

**ERPA 2014**  
**International Congresses on Education**

**İstanbul University, 06-08 June, 2014**  
**İstanbul – Turkey**

**BOOK OF ABSTRACTS**



## ERPA 2014 INTERNATIONAL CONGRESSES ON EDUCATION

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## Message from the President of the Congress

Dear Colleagues,

Welcome to the **ERPA Congress 2014**, which is hosted by Istanbul University in İstanbul, Turkey. This privileged scientific event aims to contribute to the field of educational research. It has created the opportunity to bring scholars, the educational sciences, administrators, councilors, educational experts, teachers, graduate students and civil society organizations and representatives together to share and discuss theoretical and practical knowledge in the scientific environment.

Six branch congresses are organized concurrently in ERPA congress 2014;

- ERPA International Educational Sciences Congress
- ERPA International Science and Mathematics Education Congress
- ERPA International Social Sciences Education Congress
- ERPA International Health and Physical Education Congress
- ERPA International Fine Arts and Music Education Congress
- ERPA International Special Education Congress

The main purpose in incorporating six congresses within the scope of ERPA congress is to make the researchers be aware of current trends in different fields, learn about the research conducted in different areas and to help them discuss new trends and encourage interdisciplinary research. Therefore, the theme of the ERPA congress is "Interdisciplinary Research in Education". Highlighting this theme does not necessarily mean underestimating or neglecting other important aspects of education research and practice.

Scholars from all over the world contributed to this unique event. We would like to express our sincere thanks to all who took part in the organization of this International event. Special thanks are to all the reviewers, the members of the international editorial board, the publisher, and those involved in technical processes. We would like to thank all, who contributed to the organization and helped to realize the conference with their generous intellectual support. A total of 498 abstracts or full paper were submitted for the ERPA Congress 2014 and each paper has been peer reviewed by the reviewers specialized in the related field. At the end of the reviewing process, a total of 330 high quality research papers were selected and accepted for paper (oral) presentation.

I would like to express my appreciation to the Rector of Istanbul University Prof. Dr. Yunus Söylet who provided us with the opportunity to organize our congress at İstanbul University. Also many thanks to the Rector of Sakarya University Prof. Dr. Muzaffer Elmas, who has supported us to organize this congress. I would also like to thank the Dean of Education Faculty, İstanbul University, Prof. Dr. Selahattin Dilidüzgün, who has given full support and encouragement to us to organize this conference at Istanbul University. Special thanks to the Dean of Education Faculty, Sakarya University Prof. Dr. Firdevs Karahan and the Former Dean of Education Faculty, Sakarya University Prof. Dr. Rahmi Karakuş, whom played an active role in the organization of this event at Istanbul University.

Assoc. Prof. Dr. Şenol BEŞOLUK  
President of ERPA

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## Keynote Invited Speakers



Prof. Dr. Christoph RANDLER

HEIDELBERG UNIVERSITY OF EDUCATION, GERMANY

June 6 Friday

11:00-12:00 AM



Prof. Dr. David BILLS

THE UNIVERSITY OF IOWA, USA

June 6 Friday

03:00-04:00 PM



Assoc. Prof. Dr. Mustafa ÖZCAN

MEF UNIVERSITY, TURKIYE

June7 Saturday

11:00-12:00 AM

## CONGRESS PROGRAMME

ERPA Congresses on Education 2014 June 6 Friday Istanbul University Culture and Convention Center	
08:00	Registrations
09:30-10:30	Opening speeches
10:30-11:00	Tea/coffee
11:00-12:00	Keynote speaker
12:00-13:30	Lunch
13:30-14:50	Parallel sessions 1
14:50-15:00	Tea/coffee
15:00-16:00	Keynote speaker
16:00-16:10	Tea/coffee
16:10-17:30	Parallel sessions 2
17:30-17:40	Tea/coffee
17:40-19:00	Parallel sessions 3

ERPA Congresses on Education 2014 June 7 Saturday Istanbul University Culture and Convention Center	
08:00	Registrations
09:30-10:50	Parallel sessions 4
10:50-11:00	Tea/coffee
11:00-12:00	Keynote speaker
12:00-13:30	Lunch
13:30-14:50	Parallel sessions 5
14:50-15:00	Tea/coffee
15:00-16:20	Parallel sessions 6
16:20-16:30	Tea/coffee
16:30-17:50	Parallel sessions 7
17:50-18:00	Tea/coffee
18:00-19:20	Parallel sessions 8

ERPA Congresses on Education 2014 June 8 Sunday Istanbul University Culture and Convention Center	
08:00	Registrations
09:00-10:20	Parallel sessions 9
10:20-10:30	Tea/coffee
10:30-11:50	Parallel sessions 10
11:50-12:00	Tea/coffee
12:00-12:30	General Evaluation and Closing
12:30-13:30	Lunch
15:00-17:00	A cruise on the Bosphorus

## SINGLE ORAL PRESENTATIONS

06.06.2014 FRIDAY					
HALL 1	ERP A International Educational Sciences Congress	HALL 2	ERP A International Fine Arts Education Congress	HALL 3	ERP A International Social Sciences Education Congress
Chair Person: Estelle Davutoglu	Chair Person: Ayşen Cıravoğlu	Chair Person: Julie McLeod	Chair Person: Burcu Şanlıer	Chair Person: Gülzade Uysal	Chair Person: F.Gülray Kırbıbaşlar
Taiwan's Strategies for Recruiting International Students: A Policy Study <b>Hsiou-Hsia Tai</b>	In The Context of Universities in Turkey: Analysis of Academic Programs for The Department of Interior Architecture <b>Serpil Özker</b>	The Type and Functions of the Listening Activities in Turkish And English Language Teaching Coursebooks <b>Derya Turzu Eken - Şükran Dildizgin</b>	Mathematics Anxiety: A Case Study for Kocaeli University <b>Hülya Kodal Sevindir - Cüneyt Yazıcı - Vildan Yazıcı</b>	The Effects of Mobbing (Bullying) on Health Employes <b>Neriman Görgülü - Kerime Derya Beydağ - Funda Şensoy - Mithat Kıyak</b>	Case Studies and Sustainable Urban Mobility research schemes: A communication channel among researchers and interdisciplinary community groups <b>Efthimos Bakogiannis - Maria Sifi - Georgia Christodoulou - Charalampos Kyriakidis</b>
Distance learning <b>Amani Mubark Alkhatir Alarimi</b>	The contributions of workshops on formal interior architecture education <b>Umut Tuğlu Karlı - Serpil Özker</b>	Evaluation of Turkish Preschool Curriculum Objectives in Terms of Values Education <b>Gülter Duman</b>	Mathematics Anxiety of Secondary School Students: A Case Study for Kocaeli Area <b>Hülya Kodal Sevindir - Cüneyt Yazıcı - Vildan Yazıcı</b>	Stress and Stress Management in Health Institutions <b>Kemal Boyacı - Funda Şensoy - Kerime Derya Beydağ - Mithat Kıyak</b>	Relationship between Attitudes Toward School and Underachievement for Gifted Students <b>Lütfi Çakar</b>
Teacher Training in Britain <b>Estelle Davutoglu</b>	How Does Concept Transform into Product? An Appraisal of Analogy-Based Design Practices in Architecture Education <b>Senem Kaymaz Koca - Öze Uluengin</b>	A Peaceful Pedagogy: Teaching Human Rights across the Curriculum <b>Julie McLeod</b>	Pre-Service Elementary Teachers' Motivations to Become a Teacher and Its Relationship with Teaching Self-Efficacy <b>İbrahim Bilim</b>	Attitudes of Students Who Receive Health Education in A Foundation University Regarding Age Discrimination <b>Gülzade Uysal - KerimeDerya Beydağ - Funda Şensoy - Nihat Özaydin - Mithat Kıyak</b>	Özgül Öğrenme Güçlüğünde (Dislekside) Yardımcı teknolojinin Yeri <b>Ünvan Korkmazlar - Sinan Hoşcan - Elif Polat</b>
Investigation of The Effects of Turkish Concomness Levels and Self-Regulated Learning Skills on Study Approaches of Teacher Candidates <b>Gülşah Bursalı-Karaduman - Nuran Güder - Zehra Özsoy-Güneş - Fatma Gülray Kırbıbaşlar</b>	An Examination on Reflections of Mainstream and Oppositional Architectural Approaches in Architectural Design Studios <b>Öze Uluengin - Senem Kaymaz Koca</b>	Development of a Program based on Transformative Learning to Enhance Authentic Self-Esteem of Male Violent Juvenile Delinquents: A Systematic Review Study <b>Metasni Meesunsaint - Prasak Santiparp</b>	How Do Prospective Teachers Develop Mathematical Models? A Case of "Who Wants To Be A Millionaire?" Activity <b>Aysel Şen Zeytin - Bülent Çetinkaya - Aytan Küşat Ebağ</b>	The Role of Perceived Leadership Behaviour as Predictor of Assertiveness Levels in Individual Sport Athletes <b>İhsan Sarı - Fikret Soyer - Mahmut Gülle</b>	Özel veya Üstün Yetenekli Çocuklara Eğitim Veren Beyazıt Ford Ovasan İlköğretim Okulu İncelemesi <b>Şükran Tantay - Oktay Kurt</b>
SESSION 1 13:30 - 14:50					

06.06.2014 FRIDAY		HALL 1	HALL 2	HALL 3	HALL 4	HALL 5	HALL 6
SESSION 2 16:10-17:30	ERPA International Educational Sciences Congress <b>Chair Person: Çiğdem Arslan</b>	ERPA International Fine Arts Education Congress <b>Chair Person: Serpil Özker</b>	ERPA International Social Sciences Education Congress <b>Chair Person: Gordana Miscević Kadjević</b>	ERPA International Science and Mathematics Education Congress <b>Chair Person: Malek Masal</b>	ERPA International Health and Physical Education Congress <b>Chair Person: Albena Gayef</b>	ERPA International Educational Sciences Congress <b>Chair Person: Makhbule Tokur Kesgin</b>	
	Ereleme Nedenleri: Öz-Düzenleme, Akademik Öz-yeterlik, Yaşam Doyumunu, Umur ve Farklı Demografik Değişkenler <b>Mehmet Kandemir</b>	Role of Expression Techniques in Interior Architecture Education <b>Serpil Özker</b>	Implementing New Global Business Trends to Intercultural Business Communication <b>Marcel Pikhart</b>	Examining The Factors Affecting The Selection of Mathematics Profession: A Case Study <b>Hülya Kodal Sevinçir - Cüneyt Yazıcı</b>	The Efficiency of Basic First Aid Training Given to Students Who Receive Health Education in A Foundation University <b>Özlem Karatana - Gülzade Uysal - Kerime Berya Beydağ - İsmail Kusoglu</b>	Çocuk Edebiyatı Etkinliklerinin Ebeveynlerin Kitap Okuma Alışkanlığı Tutumları Üzerindeki Etkisi <b>Arzu Yükselen-Milay Özören</b>	
	İşevsel Ereleme Ölçeğinin Geçerlik ve Güvenirlilik Çalışması <b>Mehmet Kandemir - Mehmet Palancı</b>	On To Sculpture Art That Opens Ways of Different Creativity and Production in Art Education <b>Hülya Bozbuğ</b>	New Horizons of Intercultural Communication: Applied Linguistics Approach <b>Marcel Pikhart</b>	An Action Research to Overcome Undergraduates' Laboratory Anxiety <b>Burcin Acar Şeşen - Ayfer Mutlu</b>	Expectation and Satisfaction Levels Regarding Nursing Care of Parents Who Have Children With Acute Health Problems <b>Abu Çiçek - Gülzade Uysal</b>	Okul Öncesi Öğretmenlerinin Müzik Etkinliklerini Gerekleştirme Süreçlerinde Karşılaşılan Güçlükler <b>İlgim Kılıç - Şefika İzgi Topalak - Tarkan Yazıcı</b>	
	İkögretim İkinci Kademe Öğrencileri İçin Sosyal Sermaye Ölçeği Adaptasyon Çalışması <b>Fahri Ardahan</b>	Notes on Architectural Education: An Experimental Approach to Design Studio <b>Ayşen Çiravçuoğlu</b>	The cultural diversity as a phenomenon of the multicultural society <b>Alena Josefova</b>	Pre-service science teachers' use of self-regulation strategies <b>Burcu Senler - Semra Sungur-Vural</b>	Nursing Perception of Children Hospital Patients Between The Ages 6-18 <b>Duygu Sommez Durakaya - Gülzade Uysal - Hatice Akay</b>	Okul Öncesi Öğretmenlerin eğitimde teknolojik araç-gereç kullanımına ilişkin tutumlarının incelenmesi <b>Hakkı Bağcı - Azmi Bayram İlbay - Özlem Aslan Bağcı</b>	
	İkögretim Sekizinci Sınıf Öğrencilerinin Sosyal Sermaye Profili: Antalya Örneği <b>Fahri Ardahan</b>	Synesthetic Approaches in Art Education: Multimedia Design in Combination of Sound, Sensation, Visual <b>Sevgi Can Sarıgın</b>	How to be a successful foreign language learner in late adulthood – strategies recommended by USA students in personal narratives <b>Monika Grosek - Grazyna Kilianaska-Przybylo</b>	GeoGebra'nın Ortaokul Matematik Öğretiminde Akademik Başarıya ve Matematik Dersine Karşı Tutuma Etkisinin ve Görüşlerinin İncelenmesi <b>Abdullah Özkale - Muhammed Demirdelik</b>	A Study on Physical Exercise Habit <b>Hülya Kodal Sevinçir - Cüneyt Yazıcı - Süleyman Getinkaya</b>	The Examination of Emotional Intelligences of Collage Students <b>Aysegül Özdemir Topaloğlu</b>	

06.06.2014 FRIDAY						
SESSION 3 17:40-19:00						
HALL 1	ERP A International Educational Sciences Congress <b>Chair Person: Malkhaz Makashvili</b>	ERP A International Science and Mathematics Education Congress <b>Chair Person: Aysel Şen Zeytun</b>	ERP A International Social Sciences Education Congress <b>Chair Person: Çiğdem Yel</b>	ERP A International Science and Mathematics Education Congress <b>Chair Person: Burçin Acar Şeşen</b>	ERP A International Health and Physical Education Congress <b>Chair Person: Kerime Derya Beydağ</b>	ERP A International Educational Sciences Congress <b>Chair Person: Kostas Karadimitrou</b>
The Advantages of Brain Based Learning in ELT Classes <b>Özlem Yağcıoğlu</b>	Simulation of Planetary Motion and Detection of Near Earth Objects (NEOs) <b>Hassan Yar - Muhammad Faris Khan - Muhammad Waqas</b>	The Effect of Metacognitive Therapy in Emotional Adjustment of 14-18 Years Adolescents <b>Ali Khademi - Mandana Abrumand</b>	İkögretim öğrencilerinin Matematik Öz Kavramları Üzerine Bir İnceleme <b>Fatma Erdoğan - Sare Şengül</b>	Using the Omaha System in Occupational Health Nursing Applications: Advantages of a Common Language in the Diagnosis, Intervention and Evaluation of Nurses' Health Problems <b>Makbule Tokur Kesgin - Gülünser Kablay</b>	Evaluation methods as an effective tool for the development of students' learning <b>Blanka Frydrychova Klimova</b>	
Helping students to escape pessimism and to become more optimistic in ELT classes <b>Özlem Yağcıoğlu</b>	Determination of university Students' Misconceptions about light using concept maps <b>Bilzak Djanelte - Chafiq Fouad - Kendil Djanelte</b>	The Presentation of Complementary and Alternative Medicine (CAM) in The Turkish Press <b>Çiğdem Yel</b>	Ortaöğretim Öğrencilerinin Problem Çözme Becerilerine Yönelik Algi Düzeylerinin Bazı Değişkenlere Göre İncelenmesi <b>Güneş Yavuz - Yasemin Deriingül Karataş - Çiğdem Arslan</b>	Is Asking Same Question in Different Ways Has Impact on Student Achievement? <b>Albena Gayef - Can Oner - Berrin Telatar</b>	The Practicum in pre service teachers education in Greece: the case of Lesson Study <b>Kostas Karadimitrou - Galini Rekalidou</b>	
The role of knowledge in overcoming snake fear <b>Malkhaz Makashvili - Kaishauri Nimo - Tamar Azmatparashvili</b>	The relationship between mathematics anxiety with parenting styles and goal orientation <b>Fitrouzeh Sepehrian Azar - Abdollah Babae</b>	Literary Translation Workshop: Social Constructivist Approach Classroom Activities <b>Esra Birkan Baydan - Ayşe Bannu Karadağ</b>	Ortaöğretim Öğrencilerinin Matematik Problemi Çözme Yönelik Tutumları <b>Çiğdem Arslan - Yasemin Deriingül Karataş - Güneş Yavuz</b>	The Causes of Differentiation As Departments in Academic Achievements of Health School Students in Public Health Course <b>Berrin Telatar - Albena Gayef - Can Oner - Hulya Gurbuz</b>	Theatre Research & Practice as a Vehicle towards a Higher Level of Knowledge & Cultural Attitude in Education <b>Katerina Karamitrou</b>	
An instrument for testing preschool teachers' attitudes towards the use of computers <b>Gordana Misevic Kadifjevic</b>	Misconceptions of Elementary School Students about Comparing Decimal Numbers <b>Deniz Mehmetlioglu</b>	Unorthodox Forms of Capital in Organizations: Positive Psychological Capital, Intellectual Capital and Social Capital <b>İdil Tamer - Beliz Dereli - Mehmet Sağlam</b>	Olaokul Öğrencilerinin Aritmetik Performans Puanları ve Matematik Okuryazarlığı Arasındaki İlişkinin Bazı değişkenlere Göre İncelenmesi <b>Gülçin Yılmaz - Melik Masal</b>	Evaluation Results of Women's Health and Diseases Nursing Course for a Period of 11 Years <b>Nezih Kızılkaya Beji - Nevrin Holun Şahin - Ümitan Oskay - Ergül Aslan - Galay Rathfisch - İlkey Güngör</b>	Relationship Between the High School Students Perspectives on Study Skills and The Types of Stage High School in Terms of Some Variables <b>M.Oğuz Kutlu - Sadıye Korkmaz</b>	

