze the prevalence of children's learning problems; determine the predictive validity of different psychological assessment instruments; Analyze the convergence between performance tests and information provided by teachers.

The project is divided into three structuring studies, namely: 1st Study: Adaptation and validation of instruments, for universal screening of learning problems of children in Basic Education in Angola; Study II: Determine the best predictors of student success/achievement. That is, whether or not the battery of assessment instruments served the purpose for which it was designed, how many false positives or negatives it generated, as well as analyzing the predictive validity of the different tests that make up the screening battery and the III Study: Implementation of the tracking model. this model already adjusted according to the previous study in a smaller sample. Subsequently, the results of the screening tests will be correlated with the results of student performance

tests and information obtained by teachers. For this purpose, 3 basic education schools will be selected at random, from the 41 existing in the Mbanza Kongo-Angola municipality, covering 400 children. To constitute a sample, the following criteria will be used: a) attending, for the first time, the 1st year of basic education; b) be between 5 and 6 years old; c) not having a formal diagnosis of neurodevelopmental disorder. We will involve 100 teachers and parents of their children. Therefore, the screening process will be based on a psychological assessment protocol that comprises eight tests. Keywords: Inclusive Education Practices, Universal Screening, children, learning problems, Intervention.

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