07.06.2014 SATURDAY									
SESSION 4 09:30-10:50	HALL 1	ERPA International Educational Sciences Congress	ERPA International Educational Sciences Congress	ERPA International Social Sciences Education Congress	ERPA International Science and Mathematics Education Congress	ERPA International Health and Physical Education Congress	ERPA International Educational Sciences Congress	ERPA International Educational Sciences Congress	ERPA International Science and Mathematics Education Congress
	Chair Person: Ergün Demirel	Chair Person: Mali Çorlu	Chair Person: Kamazan Özbek	Chair Person: Ali Delice	Chair Person: Fikret Soyser	Chair Person: Aynur Pala	Chair Person: Alparslan Okur	Chair Person: Şenol Başoluk	
	Öğretin Üyelerinin İse Çiditlenmesinde Çalışma Koşullarının Etkisi	The relationship between personality traits and age of women with fertility	The development of competency model and instrument for competency measurement: research methods	University Students' Solution Processes in Systems of Linear Equation	Okulda Hedef Performansın Değerlendirilmesi	Okul Öncesi Öğretmen Adaylarının Ortuntü Algıları Destekleyicilik Düzeylerinin İncelenmesi	Mutluluk Yönelimleri ve Pozitif Düşünme Becerilerinin Sosyal İyi Olma Üzerindeki Yordayıcı Rolü	Var Ama Yok: Matematik Dili Öğretim Programının Neresinde?	
	Aycan Çiçek Sağlam	Parichehr Moayezzadeh - Ali Khademti	Nomazira Subairrom - Adele Hatib Mustafa amal @ Amin - Noor Khairul Anuar Johari	Deniz Kardeş Birtinci - Ali Delice - Emin Aydın	i.Eroğlu Kolarış - M. Çilli - H. Ertan - J.A. Krutcker	Sadiye Keleş - Esra Betül Menevşe	Hakan Sarıçam - İsmail Çelik - Mehmet Çardak - Mevlüt Kacar - Ferhat Bayoğlu	Zuhal Altıngöz - Fatmagül Kara - Ömer Yaşın - Ali Delice	
	Gelişmiş ve Gelişmekte Olan Ülkelerin Eğitim Sistemlerinin Denetim Yapıları Karşılaştırılabilirliğinde Türkiye Eğitim Sisteminin Durumunu Ne Durumdadır?	Evaluation of preschool teacher education program according to the views of prospective teachers (A case of Ankara University)	Examining Preservice Teachers' Conceptions of Language and Teaching Beliefs over the Practicum	Innovative changes in the teaching of chemistry in high school	Bölgesel Amatör Ligde Mitçendele eden Takımların Antrenörlerinin Karar Verme Stilleri ile Tükennmişlik Düzeyleri Arasındaki İlişkinin İncelenmesi	Okul Öncesi Öğretmenlerinin Oyun Etkinliklerini Çerçeleştirme Yeterliliklerinin Belirlenmesi	The Relationship Between Positive Thinking Skills and Life Satisfaction in Pre-Service Teachers	İkiyüzlü Matematiksel Kelimeler	
	Aycan Çiçek Sağlam - Murat Aydoğmuş	Ayşenine Dinçer - Hatice Çidem Yavuz	Meliha R. Simsek	Rimma Huseynova	Mahmut Gülle - Menderes Kabadayı - Özgür Bosancioğlu - Mehmet Çağrı Çetin - Ramazan Şeker	Aysegül Ulutaş - Bahadır Köksalan	İsmail Çelik - Hakan Sarıçam - Ferhat Bayoğlu - Mevlüt Kacar - Mehmet Çardak	Büşra Şir - Ali Delice	
	BTMSM gerçevesinde algoritmik düşünme becerilerini geliştirilmesi: Okul öncesinde örnek bir çalışma	Examining the Perfectionism Levels of Preschool Teachers in terms of Demographic Variables	Adapting a Turkish Middle School Textbook to Develop Cultural Awareness	How do the pupils build their knowledge in the lesson of biology to approach constructively by interactive training?	Spor eğitimi alan ve almayan bireylerin sağduyguluk ve emperlik eğitim düzeylerinin incelenmesi (Müstela Kemal Üniversitesi Örneği)	Okul Öncesi dönemde Drama ve Oyunun Önemi	Öğretmen Adaylarının Web Tabanlı Gelişime Yönelik Motivasyonlarının Çinsiyet Bölüm ve İnternet Kullanım Becerilerine Göre Değişkenlerine Göre İncelenmesi	Integral Hacim Problemleri Çözüm Sürecindeki Bireysel İlişkilerin Uygulanma Topuluğu Bağlamında İncelenmesi	
	Şirin Karadeniz - Beran Palan - Pelin Naz Cevahir	Fusun Yıldızbaş	Meliha R. Simsek	Matanat Aliyeva	Hüseyin Kırmızı - Engin Gezer - Ahmet Deweci - Mahmut Gülle	Bahadır Köksalan - Hikmet Zelyurt - Aysegül Ulutaş	Furkan Aydın - Mehmet Barış Hozzum	Özkan Ergene - Ali Delice	
AK Parti Hükümetleri Döneminde (2002-2013) Uygulanan Eğitim Politikalarının Eğitimde Fırsat Eşitliği Bakımından Analizi	The Relationship of Perfectionism with Academic Achievement and Demographic Variables : Findings from Education Faculty Students	An Analysis Of Literary Products that can be used at the course of Kemalism and History of Turkish Revolution	Flipped Classroom: Improving Learning and Satisfaction of STEM Students	Beden Eğitimi ve Spor Yılıskokokullarında Öğretim Gören Öğretmenlerin Strateji Kaygı Durumlarının İncelenmesi	Determining The Level of Aggressiveness in Hearing Impaired Children	Eğitim Faktörleri Son Sınıf Öğrencilerinin Okul Deneşimi ve Öğretmenlik Uygulanması Deneşiminde Karşılaşılan Sorunlar	2013 Fen Bilimleri Dersi Öğretim Programı Kazanımlarının Fen-Teknoloji Toplum-Çevre Bağlamında Analizi		
Turan Canöz	Cemrem Topuz - Fusun Yıldızbaş	Ayten Kırış Avargülleri - Coşkun Şenyol - Yıldırım Aydın	Ujjiana Brankovic - Michael Reynolds - Huilin Ye	Erdi Kaya - İhsan Sarı - Efsan Tolukan - Mahmut Gülle	Ayhan Babaroğlu	Furkan Aydın - Özcan Erkan Akgün	Mehmet Özbekler - Aysun Öztuna Kaplan		

07.06.2014 SATURDAY		SESSION 5 13:30-14:50	
HALL 1	ERPA International Educational Sciences Congress <b>Chair Person: Lütfi Ilgar</b>	HALL 2	ERPA International Social Sciences Education Congress <b>Chair Person:Meliha R.Şimşek</b>
HALL 3	ERPA International Social Sciences Education Congress <b>Chair Person:Ayten Kırıgoğlu Avaroğulları</b>	HALL 4	ERPA International Science and Mathematics Education Congress <b>Chair Person:Yusuf Aydın</b>
HALL 5	ERPA International Health and Physical Education Congress <b>Chair Person:Hüseyin Kırımoglu</b>	HALL 6	ERPA International Educational Sciences Congress <b>Chair Person:Şirin Karademir</b>
HALL 7	ERPA International Educational Sciences Congress <b>Chair Person:Ali Khademi</b>	HALL 8	ERPA International Science and Mathematics Education Congress <b>Chair Person:Zeynep Demirtaş</b>
Assessment of Higher education Financing in Different Countries <b>Tolga Sarıç - Gonca Güngör Gökse</b>	Improvements in The Listening Skills of Young Learners Attending an English Learning Program <b>Yusuf Şen - Mesut Kuleli - Harun Öztürk</b>	İlköğretim 5.Sınıf Öğrencilerinin Türkçe Dersindeki Kullanım Becerilerini Kullanmaya Yönelik Öğretmen Görüşleri <b>Ruhan Karadağ</b>	Yusuf Aydın
University students' satisfaction with various aspects at Celal Bayar University's Faculty of Education <b>Aynur Pala</b>	Interaction between the evolution of the English language and historical development of the country. <b>Garaeva Almitra</b>	Multiple Representations of the Particulate Nature of Matter in Middle School Science Textbooks <b>Hasan Özgür Kapıcı - Funda Saraşçı Açıkalın</b>	The Examination of Time Management Skills and Attitudes of University Students <b>Daniya Özsoy</b>
Internationalization of Higher Education in Kazakhstan: Impact of Academic Rankings <b>Jamilya Nurmanbetova - Aigerim Shilbekova</b>	The issues of modality in the Azerbaijani linguistics and study of Turkish language (Turkology) <b>Elnara Abbsova</b>	The Comparison of Wellness Levels Between Individuals Participating in Nonparticipating in Recreational Latin Dancng <b>Emine Asena Çoruh</b>	The Impact of Remedial English on the Improvement of English Proficiency: The case of The United States International University - Africa <b>Tom Onditi Luoch</b>
		The Transformative Learning and Critical Reflection Approach to Sustain Self-Care Program for Chronically ill Persons in Philanthropic Primary Health Care Unit <b>Prasak Santiparp - Suwithida Charungkatkul - Kiatwan Amatayakul</b>	
		Öğretmenlerin ve Uzmanların Farklı Sertifikalı Modellerini Benimsene Algıları Nasıl Değişmektedir? <b>M. A. Çorlu - M. S. Çorlu</b>	
		Usefulness of Normalised Correlation Over Simple Correlation in Hand Gestures Recognition <b>Azeem Hafeez - Naima Munir - Rabia Nabeed - Shireen Khan - Arfa Saif</b>	
		Information and Communication Technology (ICT) in Higher Education: Advantages, Disadvantages, Conveniences and Limitations of Applying E-learning to Agricultural Students in Iran <b>Sogol Talebian - Hamid Movahed Mohammadi - Ahmad Rezarfar</b>	
		Farlı Epistemolojik İnanışlara Sahip 8.Sınıf Öğrencilerinin "çenetik" Temalı Sosyo-Bilimsel Konulara Bakış Açları <b>Ragıp Çavuş - İsmail Önder - Aysun Öztuna Kaplan</b>	
		E-Learning In The System of the Pedagogical Education in Kazakhstan <b>Kenzhebayev Gabit Kapezovich - Dalayeva Tenlik Toktarbekova</b>	
		Fen Bilimleri Öğretmen Adaylarının Yaratıcılık Düzeylerinin Belirlenmesi: Ben Zoru Severin Projesi Örneği <b>Alper Çorapçılı - Eda Demirtaş - Canan Laçın Şimşek - İsmail Önder</b>	

07.06.2014 SATURDAY							
SESSION 6 15:00-16:20							
HALL 1	ERP A International Educational Sciences Congress	ERP A International Social Sciences Education Congress	ERP A International Science and Mathematics Education Congress	ERP A International Social Sciences Education Congress	ERP A International Health and Physical Education Congress	ERP A International Educational Sciences Congress	ERP A International Educational Sciences Congress
Chair Person: Mige Yurtsever Kılıçgün	Chair Person: İbrahim Turan	Chair Person: Ali Dölçe	Chair Person: Alparslan Okur	Chair Person: Parisa Parsa	Chair Person: Mortaza Tahari	Chair Person: Shakuntala Payneandy	Chair Person: Amina Babou
M. Ali Çorlu - M. Sencer Çorlu	Oğuz Çincioğlu - Devrim Çınay	Derya Demiroğlu - Ali Dölçe - Emin Aydın	Coşkun Küçüktepe - Tuğba Sarıgın	Parisa Parsa - Mohammad Ahmad-panah - Nakişa Parsa - Ali Chalaitiha	Tolga Kargın	Mohammed Bellal - Fahima Nader	Ivanka Buzov
Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Özyeterlilik İnançları	Evaluation of lower saxony -germany, "values and norms" textbooks in terms of civic education	Expert recurrence of linear problem posing process	Cumhuriyet Dönemi Türkiye Öğretim Programlarının Hedefler Açısından İncelenmesi	Investigation the swimmers' stress levels before and after the swimming competition	The control of touristic company on the base of mathematical simulation	Taking Knowledge to Rural Communities: How to Bridge the Gap Between Research and Education	Engaging students with feedback: Lessons from face-to-face and online teaching
Hasan Aydemir - Derkan Kaleci - Metin Kapdere - Munise Duran - Numan Durak Aksoy	İbrahim Turan - Şükri Bilici	Eva Patkova	Coşkun Küçüktepe - Aşlıhan Ayrıldız Uğurlu	Korkmaz Yiğiter - Mithaç Kuru	Filipova Viktoriya - Nikolaeva - Preobrazhenskiy Andrey Petrovich	Bernad Fahmel Beyer	Tamara Shengelia
Özel okul ve devlet okullarında görev yapmış sınıf öğretmenlerinin sınıf yönetimindeki farklılıklara ilişkin görüşleri: Nitel bir çalışma	A Non-Formal Education Program to Enhance Drug Abuse Resilience Quotient of Youth At-Risk of Drug Relapse	The relationship between the quality of the argument and conceptual understanding of science	Öğretmen Adaylarının Sosyal Bilgiler Öğretim Programı Kapsamında İnsan Hakları Eğitimi İlişkin Beklentileri	Sexual Health Education to ST diseases in Kabye (A Gur Language of Togo) Perce-Kewezema Essodina Kokou	An Examination of Gender and Racial Disparities in Entrepreneurial Self-Efficacy among Malaysian Engineering Students	The Success of the Enhanced Teacher Training Program to Promote Retention for Beginning Teachers in Rural and Remote Areas	Main concepts of guaranteed education in the USA education
Latifu Ilgar	Metphiya Kerphol Thangrattana	Cinçeyt Ulu - Hale Bayram	Ramazan Özbek	Development of a Non-Formal Education Program Using Neo-Humanist Moral Principles to Enhance Ethics in Caring The Elderly for The forresen aging society	Abayomi Kazeem Akinboye - Zaidatol Akmaliah Lope Phihe	Ingrid Harrington	Valeeva Nailia - Yatkina Irina Galinzanova - İichanna Komelina - Valentina Koroleva - Larriana Khatrulina - Elmira Khisamiyeva - Luticia Safina - Liudmila Savygana - Svetlana Tyshbutulina - Letissan Fachrudinova Elvira
Ortaokul Öğrencilerinin Çoklu Zeka Alanlarının İncelenmesi (Malatya Örneği)	The Main Elements of A Learning Model to Enhance Service Mind of Thai Police Officer: A Systematic Review Study	Discussing Ethnomathematics: Is mathematics Culturally Dependent?	Ramazan Özbek - Bahadır Koksalan	Narichanan Werakul - Worararana Patumcharoenwatana - Kaitivan Anantayakul	Zaidatol Akmaliah Lope Phihe - Abayomi Kazeem Akinboye	Deborah Bandle - Ho Sabrina Abdulllah	Ioannis D. Chotzakianis
Hasan Aydemir - Yalçın Karah	Saracha Chathong	O. Arda Çimen					

07.06.2014 SATURDAY							
HALL 1	ERP/PA International Educational Sciences Congress	ERP/PA International Social Sciences Education Congress	ERP/PA International Science and Mathematics Education Congress	ERP/PA International Social Sciences Education Congress	ERP/PA International Health and Physical Education Congress	ERP/PA International Educational Sciences Congress	ERP/PA International Educational Sciences Congress
<b>Chair Person: Fatma Sapmaz</b>	<b>Chair Person: Saraacha Chathong</b>	<b>Chair Person: A.Nesibe Kökükünya</b>	<b>Chair Person: H.İbrahim Sağlam</b>	<b>Chair Person: Mehmet Bayarsaldız</b>	<b>Chair Person: Tolga Kargın</b>	<b>Chair Person: Ivanka Buzov</b>	<b>Chair Person: Ingrid Harrington</b>
An Analysis of Children's Picture Books, Published Between The Years of 2005-2013, In Terms of Illustration	Relationship between Quality of Work Life and Career Advancement among Iranian Academic Employees	Advertising language as a means of forming students' cross-cultural competence	Öğrencilerin Yabancı Dil Öğretiminin Sürecinde Kullanılan Öğretim Materyalleri ve Teknolojileri hakkındaki Görüşleri	Teaching Approach to Enhance Motor Abilities for Students in Primary School	Technophobia in the EFL Classroom: So, teaching gender issues still matters in Algerian Higher Education	The effects of yoga and Aquatic exercises on depression levels and visceral fat variables in highly depressed obese elderly males	Fighting Corruption Through Education in Indonesia: Policies, Strategies, and Practices
<b>Aygül Aygün - Oya Abacı</b>	<b>Bita Parsa - Khairudin Bin Idris - Bahaman Bin Abu Samah - Nor Wahza Bin Abdul Wahat - Parisa Parsa</b>	<b>Yuliya Gorelova</b>	<b>Elif Pala - Neşe Gürbülak - Sınan Hopcan - Tutan Adıgüzel</b>	<b>Teodora Mihalca Iaconescu - Laurentiu-Cabriel Talaghir</b>	<b>Amina Babou</b>	<b>Morteza Taheri</b>	<b>Dairinbi Kamli - Kerry J. Kennedy</b>
The Games 3-6 Aged Children's Wish to Play in The School Garden	Assessing Learning Outcomes through Students' Reflective Thinking	Determination of seventh grade students' understanding of some chemistry concepts	Sözleşik Öğretimi Bağlamında Bir Masal Okuma Sözlüğü Denemesi	The Effects of Water-Based Exercises on Depressive Symptoms and Non-Specific Low Back Pain in Retired Professional Athletes: A Randomized Controlled Trial	The Relationship Between Styles of Humor and Perceived Mutual Social Support Among Adolescents	An investigation of the behavior of agricultural extension and education engineering Students in Tehran University towards employability	Compensatory actions in a context of underachievement: a study of a pedagogical intervention and its impact on teachers' practices
<b>Müge Yurtsever Kılıçgün</b>	<b>Ho Yuek Ming - Latifah Abdul Manaf</b>	<b>Filiz Ayva - Burcin Acar Şeşen - Fatma Gülay Karbaşlar</b>	<b>Melda Karagöz - Neslihan Yücelşen - Ulku Oryaşın</b>	<b>Khadilgh Irandoust - Morteza Taheri</b>	<b>Özlem Karakus - Fatma Zehra Ercan - Ayşel Tekgöz</b>	<b>Ahmad Rezvanfar - Maria Ghorbaniyan - Fatemeh Shafiee</b>	<b>Shakuntala Payneanddy</b>
Transformation of Teachers' Evaluation Practices in Kazakhstan: Case of Taraz School Teachers	Metacognitive Language Learning Strategies Use, Gender, and Learning Achievement: a Correlational Study	Preservice Science Teachers' Metacognitive Awareness	Human Values as Predictor of Meaning of Life	Research of Skill Training With Different Teaching Styles in Basketball	Effects of Technology Transfer Offices on Capacity Building in Creativity, Innovation, and Entrepreneurship	An Investigation of the Employability Behavior of Agricultural Extension and Education Engineering Students in Tehran University	Whole is greater than some of its parts
<b>Talant Boleyev - Aidana Shitbekova - Dzholdiyz Uskenbayeva</b>	<b>Ahlam Bouriane</b>	<b>Behiye Bezir Akçay - Seda Usta</b>	<b>Mehmet Çardak - Hakan Sarıcam - Kamzazan Akçol - Seval Halilçel - İsmail Çelikk - Mehmet Melik Kaya</b>	<b>Mehmet Emre Turan</b>	<b>Ganme Sart</b>	<b>Ahmad Rezvanfar - Maria Ghorbaniyan - Fatemeh Shafiee</b>	<b>Folashade Afolabi - Willy Nwakapenda</b>
The Analysis of Teacher Leadership According to Teachers' Perceptions in Primary Schools	Perceived Versus Actual Reading Strategies of Tertiary-level EFL Student	Comparison of Turkish and Indonesian Secondary Mathematics Curriculum: Reflection of the Paradigms	İlköğüt Öğrencilerinin, Öğretici Veli lerinin ve Sınıf Öğretmenlerinin Okul Kavramına İlişkin Algıları: Metafor Analizi Örneği	Futbol Antrenörlerinin Yönelmiş Yeterlilik Düzeylerinin İncelenmesi	The Role of the Higher Education Managements on Leading the University and Industry Partnership through Clustering: Case in Health	Students' preferences and views about learning in a MOOC	Teachers' perception of classroom practices and their effect on students' academic performance
<b>Mustafa Kale - Emek Özdele</b>	<b>Zahia Mebarki</b>	<b>Ali Dairice - Burdy Sugandi</b>	<b>Coşkun Kütüktepe - Ayşe Kalkan</b>	<b>Yakup Akif Aygün - Mehmet Bayarsaldız - A. Rahman Boyacı - Mervit Yıldız</b>	<b>Ganme Sart</b>	<b>Abeer Watied - Miri Barak</b>	<b>Folashade Afolabi - Willy Nwakapenda</b>

SESSION 7  
16:30-17:50

07.06.2014 SATURDAY							
SESSION 8 18:00-19:20							
HALL 1	ERPA International Educational Sciences Congress	ERPA International Educational Sciences Congress	ERPA International Educational Sciences Congress	ERPA International Social Sciences Education Congress	ERPA International Health and Physical Education Congress	ERPA International Educational Sciences Congress	ERPA International Educational Sciences Congress
Chair Person: Fatma Sapmaz	Chair Person: Oleg Bodrov	Chair Person: Gabor Kiss	Chair Person: Lukas Valek	Chair Person: Yusuf Can	Chair Person: Gamze Sart	Chair Person: Peter Miklos Komives	Chair Person: Atul Kumar
Sosyal Fizik Kaygisi ve Beden İngisiyle Baş etme Stratejilerinin ÖZnel İyi Oluş Üzennindeki Yordayıcı Rolü	Effects of inter-parental conflict on college student's self-efficacy in Hamadan, Iran	The importance of developing and practicing habits of mind among students in our schools and universities	Current issues of financial education in Russia	Sporcularda Takım (Grup) Uyumunu ve Rol Algılaması Arasındaki İlişkinin İncelenmesi: Veteran Milli Sporcular Üzerinde Bir Araştırma	ışık University Art & Art Theory Master & PhD Programs	Staff Mobility as an Aspect of the Quality Insurance in Hungarian Universities	To what extent does parents' involvement in middle school influence children's educational progress?
Fatma Sapmaz - Pınar Topcuoğlu - Duygu Nalbantı - Musa Yıldırım - Uğur Sızır - Nuh Horuz	Nakisa Parsa - Siti Nor Yacob - Ma'rof Redzuan - Parsa Parsa - Bila Parsa	Huda Mohammad Husain Babatin	Nadiya M. Sabitova	Yusuf Can - Kerimhan Kaynak - Sinan Çelikköklük - Şenol Yanar	Hali Akdeniz	Peter Miklos KOMIVES	Asel Karibayeva - Yurdağül Bogar
Üniversite Öğrencilerinin ÖZnel İyi Oluşlarının Mimetiklik Afedricilik ve Alçakgönüllük ile Yordannası	Elaboration of Rasch Model and Classical Test Theory Assumptions & Empirical Study on Item-Person Statistics Comparison	Study choice, gender and ethnicity	Intercultural learning and communication in Time Bank environment	Sporcularda Rolalarını ve Başarı Motivasyonunu Arasındaki İlişkinin İncelenmesi: Elite Veteran Milli Sporcular Üzerinde Bir Araştırma	Teaching Greek Language to Turkish Speaking Students at Minority Primary Schools in Western Thrace (Greece)	The exploitation of traces serving tutors for the reconstruction of groups within an CBLE	Selected Risky Behaviours Among Secondary School Children in Vhembe District, South Africa
Fatma Sapmaz - Musa Yıldırım - Uğur Sızır - Duygu Nalbantı - Pınar Topcuoğlu - Nuh Horuz	Mehrap Ergüven - Cabir Ergüven	Denel Yazılıta - Sawitri Saharsu - Jörgan Svensson - Geert De Vries	Lukas Valek - Olga Tansova	Kerimhan Kaynak - Yusuf Can - Özlem Kurandı - Merve Boz	Ferhan Kırıldökme Mollaoglu	Mohammed Salihoun - Fatima Guerouate - Mohamed Sbihi	H.A. Akinsola - N.J. Ramakuela
Güzün Abla Köşesinin Akıld Duygusal Davranışçı Yaklaşımın Temel Kavramları Açısından İncelenmesi	Analysis of the causes of labour opportunity in Kazan (Volga) Federal University	A Comparison of Information Technology Literacy of Students of Slovakian Secondary Schools and Romanian Students of Humanities (Profil Uman)	The application of Thai wisdom in Self-Development Program to Enhance Potential in Lifelong Learning Management of Non-Formal Education Facilitators: An Opportunity of Sustainable Community Development	Hüseyin Özkan - Mehmet Dalli - Erkan Bingöl - Sabrihan Mehtin - Duygu Yarıllı	M. Ali Çorlu - M. Sencer Çorlu	School bullying: the phenomenon, the prevention and the intervention programs	Involvement of Secondary School Children in Vhembe District in Health Promoting Physical/Recreational Activities
Çağla Karademir	Oleg Bodrov - Riyaz Mirzaitpov	Gabor Kiss	Lawapon Sugiyama			Politi Eleni	H.A. Akinsola - I. Amusa - N.R. Ramakuela - N. Mashau - J. Mabunda - M. Maluleke
Öğretmen Adaylarının Çocukluk Anlayışlarının İncelenmesi	Students' Self-Education: Learning to Learn Across the Lifespan	Investigating the Writing Processes and Strategies of Algerian EFL Students at Setif University	Developing Sustainable Thainess Indicators for Promoting Sustainable Thainess of non-formal Education Students	Futbol Antrenörlerinin Öz Liderlik Niteliklerinin İncelenmesi	The Effects of the Development of Metacognition on Project-based Learning	Experiential Education through Project Based Learning	Constructive Management of Curriculums
Neslihan Ayca - Cemile Kara - Semih Ayhan - Nuray Güngör - Kübra Kayack	Rimma Sagitova	Samira Moussouvi	Noppapat Siripadriew - Wirathap Pathumdechareewathana - Paththarapon Mahakantha	Mehmet Bayramaldız - Yakup Akif Atyon - Abdurrahman Keçoğlu - Mehmet Dalli - Olay Mülazınoğlu	Ganze Sart	Estratia Douladelı	Fatma Khanim Bumyatova - Nazila Abbasova

08.06.2014 SUNDAY		SESSION 9 09:00-10:20	
HALL 1	ERPA International Educational Sciences Congress <b>Chair Person: Nurullah Kolaş</b>	HALL 2	ERPA International Educational Sciences Congress <b>Chair Person: Neşe Kalkan</b>
	Investigation of Problem Solving Skills Of The Children Who Have Single Parents Family and Full Family Attend In Regional Primary Boarding School <b>Gülşüm Düşek - Aynur Bitün Ayhan</b>		Humor, Belongingness and Acceptance: Predictors of University Drop-out Intentions <b>Neşe Alkan</b>
HALL 3	ERPA International Science and Mathematics Education Congress <b>Chair Person: A.Nesibe Köklükaya</b>	HALL 4	ERPA International Science and Mathematics Education Congress <b>Chair Person: Aysegül Kırık</b>
	Trends and Issues in Studies focusing on Early Childhood Teachers and Teacher Candidates in Turkey <b>Figen Şahin - Yasın Öztürk - Meyrem Çalılık</b>		University brand as a modern way of winning competitive advantage <b>Şanül Vahio</b>
HALL 5	The Making of The City of Virtues-A Traditional Perspective On Restoring Values Among People <b>Nurullah Kolaş</b>	HALL 6	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
	The Study of Pre-Service Teachers' Competency Perceptions on Measurement and Assessment (The Sample of Sakarya University) <b>Gülşen Taşdelen Tekel - Gülden Kaya Uyank - Neşe Güler</b>		Fen Bilimi Öğretmen Adaylarının Bilişim Teknolojilerine Yönelik Özyeterlilik Algılarının İncelenmesi: Sakarya Üniversitesi Eğitim Fakültesi Örneği <b>Muhammed Doğukan Balçın - Ebru Arı - Yasın Erdoğan - Berna Yalçın Şentuna</b>
HALL 1	Observation Method in Assessing Instructor Performance: ISMEK Case Study <b>Hanifi Parlar - Yahya Fidan</b>	HALL 2	ERPA International Health and Physical Education Congress <b>Chair Person: Hülya Kaya - Emine Şenyuva</b>
	The Relationship Between The Integration of Demo Lessons Before Micro_Teachings and Success Rates <b>Burcu Koç - Elif Bozyiğit</b>		Effect Social Skills of Nursing Students of the Project Based Teaching Methods <b>Emine Şenyuva - Hülya Kaya - Gönül Bodur</b>
HALL 3	Fen Bilgisi Öğretmen Adaylarının Sürdürülebilir Kalkınma Göstergelerini İlişkilendirebilme Düzeyleri <b>Arzu Saka - Ayşe Şahintürk Uysal</b>	HALL 4	ERPA International Social Sciences Education Congress <b>Chair Person: Grazyna Kilanska-Przybylo</b>
	Fen Bilgisi Öğretmen Adaylarının Çevre Bilimi Düzeyleri <b>Meltem Kuvaç - Işıl Koç</b>		Education For More Sustainable Tourism-Teaching With Tourism Values on The Case of European Master In Tourism Management <b>Tanja Mihalic - Janne Liburd - Jaume Gutia</b>
HALL 5	Hücre Bilişimi ve Kalıtım Üntesine İlişkin Öğretim Görsellerinin İncelenmesi <b>Zeynep Özbudak - Muhlis Özkan</b>	HALL 6	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
	Fen Bilgisi Öğretmen Adaylarının Çevre Bilimi Düzeyleri <b>Meltem Kuvaç - Işıl Koç</b>		Video Development Experience in Nursing Education: An Example From Florence Nightingale Faculty of Nursing <b>Gönül Bodur - Hülya Kaya - Emine Şenyuva</b>
HALL 1	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>	HALL 2	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
	Effects of Studying Vocabulary Enhancement Activities on Students' Vocabulary Production Levels <b>Mert Topkaraoğlu - Hakan Dımaan</b>		Study of post graduate students' perception towards challenges and obstacles in doing research <b>Khaliza Saïdan</b>
HALL 3	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>	HALL 4	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>		Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>
HALL 5	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>	HALL 6	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>		Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>
HALL 1	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>	HALL 2	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
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HALL 3	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>	HALL 4	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
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HALL 5	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>	HALL 6	ERPA International Health and Physical Education Congress <b>Chair Person: Pere-Kewezma Essodina Kokou</b>
	Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>		Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning" <b>Emine Şenyuva - Hülya Kaya</b>

08.06.2014 SUNDAY		SESSION 10 10:30-11:50			
HALL 1	ERP A International Educational Sciences Congress <b>Chair Person: Neşe Güler</b>	HALL 2	ERP A International Science and Mathematics Education Congress <b>Chair Person: İsl Koc</b>	HALL 3	ERP A International Social Sciences Education Congress <b>Chair Person: Gülşüm Dışek</b>
Teachers' Views on School Principals Leadership Initiatives in Complex Systems <b>Şehnem Yaşar Kıp - Hasan Basri gündüz</b>	8. Sınıf Öğrencilerinin Yaratıcı Düşünme Becerileri ile Problem Çözme Becerileri Arasında ki İlişkinin Bazı Demografik Değişkenler Açısından İncelenmesi <b>Ceren Arıs - Ercan Masal</b>	Sosyal Bilgiler Dersine İlişkin Araç-Geçer Yeterlilikleri Öğretimin Geliştirilmesi ve Ortaokul Öğrencilerinin Durumlarının İncelenmesi <b>Hüseyin Çalışkan - Salha Sever</b>	Preschool Teachers' Mathematics Teaching Efficacy Belief <b>Meral Takunyacı - Mithat Takunyacı</b>	HALL 4	ERP A International Educational Sciences Congress <b>Chair Person: Haniye Parlar</b>
Fatih Profesinin İstanbul İlinde Uygulanmasına İlişkin Yönetici ve Öğretmenlerin Görüşleri <b>İbrahim Horkiç - Hasan Basri Gündüz</b>	8. Sınıf Öğrencilerinin Problem Çözme Becerileri, Sosyal Düşünme Düzeyleri ve Akademik Başarıları Arasındaki İlişkiler <b>Gülşay Ağac - Ercan Masal</b>	Sınıf Öğrencilerinin 60-66 Aylık Çocukların İlkokula Başlamasıyla İlgili Görüşlerinin İncelenmesi <b>Halil İbrahim Sağlam - Tuğba Besen</b>	Sınıf Öğretmeni Adaylarının İnsan Hakları ve Demokrasi Eğitimi Algıları <b>Hasan Aydemir - Sümeyra Akkaya - Banuş Yaman - Muzaffer Ayaydin</b>	HALL 5	ERP A International Health and Physical Education Congress <b>Chair Person: İhsan Sarı</b>
Okulda Kıyafet Serbesisine İlişkin Öğrenci Görüşleri: Mümtaz Sosyal Sosyal Bilimler Lisesi Örneği <b>N. Banuş Sür - H.Basri Gündüz</b>	Miracle or Crucely? The Sophomore Prospective Science Teachers' Perspective of the Chicken Embryonic Development <b>Eda Demirkan</b>	Canonical relations between basic and motor - situational-motor skills in sport games <b>Becir Şabotç - Fikret Soyser</b>	Sınıf Öğretmeni Adaylarının Fen Bilimleri Dersine İlişkin Tutumları ve Öğrenme Stilleri Arasındaki İlişki <b>Hasan Aydemir - Sümeyra Akkaya - Fehni Demir - Burak Galden</b>	HALL 6	
Okul Müdürlüğünün Mizah Tarzlarının Öğretmenlerin Gütülmüşlük Düzeylerine Etkisi <b>Merve Eroglu Akçol - H. Basri Gündüz</b>	Fen Bilgisi Öğretmen Adaylarının Elektronik Kaynaklı Kitaplığa İlişkin Görüşlerinin Belirlenmesi <b>Nesibe Köklükaya - Ezgi Güven - Mahmut Selvi</b>		The Relationship between the Perceived Coaching Behaviour and Achievement Motivation: A Research in Football Players <b>Fikret Soyser - İhsan Sarı - Laurentiu-Gabriel Talaghir</b>		
			Spor Yöneticilerinin Yeterliliklerinin Araştırılması <b>Sevda Çiftci - Nevzat Mirzeoğlu</b>		

## VIRTUAL PRESENTATIONS

06.06.2014 FRIDAY HALL 9 Chair Person: M.Başı Horzum		07.06.2014 SATURDAY HALL 9 Chair Person: M.Başı Horzum		08.06.2014 SUNDAY HALL 9 Chair Person: M.Başı Horzum					
<p><b>SESSION V1 / 13:30-14:50</b></p> <p>Language Learning Motivation: a look at the additional program <b>Elena Galishnikova</b></p> <p>Investment in Higher Professional Education in Russia: Value-Based Approach <b>Andrei B. Ankudinov - Milyausha Kh. Bikentirova - Elvira I. Khatullina</b></p> <p>Budgetary policy efficiency of municipalities in the field of education <b>G. G. Derzayeva - G. G. Akhmadieva</b></p> <p>English Language Training Volunteer Program As A New Reality for Russia and Its Social Benefits <b>Khushanora Anisa Amirova - Rahmatullina A'lbina Rustanovna</b></p>	<p><b>SESSION V2 / 16:10-17:30</b></p> <p>Teacher-students collaboration: The Kazan Federal University, Institute of Finance and Economics approach <b>Ekaterina Zalyeva - Irina Solodkova</b></p> <p>Managers' professional training in Russian: syllabus and technologies <b>Tatiana Baklashova</b></p> <p>Language teaching content renovation in the context of higher education internationalization, globalism, Europeanization <b>Elena Gafarova</b></p>	<p><b>SESSION V3 / 17:40-19:00</b></p> <p>Regional languages in economic sphere (the case of the European countries and the Republic of Tatarstan) <b>Kaganova Gulnara Faritovna</b></p> <p>Current Issues of Teaching Mathematics In Economic Faculties of Universities <b>Rustam Sh. Mardanov - Asiya Yu. Khasanova</b></p> <p>Model of Linguistic Complementary Educational Program for economists <b>Evgeniya Zinuravleva - Rimma Mardanshina</b></p> <p>Decision Making by Coaches and Athletes in Sport <b>Adem Kara</b></p>	<p><b>SESSION V4 / 09:30-10:50</b></p> <p>The problem of the syllabus design within the competence approach based on the course "English for Master Degree Students in Economics (advanced level)" <b>LiLiya Ismagilova - Oksana Polyakova</b></p> <p>Interactive Forms of Training Bachelors: Case Study and Challenges <b>Kosa Kaspina - Lyubov Plotnikova</b></p> <p>Possibilities of distance learning as a means of foreign language learning motivation among students of Economics <b>Marina Kudryavtseva</b></p> <p>Factors satisfaction assessment of teachers professional activity <b>I.A. Rudaleva - I.A. Kabashleva - E.R. Kovalyeva</b></p> <p>Training of tax consultants: experience and prospects <b>Farida F. Adigamova - Aidar M. Tutelulov</b></p>	<p><b>SESSION V5 / 13:30-14:50</b></p> <p>The way a student selects a specialisation in economic higher education institutions <b>Natalia Lopukhova - Olga Bezydnaya</b></p> <p>E-learning in the evaluation of students and teachers: LMS or social networks? <b>Artem Ieshchenko - Ivan Kutikov - Galina Mozhaeva</b></p> <p>Network interaction in Distance Education: Analysis of Russian Experience <b>Galina Mozhaeva</b></p> <p>The Efficiency of University-Affiliated Small Innovative Enterprises: the Russian Experience and Challenges <b>Rosa Kaspina - Tatiana Erina - Alexandra Filipova</b></p>	<p><b>SESSION V6 / 15:00-16:20</b></p> <p>The ERASMUS programme applied to improving the training of geological engineers in Germany: an intensive course on natural hazards <b>Paz Fernandez - Alicia Fernandez-Olivares - Maria Luisa Olivares</b></p> <p>Didactic innovative proposal for mathematic learning at the university by the blended model <b>Paz Fernandez - Maria del Carmen Rodriguez-Ponce - Gilda Vega-Cruz - Maria Luisa Olivares</b></p> <p>Analytical path on Voice BAPNE® method: Handling attention levels using a voice- music- movement association <b>Alberto Quarello - Elisa Pezzuto - Francisco Javier Romero Naranjo</b></p> <p>Music Rhythm and movement: A comparative study between the BAPNE and Wilkins methods <b>Giorgio Cozzutti - Elena Blessano - Francisco Javier Romero-Naranjo</b></p> <p>Perceptions towards wellness and life quality through body percussion – BAPNE Method and cognitive stimulation in elderly people <b>Jessica Maria Pons-Terrés - Francisco Javier Romero-Naranjo - Natalia Crespo-Colominio - Andrea Carretero-Martinez</b></p>	<p><b>SESSION V7 / 16:30-17:50</b></p> <p>Drugs and Body percussion: Rehabilitation therapy by BAPNE method <b>Francisco Javier Romero-Naranjo - Jessica Maria Pons-Terrés - Natalia Crespo-Colominio - Andrea Carretero-Martinez</b></p> <p>The use of body percussion in contemporary choral music <b>Francisco Javier Romero Naranjo - Veronica Emer</b></p> <p>Therapeutic benefits of Body percussion - BAPNE Method <b>A. Alejandro Romero-Naranjo - A. Jordi Jauset-Berrol - Andreina Ilando Cárdenas - Francisco Javier Romero-Naranjo</b></p> <p>Perceived Sensations Related to The State of Flowing Factors Produced During The Performance of Cognitive Stimulation Exercises Through The Didactics of The Body Percussion BAPNE Method <b>Natalia Crespo-Colominio - Javier Romero-Naranjo - Jessica Pons-Terrés - Andrea Carretero-Martinez - Elena Pérez-Bravo</b></p>	<p><b>SESSION V8 / 18:00-19:20</b></p> <p>Neuromotor rehabilitation and cognitive outcomes in patients with traumatic brain injury through the method BAPNE <b>Y. Tripovic - A. Marchese - D. Carratelli - E.J. Romero Naranjo</b></p> <p>Cognitive, visuospatial and psychomotor development in students of primary education through the body percussion – BAPNE Method <b>Andrea Carretero-Martinez - Jessica Maria Pons-Terrés - Natalia Crespo-Colominio - Francisco Javier Romero-Naranjo</b></p> <p>The Value of Having a Physical Education Specialist <b>Joe Deutsch</b></p> <p>Implementation of the Presidential Youth Fitness Program <b>Joe Deutsch</b></p>	<p><b>SESSION V9 / 09:00-10:20</b></p> <p>Comparing Attachment to God and Identity Styles and Psychological Well-Being in Married Teachers with Regard to Demographic Factors <b>Ahmad Nayeri - Zhalat Refahi - Bahman Bahmani</b></p> <p>The Effectiveness of Group Training of Transactional Analysis on Intimacy in Couples <b>Mojlaba Noorani - Ahmad Nayeri - Maryam Loffi</b></p> <p>Interaction Between Academic Motivation and Student Teachers' Academic Achievement <b>Ismail Hakki Erte</b></p>	<p><b>SESSION V10 / 10:30-11:50</b></p> <p>The Views of Mathematics Teachers About Software That Are used In Mathematics Education <b>Gül Kaleli Yılmaz</b></p> <p>Developing A Belief Scale According to Using Computer Technology in Mathematics Teaching <b>Gül Kaleli Yılmaz</b></p> <p>Türk Dil ve Edebiyat Öğretmen Adaylarının Alan Yeterlilikleri Hakkındaki Görüşleri Üzerine Bir Değerlendirme <b>Nesrin Bayraktar</b></p> <p>Sosyal Hizmet Eğitiminin Etikiniğin Artımada Müfredat İçerisinde Popüler Filmlerden Yararlanma <b>Ural Nadir</b></p>

## INTERACTIVE POSTER PRESENTATIONS

Session P1--June 6 Friday (06:10 - 08:10) Chair Person: Alicia Fernandez-Olivares	Session P2--June 7 Saturday (09:30 - 11:30) Chair Person: Vassiliki Derri	Session P3--June 7 Saturday (15:00 - 17:00) Chair Person: Filiz Fatma Çolakoglu
1	Depressive Outlook Dönüşümü (Çocuklarını 6-12 yaş) Davranışlarına Etkilerinin Belirlenmesi ve Değerlendirilmesi Bedriye Ak -Makbule Tokur Kesgin	The differences between less fit and overweight children on enjoyment of exergames, other physical activity and sedentary behaviours Nikolaos Venadakis -Eleni Zetou – Vassiliki Derri - Evangelos Bebetsos- Filippos Filippou
2	İlkokul Çocuklarının Şiddetli İlişkin Çerçevesinde Belirlenmesi Bedriye Ak -Makbule Tokur Kesgin	Elementary school children's behavior towards the inclusion of peers with disabilities, in mainstream physical education classes Evangelos Bebetsos – Vassiliki Derri - Filippos Filippou – Eleni Zetou - Nikolaos Venadakis
3	Diz Osteoartriti Hastalarının Günlük Yaşamlarına İlişkin Yardım Gereksinimlerinin Belirlenmesi ve Değerlendirilmesi Bırgül Cerit	Early professional development of physical education teachers: effects on lesson planning Vassiliki Derri - Elisavet Papanitou – Nikolaos Venadakis – Nematzoula Kourou – Eleni Zetou
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## International Educational Sciences Congress

### **The Role of Knowledge in Overcoming Snake Fear**

*Malkhaz Makashvili, Kaishauri Nino and Tamar Azmaiparashvili*

The question addressed in the current study is to what extent factual knowledge of snakes may influence the fear of snake in humans. On the one hand, snake fear as a stressogenic factor may have serious psychological and physiological impact on stress victim. On the other hand, fear may induce aggression against the source of the fear. People often kill snakes, destroy their nest, crush eggs – the cruelty dangerous for snake survival in the area, inhabited by humans. The overall goal of finding a way to reduce snake fear in humans is protection of people from snake fear-induced stress as well as protection of snakes from snake fear-induced human aggression. Academy of Fine Arts students, mean age 18, of both sexes were asked to fulfill two pencil-and-paper questionnaires (Q) consisted of 21 statements referring to the fear of snake (Q-1) and of 28 false statements about snake anatomy and behavior (Q-2). Experimental subjects were asked to agree or disagree with each statement given in Q. All tests were scored according to standardized procedures and the data were entered into an SPSS file for further analysis. Data obtained revealed positive correlation between positive answers (“agree”) in Q-1 and Q-2. Considerably weak but positive correlation was found between negative answers (“do not agree”) in Q-1 and Q-2. Presumably people having superficial (if any) knowledge of snake anatomy and behavior are more afraid of snakes as compared to those possessing correct information about snake biology. The data obtained suggest proper factual knowledge to help reduce the snake fear.

**Keywords:** Snake, fear, knowledge, overcoming

### **Taking Knowledge to Rural Communities: How to Bridge the Gap Between Research and Education**

*Bernd Fahmel Beyer*

Rapid growth of urban life-style has engendered many problems in modern society, among them the abandonment of the countryside and migration to the cities. Those who stay behind adapt to their changing environment, often waiting for guidance that usually comes too late. Scholars and their research, on the other hand, often miss the opportunity to assist those who need help. Even those who are in touch with rural populations cannot be sure to find support from the government or private institutions. Work in a small town in Oaxaca, Mexico, will serve to clarify this situation and offer the possibility to discuss how research results derived from anthropological projects may be channeled into local education. Collaboration with official schools is a basic requirement, although respect for the local culture, people's perspectives and ideas represent a challenge to scholars who were raised or trained in the modern world.

**Keywords:** Rural communities, research and education

### **The Advantages of Brain Based Learning in ELT Classes**

*Özlem Yağcıoğlu*

In the recent years, lots of new methods and approaches have been used in ELT classes. There are lots of language educators who have realized that new techniques and approaches help language learners more than the other techniques and approaches which were used in the past. Brain based learning is not a new technique in language education, but there are new approaches which are related with brain based learning in ELT classes. As it is defined by Wilson that (<http://www4.uwsp.edu/education/lwilson/brain/bboverview.htm>) Brain-based learning has hatched a new discipline now entitled by some as educational neuroscience, or by others as mind, brain, and education science (Sousa, 2011). Whatever we call this “not really new discipline,” it is a comprehensive approach to instruction using current research from neuroscience. *Brain-based education (aka educational neuroscience) emphasizes how the brain learns naturally and is based on what we currently know about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain friendly provide a biologically driven framework for creating effective instruction. This theory also helps explain recurring learning behaviors, and is a meta-concept that includes an eclectic mix of techniques. Currently, related techniques stress allowing teachers to connect learning to students' real lives and emotional experiences, as well as their personal histories and experiences. This form of learning also encompasses such newer educational concepts like: mastery learning, experiential learning, learning styles, multiple intelligences, cooperative learning, practical simulations, experiential learning, problem-based learning, movement education.* This study deals with the advantages of brain based learning in English language teaching classes. Sample class activities will be handled. The useful web-sites will be suggested for brain based learning activities.

**Keywords:** Brain based learning, class activities, useful websites

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## Investigation of the Effects of Turkish Consciousness Levels and Self-Regulated Learning Skills on Study Approaches of Teacher Candidates

Gülşah Batdal-Karaduman, Nurcan Güder, Zeliha Özsoy-Güneş and Fatma Gülay Kırbaşlar

This study aims the investigating of the effects of self-regulated learning skills and Turkish consciousness levels on study process of teacher candidates. This research is designed as relational scanning model. In the study, 3 scales are used as tool of data collection: "Self-regulating Learning skills (SRLS) Scale", developed by Turan (2009), "Turkish Consciousness Scale (TCS)" developed by Yaman (2011) and "Study Process Questionnaire (SPQ)" revised by Biggs, Kember, Leung (2001), adapted in Turkish by Yılmaz and Orhan (2011). 272 Teacher candidates from Turkish, Science, social studies, elementary school, mathematics, psychological counseling-guidance education forms the sample of the study. In order to analyze the data, SPSS 16.00, Pearson correlation coefficient techniques, regression analysis techniques are used. At the end of the study, between SRLS and TCS scales with profound approach factor of SPQ has a positive relation and SRLS and TCS scales with superficial approach factor of SPQ has a negative relation. Linear regression analysis showed that SRLS and TCS scales has been found to be effective on the profound approach and superficial approach factor of SPQ.

**Keywords:** Learning skills, Turkish consciousness, study approach, profoundly learning, superficial learning.

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## Helping Students to Escape Pessimism and to Become More Optimist in ELT Classes

Özlem Yağcıoğlu

Optimism always helps people to become more powerful and happier. Due to the obstacles in life conditions, people sometimes feel themselves weak and unhappy. When they feel themselves unhappy, it is difficult for them to focus on their studies or on their business life. Learning optimism can help all people to make better decisions. It also helps our students to motivate themselves and to learn their lessons happily.

Seligman (2006: 207) state that "Life inflicts the same setbacks and tragedies on the optimist as on the pessimist, but the optimist weathers them better. As we have seen, the optimist bounces back from defeat, and, with his life somewhat poorer, he picks up and starts again. The pessimist gives up and falls into depression. Because of his resilience, the optimist achieves more at work, at school, and on the playing field. The optimist has better physical health and may even live longer. Americans want optimists to lead them. Even when things go well for the pessimist, he is haunted by forebodings of catastrophe. For pessimists, that is the bad news. The good news is that pessimists can learn the skills of optimism and permanently improve the quality of their lives. Even optimists can benefit from learning how to change. Almost all optimists have periods of at least mild pessimism, and the techniques that benefit pessimists can be used by optimists when they are down."

This study deals with optimism and learning happiness in ELT Classes. Useful websites, inspirational quotes and the ways of thinking positivity will be handled. Useful videos and books will be suggested.

**Keywords:** Useful websites, inspirational quotes, useful books and videos.

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## An Investigation of the Employability Behavior of Agricultural Extension and Education Engineering Students in Tehran University

Ahmad Rezoanfar, Maria Ghorbanian and Fatemeh Shafiee

One of the most significant aims of the universities is to educate experts for entering the business market and applying their knowledge of subject matter in developing the economy of the country. Accordingly, higher agricultural education has a very important role in progression of the agricultural and employability skills among the students of the mentioned field. Therefore, in the present study, employability behavior of agricultural extension and education engineering students in the University of Tehran have been investigated, based on various observational dimensions of Ajzen's theory of planned behavior (TPB) consisting Attitude, perceived behavioral control, subjective norm and intention. Conducting this, 42 students of agriculture extension and education of Tehran University reported their information according to the elements of Ajzen's theory. A standardized questionnaire was used as the main instrument to collect the data. All data were analyzed by using SPSS for windows, version 19.00. The first anticipator of the employability behavior was the control of students' perceived behavior. In the same way, intention toward employability was the most considerable anticipator of the employability behavior of the students.

**Keywords:** Employability, attitude, perceived behavioral control, subjective norm, intention, agricultural higher education

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## Teacher Training in Britain

*Estelle Davutoglu*

The purpose of this report is to give some insights for future teachers in Britain as far as teacher training is concerned. Much has been written on education; however, there is a lack of literature on school placement as a student teacher. This paper is based on my own personal experience as a student teacher on the PGCE course in Modern Foreign Language in Britain. Students and general readers will find this an accessible introduction to initial teacher training in Britain. Qualified Teacher Status (QTS) is the accreditation that enables us to teach in state-maintained and special schools in Britain.

*Keywords: Progress, teaching, knowledge, language, standards*

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## Selected Risky Behaviors among Secondary School Children in Vhembe District, South Africa

H.A. Akinsola and N.J. Ramakuela

The aim of this study was to describe the pattern of involvement of secondary school children in alcohol and tobacco use and their attitude towards the use of seat belt in Vhembe district, South Africa. Participants involved 1600 randomly selected secondary school children who completed a self-administered questionnaire focusing on alcohol consumption, smoking habits and the use of seat belts. Alcohol consumption was 17.5% among the students and 12.6% indicated having involved in a fight due to drunkenness. About 35.6% get drunk either daily or almost daily while 19 (21.8%) get drunk at least every other day. The affected students could not remember the way they usually behave when drunk while others exhibit different behaviour patterns, such as becoming aggressive, laughing fatuously, becoming depressed, excessive sleeping, etc. Majority (49%) of the students maintained drinking any type of alcohol while 15% mentioned whisky/wine. Of the 312 (24.4%) smokers, over 41% smoked daily while about 11% smoked regularly or whenever they felt like doing so. Majority of the respondents 833(7.7%) felt that it is important to use the seat belt to prevent injury during a car accident, but do not use seat belt. The study showed that a sizable proportion of secondary school children in Vhembe district were involved in the use of alcohol and cigarette and also demonstrated a poor attitude to the use of seat belt. Thus, efforts to prevent and control these risky behaviours among the students in this region should be instituted and should be a collective responsibility among the various stakeholders-parents, teachers, policy makers, health authorities, law enforcement agencies and the relevant NGOs.

*Keywords: Risky behaviours, adolescents, alcohol consumption, smoking, use of seat belts.*

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## The Pattern of Involvement of Secondary School Children in Vhembe District in Health Promoting Physical/Recreational Activities

*H.A. Akinsola, I. Amusa, N. R. Ramakuela, N. Mashau, J. Mabunda and M. Maluleke*

The aim of this cross-sectional study was to assess the pattern of involvement of secondary school children in Vhembe district in health promoting recreational activities. A sample size of 1600 secondary school children was drawn and a self-administered questionnaire was used to collect data while the respondents were assembled in a classroom. Analysis of the data was done using the Statistical Package for Social Sciences (SPSS) version 14. The data was summarized to draw charts. The results showed that the students were offered programmes on physical education in the schools and also took part in physical and mental activities. However, once out of the school, majority of the students were involved in sedentary activities. The paper therefore concluded that in this study although the schools being attended by the children offered programmes on physical and recreational activities but there was no link between the experience of the children in their schools and their involvement in health promoting activities at home, with particular reference to physical activities.

*Keywords: Pattern of involvement, secondary school children, health promoting physical/recreational activities.*

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### **The Importance of Developing and Practicing Habits of Mind among Students in Our Schools and Universities**

*Huda Mohammad and Husain Babatin*

The researcher aimed at identifying the the importance of developing and practicing habits of mind among students in our schools and universities. The importance of the study was presented, and several definitions of habits of mind were offered. Sixteen habits of mind presented by Costa & Kallick were reviewed. Characteristics of the learning environment that promotes the development of habits of mind were presented. Educational importance of the mental habits and the role of science education in their development were offered. Finally, the study presented several recommendations such as: encouraging science teachers on the importance of developing the mental habits of the students through the use of teaching strategies and various activities.

**Keywords:** *Habits of mind, science education, develop , students, teaching of science*

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### **Investigation of the Relationships between Educational Internet Use Self-Efficacy Beliefs and Self-Regulated Learning Skills**

*Zeliha Özsoy-Güneş, İbrahim Güneş and Merve Kırbaşlar*

This study aims at investigating the relationship between educational internet use self-efficacy beliefs and their self-regulatory learning skills. This research is designed as relational scanning model. The sample of this study, Environmental, Chemistry, Electrical-Electronics, Computer, Geology, Mining, Mechanical Engineering and Chemical department (355) final year students from the Faculty of Engineering has formed. In the study, "Educational internet use self-efficacy beliefs (EIUSB)", developed by Şahin (2009) and "Self-regulating Learning skills Scale (SRLS)", developed by Turan (2009) are used as tool of data collection. In order to analyze the data, SPSS 16.00, ANOVA, independent T-Test, Pearson correlation coefficient techniques are used. At the end of the study, between EIUSB scale with SRLS scale has a positive relation. The significant differences weren't found between gender and graduated secondary school with EIUSB scale; but according to department, significant differences were found between with EIUSB scale in favor of Computer Engineering department. The significant differences weren't found between department and graduated secondary school with SRLS scale; but according to gender, significant differences were found between with SRLS scale in favor of girls.

**Keywords:** *Internet use self-efficacy, self-regulatory learning skills*

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### **Analysis of the Causes of Labour Opportunism in Kazan (Volga) Federal University**

*Oleg Bodrov and Riyaz Minzaripov*

Article is devoted to the analysis of the reasons of occurrence of staff's labour opportunism of organization. According to the results of staff survey were conducted researches of correlation-regression dependencies of the factors that cause different forms of labour opportunism different categories of workers: managers and their subordinates. On the basis of quantitative assessment of the level of opportunism in article estimated a propensity to opportunistic behavior in the context of staff categories and conditions of stability of "traps" of the labour opportunism of organization. The study of the nature of interference of labour opportunism between managers and subordinates allowed to prove that opportunism of workers is a defensive reaction to the opportunism of their superiors.

**Keywords:** *Labour opportunism, factors and causes of opportunism, a quantitative assessment of the level of opportunism, the analysis of the flexibility factors opportunism, regression analysis.*

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## Investigating the Writing Processes and Strategies of Algerian EFL Students at Setif University

Samira Moussaoui

This paper summarizes the results of a study investigating the writing processes of the Algerian students of English as a foreign language at Setif University. Data was collected from pre- and post-training tests, writing tasks, and think-aloud protocols. A random sample of forty subjects, divided into two sub-groups: an experimental and a control group of 20 subjects each, was used. Both sub-groups sat pre-and post-tests and performed writing tasks of the same type (expository essays), but only the experimental group received training sessions on the techniques of academic writing and the use of the writing strategies through the process approach. After the post-test, two subjects from the experimental group, categorized as high- and low-achievers were selected for a think-aloud procedure performed during the process of composing an expository essay. The results obtained from the pre- and post-tests and the writing tasks, respectively, demonstrated that more than 50 % of the subjects in the experimental group scored higher than the subjects in the control group. In addition, the former sub-group used a wider variety and amount of writing strategies compared to the latter. Moreover, unlike the control group writers, those of the experimental group wrote better quality essays, with varied levels, in terms of content, organization and style. Likewise, the results of the students' verbal reports indicated that despite the fact that both subjects (high and low-achievers) went through the same phases of the writing process, the high-achiever writer used a larger amount and a wider variety of the writing strategies than did the low-achiever. Moreover, the writing product of the former was of a higher quality, mainly in terms of content, organization, and style.

**Keywords:** EFL writing, academic/ expository writing, writing process/ strategies, writing performance/ quality, think-aloud procedure

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## University Brand As a Modern Way of Winning Competitive Advantage

Shamil Valitov

The Government of the Russian Federation has set a task to increase the competitiveness of the leading Russian universities among the top world research and educational centers. Brand is a key factor which contributes to the increased competitiveness of the higher educational establishment. The article considers the main components of the university brand, the stages of its creation and development, the factors of its successful differentiation. The university brand value consists in the fact that if once created, and then rebranded, it benefits the university, building its competitive advantage and making profit by maintaining the loyalty of the target audience. The article also suggests the options for the project of university branding.

**Keywords:** Brand, branding, rebranding, typology of brands, the steps for creating brands, components of the University brand, brand strategy, brand policy, competitiveness

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## Öğretim Üyelerinin İşe Güdülenmesinde Çalışma Koşullarının Etkisi

Aycan Çiçek Sağlam

Bu çalışmanın amacı, Türkiye ve Kanada'daki üniversitelerde görev yapan öğretim üyelerinin çalışma koşullarını (fiziksel koşullar, maddi ödemeler, akademik gelişme olanağı, iş yükü vb. açısından) karşılaştırmak ve bunun öğretim üyelerinin motivasyonuna etkisi konusunda görüş ortaya koymaktır ve bu doğrultuda öneriler getirmektir. Bu araştırmada nitel yöntem kullanılmıştır. Türkiye'deki üniversitelerde görev yapan yardımcı doçent, doçent ve profesör unvanlı ve Kanada'daki üniversitelerde görev yapan doçent unvanlı iki ve profesör unvanlı bir öğretim üyesi ile yarı yapılandırılmış görüşme formu kullanarak görüşmeler yapılmıştır. Kanada Toronto Üniversitesi'nde görüşme yapılan öğretim üyelerinden bir profesör ve bir doçent yetişkin eğitimi bölümünde bir doçent ise öğretmen eğitim bölümünde görev yapmaktadır. Ayrıca, her iki ülkede üniversitelerin fiziksel çalışma koşulları gözlemler yapılarak karşılaştırılmıştır. Bu amaçla, Kanada'da Toronto Üniversitesi öncelikli olmak üzere Victoria Üniversitesi ve York Üniversitesi de ziyaret edilerek fiziksel koşulları gözlemlenmiştir. Elde edilen bulgular, gerek fiziksel çalışma koşulları gerekse maaş ve araştırma olanakları açısından Kanada'daki üniversitelerin Türkiye'deki üniversitelere göre çok daha iyi olduğunu ve Kanada'da görev yapan öğretim üyelerinin motivasyonunun daha yüksek olduğunu göstermektedir. Araştırma sonuçlarına göre özellikle maddi koşullar her iki ülkede de öğretim elemanları tarafından en motive edici faktör olarak görülmekte olup Türkiye'deki öğretim üyeleri mesleğin maddi yönünün yetersiz olduğunu vurgulamaktadırlar. Türkiye'de bir öğretim elemanının yurt içi ve yurt dışı bilimsel aktivitelere katılması sınırlandırılmış iken Kanada'daki üniversitelerde görev yapan öğretim üyeleri daha fazla destek görmektedirler ve bu son derece motive edici bir faktör olarak görülmektedir. Türkiye'de öğretim üyelerinin daha yüksek bir motivasyonla işlerine sarılabilmeleri için öncelikle mesleğin maddi yönünün cazip hale getirilmesi sonra bilimsel aktivitelere katılımlarının maddi olarak da desteklenmesi ve her ne kadar motive edici faktör olarak görülmesi de daha uygun fiziksel çalışma koşullarının oluşturulması yararlı olacaktır.

**Anahtar Kelimeler:** Motivasyon, Akademisyenlerin güdülenmesi, çalışma koşulları

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## Gelişmiş ve Gelişmekte Olan Ülkelerin Eğitim Sistemlerinin Denetim Yapıları Karşılaştırıldığında Türkiye Eğitim Sisteminin Denetimi Ne Durumdadır?

*Aycan Çiçek Sağlam ve Murat Aydoğmuş*

Bu çalışmanın amacı, gelişmekte olan ülkelerle, gelişmiş ülkelerin eğitim denetimi sistemlerini karşılaştırarak yapılanma ve işleyiş açısından benzerlik ve farklılıklarını belirlemek ve gelişmekte olan ülkelerden biri olan Türkiye’de eğitimde denetimin ne durumda olduğunu ortaya koymak ve nasıl olması gerektiğine ilişkin öneriler getirmektir. Ülkeler, gelecekle ilgili eğitim sistemleri aracılığıyla garanti altına almaya çalışırlar. Bir ülkenin iyi yapılandırılmış ve iyi işleyen bir eğitim sistemi var ise belirlediği uzak hedeflere ulaşması daha yüksek düzeyde gerçekleşecektir. Sistemlerin yapılandırılması ayrı bir süreç bu yapının doğru işletilmesi ise ayrı bir süreçtir. Sistemin amaçlara ne derecede ulaşabildiğini belirlemede etkili olan mekanizma da denetim sistemidir. Söz konusu ülkenin geleceği olunca, eğitim sisteminin denetiminin nasıl yapılandırıldığı ve ne şekilde işletildiği de ayrı bir önem kazanmaktadır. Bugün bilgi ve teknoloji çağında, gelişmiş ülkelerin eğitim denetimlerinin daha çok çalışanlara mesleki ve kişisel rehberlik etme, onları işe güdüleme, uygun çalışma koşulları oluşturma gibi konulara odaklandığı görülürken gelişmekte olan ülkelerde ise ne yazık ki eksikleri saptama bunlara yönelik önlem alma noktasının ötesine geçilmediği görülmektedir. Bu çalışmada Fransa, İngiltere, Almanya, Finlandiya, Amerika Birleşik Devletleri, Güney Afrika, Polonya, İran, Hindistan, Brezilya ve Türkiye’nin eğitim denetim sistemleri incelenmiş ve karşılaştırılmıştır. Sonuç olarak Türkiye, Fransa, Güney Afrika ve İran’ın diğer ülkelere göre daha merkeziyetçi bir denetim yapısına sahip olduğu görülmektedir. ABD, Almanya ve Finlandiya’da ise daha çok okulların özerkliği söz konusudur. İngiltere okulların denetiminde dışardan profesyonel bir yardım almayı tercih ederek, okulların daha özgür hareket etmeleri sağlanmaktadır. Ayrıca, Finlandiya, Almanya ve Amerika gibi gelişmiş ülkelerde öğretmenlere ve yeterliliklerine duyulan inanç dikkat çeken bir diğer noktadır. Gelişmişlik düzeylerine göre bakıldığında, gelişmekte olan ülkelerde daha çok eksikleri belirleme, hata bulmaya odaklanma gibi hususların ön plana çıktığı görülmektedir.

**Anahtar Kelimeler:** Denetim, denetim sistemleri, eğitim sisteminin denetimi

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## Öğretmen Adaylarının Çocukluk Anlayışlarının İncelenmesi

*Neslihan Avcı, Cemile Kara, Semiha Ayhan, Nuray Güngör ve Kübra Kayacak*

Bu araştırma, öğretmen adaylarının çocukluk anlayışlarını incelemek amacıyla 2012- 2013 eğitim-öğretim yılında Gazi Üniversitesi Sınıf Öğretmenliği, Okul Öncesi Öğretmenliği, Zihinsel Engelliler Öğretmenliği, Görme Engelliler Öğretmenliği bölümlerinin son sınıf öğrencilerinden maksimum çeşitlilik ve ölçüt örnekleme yöntemleri ile belirlenen 200 gönüllü öğretmen adayı ile yapılmıştır. Araştırmada veri toplama aracı olarak anket formu kullanılmıştır. Anketler nicel araştırma yöntemlerine uygun olarak kodlandıktan sonra analiz edilmiştir. Araştırma bulgularına göre öğretmen adaylarının çocukluk yaşı ve çocuk kavramıyla ilgili görüşlerinin çeşitlilik gösterdiği çocukluk yaşına ilişkin görüşlerin dünyaca kabul edilen yaş standartlarından farklı olduğu, çocukluğun zaman içinde ve nesilden nesile farklılaştığı ile ilgili görüşler saptanmıştır. Öğretmen adaylarının görüşlerine göre dünya çocuklarını tehdit eden en önemli sorunlar savaş ve açlık olarak belirtilmiştir. Türkiye’deki çocukları tehdit eden önemli sorunlar ise sevgi ve ilgi yoksunluğu olarak belirtilmiştir. Öğretmen adaylarının çocuk haklarına ilişkin görüşlerinde ise yaşama ve güvenlik hakkının diğer haklardan daha önemli olduğu düşüncesinde oldukları belirlenmiştir.

**Anahtar Kelimeler:** Çocuk, çocukluk, çocukluk anlayışları, çocuk hakları, ideal dünya

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## Taiwan’s Strategies for Recruiting International Students: A Policy Study

*Hsiou-Hsia Tai*

The Taiwanese government did not place much emphasis on recruiting international students for study in higher education institutions until 2002. It was influenced by the impact of becoming the 144th separate customs territory status member of the World Trade Organization (WTO) in 2002. As a result, in 2004, the Ministry of Education (MOE) in Taiwan announced the blue map of recruiting international student recruitment. To attract outstanding international students to study in Taiwan, the Taiwanese government has been offering scholarships for international students since 2004. Despite the growing population of international students in Taiwan and the scholarship provision, the goal of blue map of recruiting international students was not achieved in 2013. The actual growth rate of international students slowed down in 2008, and became high and low in the recent year. This research aims to investigate how the national efforts for recruiting international students worked through the different agencies, the impacts and problems of the national policy, and recommendations for the policy makers.

**Keywords:** International students, Taiwan

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### Model of Linguistic Complementary Educational Program for Economists

*Evgeniya Zhuravleva and Rimma Mardanshina*

This paper highlights the importance of linguistic complementary education for professional advancement of economists. It shows how linguistic complementary education for economists can be organized to acquire translation competence. Believing in the significance and effectiveness of the model representation of educational programs the authors have developed the Model of Linguistic Complementary Educational Program for economists. It is presented on the basis of successful practice of the program "Translation for Professional Communication" key element of which is the integration of linguistic and professional components. The Model covers objective component, principles as the theoretical foundation and main provisions for effective program activities. The authors suggest competence-based approach as a training instrument to develop translation competence. Intensification of students' cognitive activity in the context of the approach chosen presupposes the integration of economic and linguistic components and dominance of active learning methods in the course of training translators for specific purposes. The paper reports on the workability and success of the Model of Linguistic Complementary Educational Program for economists. The results obtained also support and recommend the use of the Model in the process of lifelong education of economists.

**Keywords:** *Linguistic complementary education, translation competence, competence-based approach, active learning methods, translation for professional communication*

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### Managers' Professional Training in Russia: Syllabus and Technologies

*Tatiana Baklashova*

This article is devoted to managers' professional training in Russia (syllabus and technologies). The organizational management paradigm change resulting from global economy transformation in the XX-XXI centuries identified an urgent need for managers having intellectual and emotional potential, practical and intuitive reasoning, and key managerial competences. All of these lay special emphasis on managers' professional training as the main factor of the economic prosperity of the country. Russia is not an exception here as management elite degraded and turned out to be incapable to face modern challenges at the critical stage of country's development. The analysis of management subject matter showed that in the constantly developing environment a manager must be not only the subject of the economic and industrial systems global modernization, but also an active coordinator of the team with the ability to pass his or her synergy to all the participants. As a result, recognizing all the significance of the competent managers' professional training led to the fact that it was made the top priority for the state. Although, despite positive changes and numerous attempts to create an optimal model of multilevel, variative managers' professional training in the national educational system, the problem of syllabus and technologies is not solved completely yet. Thereby, the objective of the article is to analyze the state of managers' training system in high national professional school, revealing its essence and particularities, determining the syllabus selection and structuring principles, and also identifying the technologies set. In the research the following methods were used: the theoretical analysis of literature in philosophy, pedagogy, psychology, sociology; the system and structural analysis of curriculums, programs; the pedagogical sociology method; the insider's view method and project participation methods.

**Keywords:** *Managers' professional training, managerial competences, managers' potential, syllabus selection, syllabus structuring principles, technologies set*

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### Humor, Belongingness and Acceptance: Predictors of University Drop-out Intentions

*Neşe Alkan*

College retention is a growing problem in higher education. This study was conducted to figure out the university students' drop out intentions and its relation with sense of school commitment, loneliness and coping strategies. 164 university students (125 female and 39 male) with the mean age of 21, 67 participated in the study. Regression analysis revealed that the intention to drop out the university was significantly predicted by the global satisfaction level of being a university student, two dimensions of sense of school commitment; sense of belongingness and acceptance, and use of humor as a coping strategy. Grade, CGPA, level of rejection and loneliness literature.

**Keywords:** *University drop out intentions, loneliness, sense of school commitment, belongingness, coping did not significant in predicting the university drop out intentions. The results were discussed in the light of related*

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**The Effects of Yoga and Aquatic Exercises on Depression Levels and Visceral Fat Variables in Highly Depressed Obese Elderly Males**  
*Morteza Taheri*

Recent studies have shown that the prevalence of depression and obesity is rising at an alarming rate in elderly but there is little researches about the effects of Relaxation exercises on depression treatment. Objective: The purpose of this study is to investigate the effects of yoga and Aquatic exercises on depression levels and visceral fat variables in highly depressed obese elderly males. Methods: 1265 obese elderly female subjects were recruited. 175 subjects who were obese and highly depressed were divided in three groups (yoga, aquatic and control groups). visceral fat variables were measured by body composition analyzer. Their physical activity and diet programs were under supervision by call phone, self-report or counseling. The post test was performed after 12 month. One-Way Anova test was used for data analysis. Findings: The results suggested that intervention groups (respectively, aquatic exercise and yoga groups) had a better results in depression compared to control group (p=001, p=006). Furthermore, aquatic group had a better result than yoga group. Conclusion: Conclusively, weight loss may lead to depression decrease especially by physical activity in which visceral fat is decreased.

**Keywords:** *Elderly, aerobic exercise, beck depression inventory*

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**Distance Learning**  
*Amani Mubark Alkhatir Alarimi*

When distance learning start to be in the Web that has many difficult in understand and explain what distance is learning. What is the condition of distance learning, the result have been various instrumental attempts at improving distance education by facilitating distance student learning. The most important characteristic of E-learning is it the ability to transform itself into new contexts. The adult have many reason to learn by distance: constraints of time, distance, and finances and the ability to come in contact with other students from different social, cultural, economic, and experiential backgrounds (Willis, 1993).the result of that, they gain not only new knowledge but also new social skills, including the ability to communicate and collaborate with widely dispersed colleagues and peers whom they may never have seen. Advantage of e-learning often include flexibility and convenience for the learner, facilitation of communication between learner, greater adaptability to a learner's need, more variety in learner experience with using multimedia and the non verbal presentation of teaching material. video interaction provides visual and audio learner that the user control them that can paused , and reversed for watching again. The cost effectiveness of e-learning in the Web and software development.

**Keywords:** *Distance learning, education, e-learning*

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**Çocuk Edebiyatı Etkinliklerinin Ebeveynlerin Kitap Okuma Alışkanlığı Tutumları Üzerindeki Etkisi**  
*Arzu Yükselen ve Miray Özözen*

Çocuklarını yetiştirmede ilk ve önemli rolü üstlenen ebeveynlerin okuma alışkanlıklarının en yüksek seviyede olması istenen bir durumdur ve okuma alışkanlığı, bireyde başlayan ve toplumun gelişmişlik kriterleri arasında sayılan en önemli unsurlardan biridir. Bu çalışma, Düzce Üniversitesi Anaokulunda eğitim gören çocukların ailelerinin uyguladığı Çocuk Edebiyatı Etkinliklerinin, ebeveynlerin kendi okuma alışkanlıkları tutumu üzerindeki etkisini ölçmek amacıyla yapılmıştır. Anne ve babaların çocuk edebiyatından yola çıkarak kendi okuma alışkanlıklarına yönelik tutumlarını olumlu yönde etkileyecekleri düşünülmektedir. Çalışmada, ebeveynlerin 12 hafta boyunca haftada 3 gün ve günde 30 dk olacak şekilde ev ortamında çocuklarına Çocuk Edebiyatı Etkinlikleri uygulamaları ve buna ek olarak her velinin kendi seçecekleri bir hikaye anlatma tekniği ile anaokulu ortamında okuldaki tüm çocuklara 30 dk süreyle hikaye anlatımı uygulamaları istenmiştir. Araştırmanın evrenini Düzce Üniversitesi Anaokulunda 2012-2013 eğitim öğretim yılında eğitim gören toplam 45 adet 3,4,5 yaş kız ve erkek çocukları oluşturmaktadır. Gömleksiz ( 2004) tarafından geçerlik ve güvenilirlik çalışması yapılmış "Kitap Okuma Alışkanlığına İlişkin Tutum Ölçeği" uygulanmış olup 12 hafta boyunca yapılan Çocuk Edebiyatı Etkinlikleri uygulamaları öncesi ve sonrası yapılan testler ile yarı deneysel (ön test son test gruplu model) aradaki fark incelenmiştir. Elde edilen verilerin aritmetik ortalama ve standart sapma değerleri verilmiş ve istatistiksel analizinde eşleştirilmiş t-testi (paired test) kullanılmıştır. Elde edilen verilere dayanarak bulgular incelendiğinde, çocuk ebeveynlerinin Çocuk Edebiyatı etkinlikleri, kitap okuma alışkanlığı tutum ölçeğine ilişkin toplam puanları, ön test ve son test arasında bir miktar artış göstermiş ancak istatistiksel olarak anlamlı bulunmamıştır. Ders eğitimi sürecinde kitap okuma alışkanlığı tutumunun, gereklilik, etkililik, isteklilik, sevgi, alışkanlık, gereklilik, etki ve yarar alt boyutlarındaki farklar istatistiksel olarak incelendiğinde ön test ve son test puanları arasındaki en fazla artışın 'yarar' alt boyutunda olduğu belirlenmiştir. Çalışmanın sonuçlarına göre; ebeveynlerin okuma alışkanlığının geliştirilebilir olmasında sağlanacak verimli desteklerden birinin de Çocuk Edebiyatı etkinliklerinin ebeveynlerin kendileri tarafından uygulanmasının olabileceği ancak bu uygulamanın tek başına yeterli olamayacağı görülmektedir. Etkinliklerin yanı sıra ebeveynlerin kitap okuma tutumunu değiştirecek farklı etkinlikler deneyerek araştırmanın tekrarlanması önerilmiştir.

**Anahtar Kelimeler:** *Çocuk edebiyatı, etkinlik, kitap okuma alışkanlığı, tutum ölçeği*

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## Students' Self-Education: Learning to Learn Across the Lifespan

Rimma Sagitova

Russian higher education system in terms of international integration is focused on the realization of a new educational paradigm, aimed at the development of competent specialists with a highly organized individual style of self-education, academic, social and professional mobility, and the formation of the competences that would enable students to be competitive in an increasingly globalized labor market. Self-education becomes particularly important in the context of lifelong learning, where the main subject of planning, organizing, management and implementation of education can be only the man him or herself, and the process of education develops into the process of self-education. Analysis of the higher education reforms in European countries within the Bologna Process leads us to the conclusion about the increasing role of self-education as a major condition of personal development, its professional and vital success, as well as one of the leading tasks of training students as future professionals. We have developed an elective course for students called "Learning to learn across the lifespan" to develop their skills in self-education. The elective course involved studying four modules: designing students' individual educational route; creating students' self-study projects; designing students' language portfolio; developing students' ability to work with different sources of information. The approbation of this elective course "Learning to learn across the lifespan" was successful as we achieved positive results.

**Keywords:** *International integration, self-educational paradigm, learning to learn, self-study project, an individual educational route, language portfolio*

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## AK Parti Hükümetleri Döneminde (2002-2013) Uygulanan Eğitim Politikalarının Eğitimde Fırsat Eşitliği Bakımından Analizi

Turan Canöz

Eğitimde fırsat eşitliği kavramının doğuşu, genel eşitlik ilkesine göre yenidir. Verilen eğitim hizmetinin devlet tarafından karşılanması ve idare edilmesi beraberinde hizmetin sunulduğu kişilerin eğitim hizmetinden eşit derecede yararlanıp yararlanmadıkları sorusunu da akıllara getirmiştir. Bu tartışmaların merkezi vergilerle karşılanan eğitimin tüm halka eşit bir şekilde sunulmaması sorunudur. Eğitimde fırsat eşitliği demek aynı zamanda, her öğrenciye kendini gerçekleştirebilecek ortamlar hazırlanması ve fırsatlar sunulmasıdır. Bir eğitim kurumu öğrencinin kendini isteklerini, potansiyelini ve yeteneklerini açığa çıkarabildiği ölçüde eğitimde fırsat eşitliği sunuyor denebilir. Eğitimde fırsat eşitliği günümüz eğitim anlayışının önemli unsurlarından biridir. Eğitimde fırsat eşitsizliği tüm dünyada da olduğu gibi ülkemizde de büyük bir sorun olarak karşımıza çıkmaktadır. Araştırmamızın amacı AK Parti'nin iktidarda olduğu süre içinde uyguladığı politikalarda eğitimde sosyal adaleti ve fırsat eşitliğini sağlamada ne düzeyde başarılı olduğunu tespit etmektir. Eğitimde fırsat eşitsizliği çok önemli bir konu olmasına rağmen toplum, kamuoyunun gündeminde yeteri kadar yer bulamamıştır. Bugün ülkemizin dört bir köşesini karşılaştığımızda eğitim hizmetlerinin bireylere eşit bir şekilde sunulmadığı gerçeği karşımıza çıkmaktadır. Eğitimde fırsat eşitliği sorunu önemli bir konu olmasına rağmen ülkemizde bu konu ile ilgili çok fazla akademik çalışma olduğu söylenemez. Bu sebeple çalışmamız, kamuoyunun dikkatini bu sorun üzerine çekmek açısından önemli bir adım olacaktır. AK Parti iktidara geldiği 2002 yılından bu yana eğitimde fırsat eşitliği adına girişimlerde bulunmuştur. Ancak bu girişimlerin ülkemizin akademik başarısına ne denli etki ettiği ile ilgili araştırmalar azdır. Bu açıdan bu araştırma somut bir şekilde ülke olarak eğitimde fırsat eşitliği ve sosyal adalet alanlarında aldığımız yolu ortaya koyacak önemli bir araştırma olacaktır. Yapacağımız çalışma betimsel bir çalışmadır. Var olan durum üzerine tespitler yapılacaktır. Durum tespiti için akademik başarısı yüksek bir il olan Uşak ve akademik başarısı düşük olan Ardahan ili seçilecektir. Seçilen illerde öğretmen, veli ve öğrencilere düzenlenen anket uygulanacaktır. Uygulanan anket sonuçları bilgisayar ortamına aktarılarak incelenecektir. Buna ek olarak TÜİK'ten alınacak verilerle PISA gibi uluslar arası sınavlardaki ülke başarımız, okuma yazma bilen birey sayımızdaki artış, gelir dağılımına göre ülkemizde yaşayan bireylerin yapmış oldukları harcamalar, seçtiğimiz illerin ulusal sınavlardaki akademik başarıları incelenecektir ve tüm bu veriler değerlendirilecektir.

**Anahtar Kelimeler:** Fırsat eşitliği, eğitim politikaları, AK Parti

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### **An Instrument for Testing Preschool Teachers' Attitudes towards the Use of Computers**

*Gordana Miscevic Kadrijevic*

This paper presents an attempt of creating an instrument for testing the attitudes of preschool teachers towards the use of computers. Although there is no generally accepted definition of what an attitude towards computers is, we wanted to create an instrument with items grouped around the cognitive, affective and behavioural domains. The sample of respondents included the students of the Faculty of Education. There were a total of 167 teachers, of which 123 were regular fourth-year students and 44 of them students in the additional training programme also attending fourth-year studies. It is clear that the use of computers is not a necessary precondition to make preschool teachers' work with children aged three to six successful. However, it is certain that the use of modern information technologies could contribute to the quality of work. Presenting the objects, beings or phenomena, which cannot be achieved through immediate up-close observation due to speed, distance or size, can be done in an interesting by means of computer use. And this approach can make children's work in the kindergarten much more interesting. We developed an attitudes scale and evaluated some of its empirical features with respect to reliability and factor structure.

**Keywords:** *Preschool teachers, attitudes scale, use of computers, kindergarten, cognitive, affective, behavioural domains*

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### **Evaluation Methods as an Effective Tool for the Development of Students' Learning**

*Blanka Frydrychova Klimova*

Evaluation is a complementary and inseparable part of any educational process. It plays a crucial role in any students' learning. The purpose of this article is to discuss how different evaluation methods can enhance students' learning, particularly in the Course of Academic Writing which is taught as an optional subject at the Faculty of Informatics and Management of the University of Hradec Kralove in the Czech Republic. Firstly, the term evaluation is discussed. Secondly, different evaluation methods used in the course are described and thirdly, a specific evaluation method that helps both the teacher in her work and students in their learning is explored. In addition, students' authentic pieces of evaluation are used to provide a concrete example.

**Keywords:** *Evaluation, students, learning, writing*

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### **The Problem of the Syllabus Design within the Competence Approach Based on the Course "English for Master Degree Students in Economics (Advanced Level)"**

*Liliya Ismagilova and Oksana Polyakova*

The transition of Russian System of Higher Education to new Educational Standards of the Third Generation challenged the authors of the article to develop the syllabus for Master Degree Students in Economics that would satisfy both the requirements of the Standard and would fit the framework of the English for Specific Purposes (ESP) approach used by teachers all over the world. The main objective of the article is to define methods to be applied to syllabus design for ESP course in Economics. The authors analysed different approaches to ESP and its problems expressed by such authors as Hutchinson & Waters, Crocker and McDonough and came to the conclusion that although teaching of ESP is in many ways similar to that of General English, it still has some specific features especially in the sphere of Economics. The comparative analysis of the attitudes to syllabus design (product-oriented, process-oriented) and the Standard demand for competence approach encouraged authors to develop their own course "English for Master Degree Students in Economics (advanced level)" which has been successfully implemented in the Kazan State University, Institute of Economics and Finance. The role of the needs analysis derived from the idea of communicative competence has proved to be the powerful means of materials evaluation for each professional field. The course design is given as a practical outcome of the study. The way to explore the syllabus design as a link between the present post-graduates' needs and future employment needs is presented in the article as the result of the research.

**Keywords:** *Syllabus design, ESP, competence approach, needs analysis*

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### **Teacher-Students Collaboration: The Kazan Federal University, Institute of Finance and Economics Approach**

*Ekaterina Zalyaeva and Irina Solodkova*

Language learning has always been looked upon as a process of close teacher-students collaboration and cooperation bearing its main idea of gaining communicative competence. Roles of teachers in language acquisition were always clear but changing times require adjustment to gradually altering students' needs and expectations. However, teachers concentrating mainly on appropriate teaching tools for higher effectiveness in students' acquisition of a target language, designing and implementing materials, quizzes, tests, programs, exams, sometimes forget about the creation of collaborative, student-centered learning environment. A bias to students' autonomy and increasing role of electronic devices used in educational process along with distance-learning practices make us turn to new strategies of collaboration due to their benefits and positive effects. The main aim of the paper is to prove that collaborative environment brings proficiency in language learning and establishes modeling of real-life situations among non-native speakers. In addition, the article reveals the role that teachers should preferably play at the lessons and the scenario they should develop basing on students' needs analysis which allows them to build a required synergy. The results gained by the authors rest on the survey carried out among English learning students at the Institute of Finance and Economics, Kazan Federal University.

**Keywords:** *Collaboration, language acquisition, modern teaching tools, teacher's roles, learning strategies, non-native speakers*

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### **Pedagogy in Higher Education of Agriculture**

*Atul Kumar and Vandana A. Kumar*

Agriculture is continuing as a major contributor to the economies of majority of the countries, particularly developing ones. Its share, however, in the GDP is showing a progressive decline worldwide. In fact, agricultural sector is undergoing rapid changes as a consequence of both technological progress and financial forces which demand an increased market-orientation, competitiveness and higher productivity. With increasing involvement of private players in agriculture, there is a paradigm shift in demand and employment pattern of agricultural graduates to agriculture and allied sectors warranting an urgent need for a revision of existing curricula to better address market as well as educational thrust addressing national priorities/needs. This reorientation should incorporate twin objectives of (i) market-oriented agriculture, and (ii) direct relevance to the improvement of subsistence agriculture and poverty in rural areas. Thus, a great challenge facing many agricultural universities over the next decade will be to introduce radical changes in pedagogy of agriculture so as to meet these challenges by transforming themselves: \*from agricultural universities to universities for rural development, \*from hierarchical organizations to participatory ones, \*from disciplinary to interdisciplinary teaching and research, \*from immediate needs to short- and long-term sustainability, and \*from reactive to pro-active organizations. Undoubtedly, universities are better equipped to greatly influence this cause through the technology and trained human resource that they are capable of generating. In the quest for more effective and meaningful teaching and learning methods in agricultural higher education, an attempt is made in this presentation to suggest ways and means for reorienting higher education in agriculture with due emphasis on: \*promotion and adoption of a systems approach in teaching programmes enabling graduates to comprehend agriculture as a system comprised of technical, economic, social and cultural elements, \*enhancement in understanding of students for key management principles such as decision-making skills, planning techniques and the use of suitable technologies (computers etc.), \*participatory teaching methods using case studies, problem-solving approaches, group working and interdisciplinary approaches, \*regular reviews of curricula and systematic feedback from employers and former graduates to make teaching programmes more relevant and efficient.

**Keywords:** *Subsistence agriculture, developing countries, inter-disciplinary approaches*

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## Observation Method in Assessing Instructor Performance: ISMEK Case Study

Hanifi Parlar and Yahya Fidan

An advanced society is based on lifelong learning, considering not only children and teenagers but also considering adults. One of the primary means of lifelong learning is adult education. Adult education consists of services provided to the other members of the society especially the ones who have completed their education, got a job and earn their livings. Within this context, Public Education Centers (PEC) that provide service under the Ministry of National Education in our country have been assigned to perform the task. However, PEC's inability to meet the demand and resource problems made the contribution of NGOs and local authorities compulsory. ISMEK, an organization of Istanbul Metropolitan Municipality, is undoubtedly at the top of the list of the contributors of the adult education. ISMEK was founded in 1996 and as of 2012; it provides service to about 240.000 people annually in about 230 course centers. Therefore, it could be stated that ISMEK is fascinating in terms of its budget and the quality of the service it provides. In this study, it is aimed to assess the classroom performance of qualified instructors by using observation method. Classroom efficiency of the subjects were observed by expert supervisors, the findings were recorded in the assessment forms, then these forms were classified and interpreted after performing the necessary analyses. It was observed that, the older the instructors get, the more developed they become and the better they perform; and the longer they teach, the more efficient they become. It is also observed that their performance improve in parallel with their seniority. No significant difference was found for gender of the instructors.

**Keywords:** Instructor, performance, observation method, ISMEK

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## Main Concepts of Guaranteed Education in the USA Education

Valeeva Nailia Vyatkina, Irina Galimzianova, Ilchamia Komelina, Valentina Koroleva, Larianna Khairullina, Elmira Khisamieva, Liutciia Safina, Liudmila Starygina Svetlana Tyhbatullina, Leissan Fachrutdinova Elvira

The role of coach stands to be the centered figure in higher education in US. He is like a mediator between educational process and a student himself. It is important to train coach for his ability to provide with all necessary facilities including high-tech equipment and psycho-pedagogic support. Benchmarking is another concept that comes from marketing and management fields. It helps to assess quality of education within small and big groups of students, universities, academic staff work. Such probing of education can establish the rating of educational process using data processing methods. Also there are presented main principles that develop American education. Assessment of quality of education is another important factor of high education. Universities must give its students guaranteed education providing with the ability of modernizing obtained knowledge.

**Keywords:** Guaranteed education, didactical engineering, coaching, benchmarking

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## "e-Shop": A Collaborative Learning Activity

Mohammed Bellal and Fahima Nader

This paper deals with instructional design in a university context. It is a part of a project called "e-LATE" (that stands for E-Learning Activities for Technical English). This repository of learning activities contains three activities – for the moment - that will make the content of the third year English course for students in computer science, in some higher schools in Algeria. The design lies on many segments that enable collaborative work among students of the same university or different ones through online meetings. In recent years, language acquisition is focused on the learning process rather than language teaching. What is targeted is not only the learner's linguistic competence but the development of his communicative ability as well [1]. Another approach, that practitioners use, is the collaborative approach as it increases the learners' motivation [2]. We designed an instructional activity named «e-Shop » that uses firstly, the communicative approach to enable learners get better language skills, then role-playing, as a learning situation, because it uses different communicative techniques and develops fluency in the language, promotes interaction in the classroom and increases *motivation* [1]; finally collaborative work so as to run those approaches among peers. This latter implies a cognitive conflict between/among peers that calls for a debate on a given subject and therefore let students communicate and show/express their opinions. «e-Shop » is a learning activity where students play different roles – vendors, clients, and dealers - in a computer shop. The game is run either in a face to face mode or distance mode.

**Keywords:** Communicative approach, role playing, collaborative work, instructional design, learning activity, distance learning

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### **Budgetary Policy Efficiency of Municipalities in the Field Of Education**

*Derzayeva G. G. and Akhmadieva G. G.*

In article systematization of techniques of assessment of budgetary policy efficiency is carried out in the field of education by criterion of efficiency that allowed to come to a conclusion: their main shortcoming is relative dispassionateness from category of quality of population life. Considering provisions of the Federal law of 06.10.2003 N 131-FL, the sense of existence of municipalities consists, including, in providing a worthy level of living to the population. Respectively, in work the new technique of an assessment of budgetary policy efficiency in the field of education is offered. In it as criterion of efficiency the balance of a development of education in municipality concerning costs of its implementation is allocated. At the heart of technique is offered schedule use for display of positions of the territory among regions of competitors and definition of the direction of priority shifts when budgets of territories are developing. In this case the given indicator of budget expenses on education of the territory is offered to postpone on abscissa axis, an integrated assessment of a level of education development – on ordinate axis. Having displayed on a matrix "Quality of education / Budget expenses on education" the calculated indicators it is possible to receive visual reflection of a development of education of set of analyzed regions in comparison and dynamics. Using this technique, in work it is offered to carry out an assessment of budgetary policy efficiency of municipalities. This technique is used for an assessment of budgetary policy efficiency of the largest municipalities of the Republic of Tatarstan for 2007-2010.

*Keywords: Education, quality of education, budget expenses on education, education of the population, efficiency of educational process*  
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### **University Students' Satisfaction with Various Aspects at Celal Bayar University's Faculty of Education**

*Aynur Pala*

Universities initially set up satisfaction surveys to serve two purposes: to help administrators monitor teaching quality and to help teaching staff improve on their teaching. University student satisfaction surveys are being used today in more ways than ever before (Kulik, 2001). For example, to evaluate the quality and availability of the library resources, to assess whether there is sufficient IT assistance and support for students and to consider student opinions on the social aspects of university life to name a few. Students' opinions about all aspects of academic life are now sought by educational institutions worldwide, generally, in the form of a satisfaction feedback questionnaire. Because understanding students' experiences and satisfaction is important efforts to enrich the student experience and to make a more student-centred university. In this research, The TUSSTMQ6 questionnaire is used to explore and measure university students' satisfaction with various aspects at Celal Bayar University's Faculty of Education.

*Keywords: University students, students' satisfaction*

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### **Current Issues of Financial Education in Russia**

*Nadiya M. Sabitova*

The article discusses the process of training financiers in Russian universities, as they are needed by all sectors of the economy. In Russia since Soviet times the training was carried out within "Finance and Credit" profile. At the same time in the early 90ies of the XX century, a number of institutions including the Kazan Federal University have organized training for the financial sector in the framework of undergraduate program for a bachelor's degree as well as in the context of the Masters' program in the field of "Economics". Only in 2011 the educational standard for "Finance and Credit" has been adopted. The undergraduate program provides only a general idea of the financial component of the economy, modern financial institutions and markets. Graduate programs of a higher level, give an opportunity to train more qualified staff for work in the financial sector. Given the fact that Russian higher educational establishments have long been training various professionals even within "Finance and Credit" profile, the trend persists even with the transition to a two-tier system of education ( bachelors' and masters' degrees). Both Bachelor's and Master's education experience the creation of single-discipline profiles and programs, as survivals of the times past. The author believes that it is necessary to abandon the single-discipline programs, particularly relating to Master's education, as they do not provide a systemic financial education to students who mostly still do not know exactly where they will work in the future. However, when choosing a theme of master's thesis, preference may be given to some sector of the economy in terms of financial problems. In this paper we prove the necessity of Master's programs consolidation in the field of finance as masters should have enough knowledge to work in any organization of the financial sector.

*Keywords: Educational standard, finance and credit, training of financiers, Master's Degree, Bachelor's degree, financial globalization*

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## Theatre Research & Practice as a Vehicle towards a Higher Level of Knowledge & Cultural Attitude in Education

Katerina Karamitrou

Theatre is the superlative instructional *prerogative*, the *resultant* of all Arts, the *embodying* language. Human civilization signifies the articulation of universal *logos* and *beauty*. The great texts have always been the predominant choice of *multiculturalism* as they pose human existence before marginal speculations and everlasting values like friendship, Love, Dignity, Death. Art, in all its aspects, through its stout qualities educates Man against the betrayal of His imperative morality and its *unity*. Art endows human being with the proximity towards the *divine-ἐνθρον*. The Art of Dramatization de-constructs Man aiming at His proliferation and His remoulding through the vigour of emotion and dreaming perpetually taking place at the region of *extremity* and *transgression* where life beyond convention lies. Drama, the Art of *nostos* emanates from the alluring union between *customs* and *rituals* and it signifies the abrogation of the interval between *divine* and *human*. The Art of Representation, an inherited *recollection*, is the utmost narration of Life, an elevating Act of extreme *leniency* and *compassion* since, it suggests and welcomes *otherness*. Through the imperishability of personified *logos*, through that slight *divergence* from the universe, a *divergence* which the role instructs towards a scenic Life by *poetic license*, Dramatic Art presents an entire relation to the senses of *Experience*, *Transposition* and *Resourcefulness*. The Art of Theatre dramatizes knowledge offering thus, *immunity to human emotion*. The pelting development of Theatre Studies, in the recent years derives from human death of *Ideas*, *Experience* and *Communication*. The cultural poverty of homogeneity could only be subverted through the enchanting instructions of the God of *infringement* – *parabasis*. The function of the Art of Re-presentation is profoundly significant in the consolidation of marginal speculations for the *theatre-pedagogue* and the *students-recipient*s. Theatre Research and Practice, through the procedures of *improvisation*, *dramatization*, *theatre-play*, *interaction*, awareness of the cognitive form of the Body, the cultivation of the *sensory-Motor Intelligence*, is a *vehicle* towards a qualitative supremacy of *knowledge* and *Cultural attitude* in education. The present introduction aims at the investigation and detection of theatre's *anthropocentric substance*, its *therapeutic* qualities, its inevitable flourishing, its resourceful dynamics achieved by *innovatory actions approaches* and leading to a *polymorphic*, interdisciplinary research in education, to developed *embodiment* of eclectic affinities to a seminal, harmonized intellectual *embrace*.

**Keywords:** *Dramatization, sensory, motor intelligence, performance, innovatory activities*

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## The Efficiency of University-Affiliated Small Innovative Enterprises: The Russian Experience and Challenges

Rosa Kaspina, Tatiana Erina and Alexandra Filippova

Sustainable development of the economy is owed to the development of small business, which allows the better use of entrepreneurial capacity, based on innovation. The factors of the current economic situation in Russia, impeding the launch of innovative mechanism in the structure of small business are explored in the article. The most significant features of innovation of small business are studied, the Russian legal framework is analysed as part of Russian small innovative business. The difficulties that small business is faced with in the transition to innovative development are revealed, the basic directions of effective functioning of university-affiliated small innovative enterprises are proposed in the article.

**Keywords:** *Small innovative enterprises, innovation, efficiency, small business, factor*

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## Interactive Forms of Training Bachelors: Case Study and Challenges

Rosa Kaspina and Lyubov Plotnikova

Nowadays many countries are involved into the process of integrating into European educational space. The most important is the question of future specialists of professional competencies formation that will enhance the recognition and comparability of diplomas and qualifications. It is very important to develop methods and forms of the training process focusing on the new educational goals, along with the constant analysis of the subject content. This article is devoted to the introduction of interactive methods and forms of teaching in the educational process. The authors reveal the technology of the most popular interactive methods and provide concrete examples. Besides, this article describes the difficulties of using active training methods, investigates the internal and external factors that affects the use of active training. Active learning methods allow to develop the student's independence and responsibility in decision-making, as well as emphasize the cognitive, creative, communicative and personal student's traits. This is necessary for the student's further development, fulfillment, productive professional activities, proper relationship with other people, changing of occupation and achieve goals. According to the study authors conclude and identify the ways of solving existing problems of implementation of interactive forms of training in the educational process and advice the practical application of interactive training specific forms in the structure of different types of lessons.

**Keywords:** *Educational standard, interactive training, professional competence, competence approach, discussion, colloquium, business role-playing game, case, situation analysis, questioning*

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## Social Network Sites as Areas for Pro-Environmental Activities of Students

Ivanka Buzov

Apart from school education, students' value orientation and behavior are also affected by informal and non-formal education. Therefore, if we examine the effects of informal education on the development of pro-environmental interests of students for instance, then we must include new media as learning spaces and spaces for demonstration of environmental action. In this sense social networks become indispensable as virtual spaces for demonstration of environmental interests, which can contribute to pro-environmental activities, or foresight patterns of pro-environmental behavior. The aim of this research, whose results are presented and analyzed, refers to the comparison of indicators of environmental activities of students in Split related to their involvement in the activities of green NGOs, procurement of literature on environmental issues and on demonstrating interest in environmental issues on social networks, including Facebook. This research was conducted by survey method on a sample of college students from six faculties at University of Split (N=531), using a questionnaire specifically composed for this purpose. Although the number of students who are active in NGOs is limited, and very few of them purchase books or journals pertinent to environmental issues, a much larger number of them register and demonstrate an interest in environmental issues through social networks sites. In this context, and based on the results of this study, the importance of social aspects of learning through technology is emphasized which indicates the significance of social networks as a new channel for communication and education.

**Keywords:** *Environmental issues, NGOs, social networks, students, survey methods*

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## Examining the Perfectionism Levels of Preschool Teachers in terms of Demographic Variables

Fusun Yildizbas

The major determinant of learning is the interaction between teacher and students. The quality of this interaction eases the learning, makes the process enjoyable and increases the performance of the student. The acceptability of students' behaviors may differ according to teachers' knowledge, their point of views and their immediate emotional states. When a teacher adopts a perfectionist, non-compromised and authoritarian view, s/he is likely to criticize, evaluate and focus on the negative during the education process. This situation is especially important during preschool education because preschool period is the time when the abilities of children start to develop. However, perfectionist educators may block the child towards educational activities, instead of making positive changes in their behaviors. The aim of this study is to investigate the relationship between preschool teachers' perfectionism levels and their demographic variables. Relational screening method is used in the study. The research group was composed of 80 preschool teachers who work in public or private institutions in Istanbul City Center. The data collection instruments are 8-questioned Demographic Questionnaire which was developed by the researcher according to related literature, and Frost Multidimensional Perfectionism Scale for perfectionism measures. The data is still being analyzed via SPSS 20. It has predicted that the preschool teachers' perfectionism levels differ significantly according to demographic variables. According to the findings, suggestions that possibly contribute to preschool teachers' vocational and personal qualifications during their undergraduate education will be made.

**Keywords:** *Preschool teachers, perfectionism levels, demographic variables*

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## The Relationship of Perfectionism with Academic Achievement and Demographic Variables: Findings from Education Faculty Students

Cemrenur Topuz and Fusun Yildizbas

Perfectionistic individuals generally ignore their relatively lower successes to strive better, for this reason they do not get pleasure out of their most achievements. In addition, they not only reject the 'unperfect', but also perceive their mistakes as unrealistically big. Therefore, their way of thinking makes them feel more stressed and anxious. Although an optimum level of anxiety can motivate individuals, excessive anxiety may affect success negatively. The purpose of this study is to study the relationship of students' perfectionism with their academic achievement and demographic variables. Descriptive research method is utilized. The research group was composed of 150 students from Psychological Counseling, Preschool Education and English Language Teaching Programs of Fatih University in 2013-2014. Data collection instruments are Frost Multidimensional Perfectionism Scale for perfectionism measures and 18-questioned Demographic Variables Form which was developed by the researchers for demographic information. The data is still being analyzed via SPSS 20. It has predicted that the perfectionism levels of participants differ significantly according to demographic variables and academic achievements. According to the findings, suggestions that possibly contribute to the vocational and personal qualifications of students during their undergraduate education will be made.

**Keywords:** *Education faculty, perfectionism, academic achievement*

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## The Differences between Less Fit and Overweight Children on Enjoyment of Exergames, Other Physical Activity and Sedentary Behaviours

*Nikolaos Vernadakis, Eleni Zetou, Vassiliki Derri, Evangelos Bebetsos and Filippou Filippou*

Converting sedentary screen-time into active screen-time might provide an effective way to encourage children to accumulate more health-related physical activity. However, there is little empirical evidence available to determine whether children enjoy exergames equally or more than, traditional sedentary activities or traditional physical activities. Therefore, the purpose of this study was to determine the differences between less fit and overweight children on enjoyment of several activities including one sedentary activity (playing PS3 game), two exergames (Xbox Kinect Bowling and Wii Tennis) and one physical activity (running). One hundred and sixty-two children, aged  $11.2 \pm 0.8$  years were divided into two groups (normal weight and overweight) according to their weight status (BMI). Participants individually attended three testing sessions during which they performed baseline measures and several physical activities as describe above. Following each activity children completed a Physical Activity Enjoyment Questionnaire. A two-way analysis of variance (ANOVA) with repeated measures was conducted to evaluate the effect of weight status on the enjoyment of those activities. Results indicated that running was the least enjoyable activity whereas the exergame, Wii Bowling, was the most enjoyable activity. Children ranked the two exergames as the most enjoyable activities irrespective of weight status. No significant differences were found between groups. Conclusively, children's enjoyment of exergames could be capitalised on in order to develop interventions to increase physical activity.

**Keywords:** *Exergames, enjoyment, physical activity, sedentary behaviours, overweight children*

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## The Practicum in Pre Service Teachers Education in Greece: The Case of Lesson Study

*Kostas Karadimitriou, Galini Rekalidou and Maria Moumoulidou*

Early childhood teachers in Greece undertake their education in Universities as well as through practicum which serves as an important part of their curriculum. There is a growing interest in the quality of practicum programs with respect to the redefinition of the goals and the methodological approaches. Moreover, emphasis is put on goals which are linked to students' abilities such as: a) To collaborate, interact with each other, observe, assess themselves and their peers, and build their knowledge through a constructivist approach. b) To mull over their personal theories and on the cultural context of the educational process by providing interpretative explanations on how they structure their knowledge. Based on the above aims, the Department of Education Sciences in Early Childhood of the Democritus University of Thrace implements the Lesson Study model since the academic year 2011-12. This model has its theoretical roots in the Japanese educational system and fosters teachers' cooperative and reflective skills. After being adapted to the socio-cultural Greek educational context, the L.S. model has been implemented and evaluated to our Department with respect to the above-mentioned aims. In this paper we present quantitative and qualitative results, extracted from data that we processed during the years 2011-12 and 2012-13 of the model implementation. Data were collected through a questionnaire given to 248 students as well as through written assignments. The results show that students are satisfied with the processes of the model in terms of collaboration and active participation in all steps of design and feedback. However, the professors of the Department identify some difficulties which are thoroughly discussed in this paper. These difficulties are associated with the forms of collaboration among the students, their ability to deepen into their reflective recordings and their essential role as observers of the learning outcomes during the educational process.

**Keywords:** *Pre service teacher education, Lesson Study, collaboration, reflexion, practicum*

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### Reflection of Pre Service Teachers in a Tabletop Exercise of Lesson Study during Their Practicum

*Galini Rekalidou and Kostas Karadimitriou*

The purpose of this study, which was conducted during the academic year 2013-14, is to examine the reflective skills and the ability of fourth grade students, who are preparing for their Practicum with the implementation of the Lesson Study model, to design educational programs. The sample consisted of 72 students of the Department of Education Sciences in Early Childhood of the Democritus University of Thrace who have practiced the same model in the year before. This academic year, they have attended a series of theoretical courses in order to work on a weekly cross thematic program or a project with the L.S. model, divided in groups of five students. During the last two years the students have attended courses on design and implementation of programs, cross thematic approach and the project method, collaborative learning, types and the techniques of reflection, assessment, self-assessment, peer assessment and feedback. At the beginning of the semester the students created, on their own, groups of five members. After the theoretical courses, each group performed a tabletop exercise and collaborated in order to design a project or a cross thematic program. Based on the L.S. model, the members of each group worked together and, as a group, they presented to the other groups their design. Each presentation was followed by questions and discussion session. At the end of the process the students had to write a "reflection" report about the overall procedure. In order to write their report, students were given framework of questions which have been designed to help students to reflect. These questions were focused on a technocratic and personal approach of reflection. The reports of the 72 students were analyzed qualitatively. The analysis led to interesting results about the students' reflective skills and abilities as well as their difficulties to design collaboratively.

**Keywords:** *Pre service teacher education, Lesson Study, collaboration, reflexion, feedback, practicum*

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### Practices of Early Childhood Teachers in Greece for Managing Behavior Problems: A Preliminary Study

*Galini Rekalidou and Kostas Karadimitriou*

Contemporary research has shown that there is a correlation between the problematic behaviors of preschool age children in the class and their future academic skills. Furthermore, other studies have shown that early and appropriate intervention is of great value for the socio-emotional development of the child and also for the school attendance later. This issue does not seem to concern only the Greek education system since there is a wide broad dialogue in English literature on the same topic. It is suggested in literature that failure to handle class issues is one of the basic reasons for teachers are not satisfied with their profession and feel exhausted. On the other hand, during the teachers' training the importance of the management relations in the classroom is not stressed sufficiently. This paper is based on a research conducted by the "Laboratory of Research in Pedagogy and Educational Practices" of the Department of Educational Sciences in Pre-school Age (Democritus University of Thrace). The initial purpose of this research is to examine the strategies of early childhood teachers, coming from a specific educational district, for managing behavior problems in order first to tackle behavioral problems and then to design and implement a program for further teachers' training. For the purpose of this research, we constructed a questionnaire which recorded 20 types of problematic behaviors in the kindergarten class and 24 management practices. Both problematic behaviors and practices are referred in the literature. Teachers were asked which of those behaviors have been addressed and which of the strategies that are listed in the questionnaire they have implemented. The sample consisted of 74 early childhood teachers who were divided in groups depending on their professional experience. The results showed that there are statistically significant differences among the groups regarding the strategies they apply in their classroom.

**Keywords:** *Behavior problems, relationship management, kindergarten, teachers' training, early intervention*

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## Işık University Art & Art Theory Master & PhD Programs

Halil Akdeniz

Işık University Faculty of fine arts, Department of Visual arts programs, has a particular structure which handles 'art' within theory and application from the undergraduate programs, till the master and PhD programs. In traditional academic scale, art education and artistic applications are based on a certain valuation system that has been set out with non analyzed practice. The main idea here is that, in an artistic event, art production itself appears always before interpretation and theory. Today, at this point, in our sophisticated art scene, contemporary art needs rather theoretical support, verbalized information and interpretation more than ever. Mean by, today, in world contemporary art, the effort which sets simultaneity of art and theory is observed. The artistic creation processes are extremely sophisticated and personal. The current researches, generally in perception and thinking actions, and also in private case of artwork creation, prove that artistic creation is a thinking and information action, so art should be a thinking production. Artistic production processes are also sophisticated as thinking production processes. The processes like abstraction, comparison, concept development, judgment, adjudication and deduction which experienced while development of thinking, are also, differently and more sophisticatedly, experienced in artwork creation process. The realization and the visual constitution of an artwork is not an absolute description or incarnation. The thing that makes it a masterpiece is a complex of components like some mental actions of artist as intelligence and subconscious, experiences and accoutrements, together with, philosophically interpretations. Today, the thinkers who focus on 20<sup>th</sup> century and today's art, evaluate the acquisition of different areas like philosophy, sociology, psychology, anthropology together with art history. In Turkey, Art and science of art master and PhD programs of Işık University are some interdisciplinary programs that handle art in integrity of theory and application, that resolve art problems by experiencing in application stuffs. The distinctive of our art theory master and PhD programs together entire with scientific preparation programs, proposes integrality of theoretical courses & studio courses in which artistic productions and application works are executed. So, while art has been evaluated theoretically, this program provides to experience by subsisting all the processes till the production level, and to identify the kitchen of art. This new structuring, I suppose, constitutes the most distinctive part of this program according to the exemplars in worldwide. As a result, the theory that we call, so interpretation, criticism and evaluation, develops by application. Together with theoretical researches, in also application stuff, the answers and solutions are searched for artistic problems. It is aimed to bring a certain level of artistic creation and focusing by the application stuff which previews the works as question production / asking question, problem production / solving problem and concept production. In Science of Art PhD program, together with theoretical researching studies and a thesis, those who are already working as artists, would be able to present their own artistic works as a project presented with scientific methods.

*Keywords: Art, art education, science of art, master, PhD*

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## The Control of Touristic Company on the Base of Mathematical Simulation

Filipova Viktoriya Nikolaevna and Preobrazhenskiy Andrey Petrovich

The paper considers peculiarities of information systems in the management and analysis of various types of information systems that provide managers with effective decision making. It should be noted that much of the feedback form in the complex process of management of economic systems, as these are based on the development of three key processes management: management, monitoring and decision-making. In the economic system of the tourist company which we investigated, feedback occurs through the interaction of the input and output values. Methods of increase of efficiency of functioning of economic system can set the overall direction of the development of the tourist company as a whole. The General orientation of development can be considered on the basis of mathematical models and on the basis of the obtained simulation results form the basis for making management decisions. Provides for the construction of several types of functional dependencies, in particular: linear and several types of nonlinear dependencies. Parameters of mathematical models for each functional dependencies are calculated by the method of least squares. comprehensive assessment of the adequacy of the selected functional dependence, accuracy of mathematical model and randomness residual components includes several test phases. At the first stage of check of conformity of distribution of residual components of the normal distribution law. The second stage involves the testing of the equality of the expectation values of the residual components to zero with the help of student's criterion. On the third step is to validate the randomness of the fluctuations of the level of residual components. The test is carried out according to the criterion of the peaks.

*Keywords: Control, tourism, mathematical simulation, economic system*

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### **Evaluation of Pre-School Teacher Education Program According To the Views of Teacher Educators and Prospective Teachers (A Case of Ankara University)**

*Ayşemine Dinçera and Hatice Çiğdem Yavuz*

Compared with other subject areas, pre-school teacher education has been neglected for a long time in Turkey. However, intensive studies have been carried out to popularize this issue as a result of the increasing importance given to pre-school education in European Union process. One of these studies is to create Pre-school Teacher Education departments in faculties of education to meet the need for teachers in this subject area since 1997. Depending on the Pre-school Education General Directorate's demand and academics' collaboration, the program which was implemented in institutions attached to Ministry of National Education since then was reorganized in 2002; and there have been some important regulations on pre-school teacher education programs in the last fifteen years since the last reconstruction in 2006. The aim of this research is to evaluate Pre-school Teacher Education Program (PSTEP) of Ankara University Faculty of Educational Sciences according to the views of teacher educators and prospective teachers. Study group of the research consists of three teacher educators lecturing subject, pedagogy and general culture courses of the PSTEP; and eight prospective senior teachers in the pre-school teaching department of Ankara University. The participants were asked to express their views on the rate, distribution, and theory-practice balance of the courses in the content categories of PSTEP. The qualitative data collected from the participants was analyzed using content analysis technique. According to the results of the study, prospective teachers are not satisfied with the rate of the content categories in general; and it is stated that the rate of subject courses should be decreased while the rate of pedagogy, general culture and elective courses should be increased. Considering the content of the courses, it is recommended that some courses should be removed; some of them should be combined; the content category of some courses needs to be revised; some new compulsory and elective courses should be added; and some elective courses should be compulsory. In addition, it is stated that most of the courses in the program are not appropriate for pre-school teaching subject area; thus the content of these courses should be reorganized. Moreover, credit hours of the practice of the courses should be increased so that prospective teachers can transfer their theoretical knowledge into practice effectively. Similar to the prospective teachers' views, teacher educators suggest that the general culture, elective and practical course hours should be increased and overlapping courses should be removed from the PSTEP.

**Keywords:** *Pre-school, teacher, education, program*

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### **Comparing Attachment to God and Identity Styles and Psychological Well-Being in Married Teachers: with Regard to Demographic Factors**

*Ahmad Nayeri, Zhaleh Refahi and Bahman Bahmani*

The purpose of this research was to compare attachment to God and identity styles and psychological well-being in married teachers with regard to demographic factors including gender, teaching level and work experience. The research method is descriptive and ex-post facto type. The research population involves all married teachers of Mashhad city in year 2013 who were studying in Farhangian university of Khorasan Razavi. 330 people, who were selected by using simple random sampling method, responded to Ryff psychological wellbeing, ISI identity styles and Sim and Loh attachment to God questionnaires. The data were analyzed in descriptive like frequency, average, standard deviation and inference statistic such as independent T-test with SPSS-20 statistic program. The results show that the average scores of attachment to God, psychological well-being and all its 6 dimensions involving self Acceptance, positive Relations with others, autonomy, environmental mastery, purpose in life, and personal growth, and informational identity style have significant difference in male and female teachers ( $P < 0/01$ ). Nevertheless, the average scores of normative and avoidant/diffusive identity styles don't have significant difference in male and female teachers. Also the results suggested that there is not a significant difference in the average scores of none of research variables among teachers with different teaching level and work experience.

**Keywords:** *Attachment to God, identity styles, psychological well-being, married teachers, demographic factors*

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## An Analysis of Children's Picture Books, Published between the Years of 2005-2013, In Terms Of Illustration

Aygül Aygün and Oya Abacı

One of the most basic principles of children's literature is to get the child the habit and love of reading. We can define picture books as educational materials from which children enjoy and learn and open doors to children's imaginations through the use of illustration and text. Picture books have an important role in the development of children during early childhood. Illustrations are fundamental to the story and supplemental to the text. This research aims to 'investigate picture books for 4-8 year-olds in terms of illustrations which were published between 2005 - 2013'. Screening model was used in this research. The sample group was selected from the population through randomized sampling. As a result of this sampling process, 50 picture books for 4-8 year-old age group were selected. The evaluation process of the picture books in terms of illustration is still continuing and the criteria for evaluation were set by the researcher by getting expert opinions. Generally, many things change as the picture books are introduced to a child's life. The child starts to interpret life, learn concepts, gain knowledge and experience, and also learn social rules. In order for a story to be received by the illiterate child, auditory perception should be supported with visual perception through the use of illustrations. In order to produce high quality publications in children's literature, painters doing illustrations for children's books should do this work with care and according to the developmental level of the target age group.

**Keywords:** Children literature, picture, visual perception

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## A Comparison of Information Technology Literacy of Students of Slovakian Secondary Schools and Romanian Students of Humanities (Profil Uman)

Gabor Kiss

An analysis of Information Technology literacy of Slovakian and Romanian students was made with the help of a web based Informatics Test. The goal of this research is an analysis of the Information Technology literacy of Slovakian and Romanian students of Humanities attending a science course. Analysed was how effectively can students from different grades answer questions dealing with different subjects. After the evaluation of the test results the correctness of the original presumption emerged. Significance level was 5% through the analysis. Significant divergency in knowledge of Slovakian students and Romanian students of Humanities (Profil Uman) was found in 10<sup>th</sup> and 11<sup>th</sup> grades too. The Romanian students achieved better results in the 10<sup>th</sup> grade in theoretical knowledge and spreadsheet calculation. In programming, Slovakian students scored higher than Romanian students of Humanities in the 10<sup>th</sup> and 11<sup>th</sup> grade. The final conclusion can be made: Information Technology skills of students depend on the time and efforts invested by the teachers.

**Keywords:** Comparative analysis; measuring; knowledge level; IT skills, ICT literacy, programming, Romania, Slovakia

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## Okul Öncesi Öğretmen Adaylarının Örüntü Algısını Destekleyicilik Düzeylerinin İncelenmesi

Sadiye Keleş ve Esra Betül Meneşe

Kültürel-Tarihsel Kuram'ın psikoloji bilime önemli katkılarından biri potansiyel gelişim alanı düşüncesidir. Potansiyel gelişim alanının oluşturulmasında yetişkinlerin (özellikle ebeveynlerin ve öğretmenlerin) ilgili görevin gerçekleştirilmesi sırasında çocuklara sundukları destek miktarı ve düzeyi etkili olmaktadır. Bu doğrultuda araştırmanın amacı, okul öncesi öğretmen adaylarının örüntü algısını destekleyicilik düzeylerinin incelenmesidir. Araştırma, nitel araştırma desenlerinden fenomenolojik desen çerçevesinde gerçekleştirilmiştir. Araştırmanın çalışma grubunun oluşturulmasında, maksimum çeşitlilik örnekleme ile kolay ulaşılabilir durum örnekleme birlikte kullanılmıştır. Araştırmaya Okul Öncesi Eğitimi lisans programının son sınıfına devam eden 82 okul öncesi öğretmen adayı katılmıştır. Veri toplama aracı olarak araştırmacılar tarafından oluşturulan yarı-yapılandırılmış görüşme formu kullanılmıştır. Görüşme formu, bilişsel zorluk düzeyleri farklılık gösteren, tekrarlanan örüntü türüne uygun 2 adet mandala etkinliği ve bu iki etkinliğe ilişkin hipotetik temelde düzenlenmiş senaryolardan oluşmaktadır. Elde edilen ham veriler yazılı ortama birebir geçirilmiş ve frekans analizi ve kategorisel analiz ile çözümlenmiştir. Kategorisel analiz kapsamında, Wood, Bruner ve Ross (1976)'un bilişsel destek sınıflaması temel alınarak araştırmanın doğası doğrultusunda yeniden düzenlenen bir kodlama listesi kullanılmıştır. Araştırmada elde edilen bulgular Vygotsky'nin görüşleri doğrultusunda tartışılmıştır.

**Anahtar Kelimeler:** Örüntü, bilişsel destekleyicilik, okul öncesi

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## Güzin Abla Köşesi'nin Akılcı Duygusal Davranışçı Yaklaşımın Temel Kavramları Açısından İncelenmesi

Çağla Karademir

Bu araştırma, bir problemle karşı karşıya kalan bireylerin, yardım aramak için bir gazetenin Güzin Abla Köşesi'ne yazdıkları mektupların Akılcı Duygusal Davranışçı Yaklaşımın temel kavramları açısından incelenmesi amacıyla yapılmıştır. Araştırma modeli olarak nitel araştırma yaklaşımlarından doküman analizi kullanılmıştır. Araştırmaya konu olan verileri ulusal düzeyde yayın yapan bir gazetenin Güzin Abla Köşesine 2011 yılında aşk ve ilişkiler konusunda gelen 5 okuyucu mektubu ve 5 cevap mektubu oluşturmuştur. Bu okuyucu mektupları ve Güzin Abla'nın cevapları betimsel analiz yaklaşımı temel alınarak Akılcı Duygusal Davranışçı Yaklaşımın temel kavramlarından olan ABC Modeli, akılcı ve akıldışı düşünceler, sağlıklı ve sağlıksız olumsuz duygular ölçütleri bağlamında incelenmiştir. Aşk ve ilişkiler ana başlığında gelen mektupların genellikle sevgiliden ayrılma, evli birisi ile ilişki yaşama, terk edilme, yaş farkı ve iletişim problemleri konularından oluştuğu görülmüş ve araştırmada her bir konu başlığından inceleme fırsatı verebilecek nitelikte olan mektuplar ele alınmıştır. Mektupların genellikle aşırı genelleştirme, dayatmacılık, felaketleştirme, olumsuz odaklanma, ikili düşünme (ya hep ya hiç), geleceği ön görme (falçılık), keyfi çıkarsama gibi akılcı olmayan pek çok inanç özelliğini içerdiği görülmüştür. İncelenen mektuplar, ABC modelinin aksine insanların karşılaştıkları sonuçları direkt olarak yaşadıkları olaya bağladıklarını göstermektedir. İncelenen hemen hemen her mektup dayatmacı, zorunluluk içeren ifadelerle noktalanmıştır. Güzin Abla'nın verdiği yanıtların, akılcı olmayan pek çok inanç içerdiği, bireylerin inanç sistemlerini değiştirip, farklı bakış açılarıyla olayları değerlendirip, daha akılcı inançlara sahip olabilmelerine yardımcı olabilecek nitelikte olmadığı görülmüştür.

**Anahtar Kelimeler:** Akılcı duygusal davranışçı yaklaşım, güzün abla köşesi, yardım arama davranışı

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## The Study of Pre-Service Teachers' Competency Perceptions on Measurement and Assessment (The Sample of Sakarya University)

Gülşen Taşdelen Teker, Gülden Kaya Uyanık and Neşe Güler

In this study, the perception of measurement and assessment capability of the pre-service teachers in Sakarya University, Education Faculty was investigated. For this aim, the data of the study was provided by 166 students, 103 girls (%62) and 63 (%38) boys. This data contains of all students who volunteer to answer the items of the scale. In this research, "Measurement and Assessment General Competency Perception Scale" were applied to the students. The scale used in this research is 5-point Likert type scale ranging between "very competent" and "very incompetent" and it consists of 24 items. It were investigated whether there is a difference of the competency perceptions related to major of education, class level, gender and type of education. Finally, the results of the study was discussed and some recommendations were given for the future studies.

**Keywords:** Measurement and assessment general competency perception scale, pre-service teacher

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## Play in a New Playground: Children's Play and Literacy Engagements in the Club Penguin Virtual World

Tolga Kargin

As a part of an ongoing research, this study examines children's collaborative play and digital literacy practices within groups of early childhood and elementary age children in an afterschool setting in a small college town in the Midwest United States. The popular culture, media and digital literacy practices of adolescents and young adults have been heavily researched; however, far less attention has been focused on how young children read, write and interact in online social networks such as Webkinz and Club Penguin websites. Our children use digital platforms for reading, writing, playing and interacting with each other at home and in afterschool settings. Therefore, determining young children's new literacy practices and analyzing the role of their online and offline interactions with one another in their literacy practices has become critical. As a co-investigator, for three years I have observed and videotaped 35 five- to eight-year-old children in the computer room of an afterschool program as they play in the Club Penguin virtual world. During the club activities, I offered children pre-created accounts and observed their interactions with one another and the physical tools available to them in order to determine how their interactions in this commercial virtual world affect their socialization in online spaces and the development of their digital literacy practices. This study adopts Mediated Discourse Analysis methodology to design the study and analyze the ethnographic data. By conducting participant observation, taking field notes, interviewing and videotaping the children, I explored what was happening in this particular group of children's online (i.e., virtual world) and offline (i.e., computer lab) engagements. My preliminary analysis, by applying Scollon and Scollon's (2004; Scollon, 2001) notion of the nexus of practice, revealed the digital literacy practices of children in the Club Penguin virtual world.

**Keywords:** Digital literacy, virtual world, young children, Mediated Discourse Analysis, commercialism, Club Penguin, Bourdieu, Vygotsky

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## Training of Tax Consultants: Experience and Prospects

Farida F.Adigamova and Aidar M.Tufetulov

One of the most important areas of the state tax policy is management of activity in the field of increasing tax culture of its citizens. Solution to this problem in the Russian Federation may be found in the adoption of the law on tax consulting, which will determine the status and main objectives of tax consultants. The analysis shows that in many foreign countries, tax consultants operate in accordance with national legislation. For example, in the European Union countries, such as Germany, Austria, Czech Republic, Slovakia, Poland, etc., the activities of tax consultants are fully based on the existing laws on tax consulting. The article proves the need for tax consultants in Russia, considers the approaches to the training of tax consultants in different countries, analyzes the current situation in Russia, defines the role of various organizations in the process of tax consultants training, as well as offers alternative solutions to problems. The paper also discusses the necessary requirements for a tax consultant (the level and the field of higher education, work experience), the factors affecting the work of tax consultants, and highlights the role of self-study for the educational process

**Keywords:** Tax consultant, law, education, taxation, economist, lawyer, training, qualification, self-study

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## Does Environmental Knowledge Translate into Environmentally Responsible Behaviour? A Universiti Putra Malaysia Case Study

Oluwaseun Deborah Bandele and Yuek-Ming Ho

It is presumed that individuals who are knowledgeable will engage more in environmentally responsible behaviour (ERB). Nonetheless, the linkage between environmental knowledge, concern and elicitation of ERB is still debatable. This study thus aims to evaluate environmental attitude existing among Universiti Putra Malaysia students and to investigate if prior exposure to environmental education necessarily translates into the elicitation of ERB. Pearson's Chi square analysis revealed that previous exposure to environmental related courses among the university student population tested was associated with several ERB behaviours ( $\chi^2=13.554$ ,  $df=4$ ,  $p=0.009$ ). Total Knowledge was significantly higher ( $t=2.562$ ,  $p=0.010$ ) among students who were members of environmental clubs ( $=49.50\%$ ) than those who were not ( $=47.40\%$ ). Albeit poor, there were also positive correlations between Total ERB and Total Concern ( $r=0.308$ ,  $n=384$   $p=0.000$ ), Total knowledge and Total ERB ( $r=0.240$ ,  $n=384$   $p=0.000$ ) and between Total knowledge and Total Environmental Concern ( $r=0.287$ ,  $n=384$   $p=0.000$ ). Factor analysis however presented a two-component solution delineating two different scales which do not overlap for responses to ERB and that of environmental knowledge or concern.

**Keywords:** Environmental concern, environmental knowledge, environmentally responsible behavior, university students, Malaysia

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## Okul Öncesi Öğretmenlerin Eğitimde Teknolojik Araç-Gereç Kullanımına İlişkin Tutumlarının İncelenmesi

Hakkı Bağcı, Azmi Bayram İlbay ve Özlem Aslan Bağcı

Günümüzde teknolojinin hızlı bir şekilde gelişmesi eğitimde araç-gereçlerin kullanılmasını da etkilemiştir. Eğitimin ilk basamağı olan okul öncesi eğitimde görev yapmakta olan öğretmenlerin teknoloji destekli araç-gereçlerin kullanımına bakış açıları ve gelişen teknolojileri kullanmaları önem arz etmektedir. Bu araştırma ile okul öncesi öğretmenlerin eğitimde araç-gereç kullanımına ilişkin tutumlarının incelenmesi amaçlanmaktadır. Araştırma Sakarya ilindeki okul öncesi eğitim kurumlarında öğretmenlik yapan 81 okul öncesi öğretmeni ile yürütülmüştür. Veri toplama aracı olarak araştırmacılar tarafından geliştirilen "Kişisel Bilgi Formu" ve Kol (2012), tarafından geliştirilen Okulöncesi Eğitimde Teknolojik Araç-Gereç Kullanımına Yönelik Tutum Ölçeği kullanılmıştır. Araştırmadan elde edilen veriler tek yönlü varyans analizi testi, frekans, aritmetik ortalama ve standart sapmalara dayalı olarak analiz edilmiştir. Araştırma sonunda öğretmenlerin eğitimde teknolojik araç-gereç kullanımına ilişkin tutumlarının olumlu olduğu görülmüştür. Araştırmaya katılan okul öncesi öğretmenliği bölümü mezunu öğretmenlerin, çocuk gelişimi ve eğitimi bölümü mezunu öğretmenlere göre eğitimde teknolojik araç-gereç kullanımına ilişkin tutum puanlarının daha yüksek olduğu anlaşılmaktadır. Aynı zamanda öğretmenlerin okul öncesi eğitimde en çok bilgisayar, projeksiyon, televizyon kullandıklarını ifade etmişlerdir.

**Anahtar Kelimeler:** Teknoloji, araç-gereç, okul öncesi eğitim, tutum

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## The Effectiveness of Group Training of Transactional Analysis on Intimacy in Couples

Mojtaba Noorani, Ahmad Nayeria and Maryam Lotfi

The aim of the recent study was to examine the effectiveness of group training Transactional Analysis on intimacy in Couples. The research method was quasi-experimental with pre-test and post-test control group design with 3- month follow up session. The sample consisted of 30 people who had shown positive responses to cooperation invitation of researchers and gained the lowest scores in 17- item intimacy scale. Then they randomly located in two 15-people control and experimental groups. The experimental group received eight 90-minute training sessions of Transactional Analysis. Afterwards the post-tests were taken to both groups and after 3 months a follow up test was taken. The ANCOVA was used for analysing the data. The results indicated that training Transactional Analysis concepts had a significant impact on increasing intimacy in Couples and the impression had been also stable for 3 months.

**Keywords:** Group training, Transactional Analysis, intimacy, Couples, Iran

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## Üniversite Öğrencilerinin Akış Deneyimlerini Etkileyen Faktörlerin İncelenmesi

Ece Naz Ermiş ve Seda Bayraktar

Bu araştırmada üniversite öğrencilerinin günlük yaşamdaki akış deneyimlerinin incelenmesi amaçlanmaktadır. Akış deneyimi yapılan işin verimini, hızını, o işten alınan tatmini ve faydayı, şimdi ve burada olmayı, güdülenmeyi etkiler. Akış kuramı kişinin yaptığı işin zorluk derecesine ve bireyin işteki beceri algısına ilişkin farklı psikolojik durumlar öngörmektedir. Kurama göre, işin zorluk derecesi ve kişinin beceri düzeyi yüksekse kişi akış yaşamaktadır. Araştırma üniversite öğrencilerinin günlük yaşam deneyimlerinin incelenmesini ve karşılaştırılmasını içeren betimsel bir araştırmadır. Araştırma grubu İstanbul Kültür Üniversitesi'nde okuyan toplam 35 öğrenciden oluşmaktadır. Araştırmada Deneyim Örnekleme Metodu kullanılmıştır. Deneyim Örnekleme Metodunun uygulamasının gerekçesi her öğrenci 7 gün içinde 5 adet form doldurmuş olmasıdır. Toplam 175 adet form değerlendirmeye alınmıştır. Veriler SPSS programında analiz edilmiştir. Akış deneyimini oluşturan özelliklere ilişkin betimsel istatistikler ortaya konulmuştur. Tek yönlü Anova testi ile yaş ve okunan bölüme göre, akış deneyiminin değişip değişmeyeceğine, T-testi ile cinsiyete göre farklılaşp farklılaşmadığına bakılmıştır. Hiyerarşik regresyon ile isteklilik, yeterlilik ve işin zorluğunun yaş ve akış deneyimi arasındaki ilişki ile okunan bölüm ve akış deneyimi arasındaki ilişki üzerine etkisine bakılmıştır. Araştırma sonuçlarına göre yaşa ve okunan bölüme göre konsantrasyonları, dikkatlerini toplamada zorluk düzeyleri ve kontrolü kendilerinde hissetme ve kendilerine dönük oluş düzeyleri birbirinden farklıdır. Eğitim sistemi öğrenciler akış deneyimi yaşayacak şekilde düzenlenebilir. Bu konuda eğitimciler bilgilendirilebilir. Ek olarak, kişilerin yaptıkları işlerin kalitesini ve bununla paralel o işten alacakları hazzı arttırmaları konusunda yol gösterici bulgulara rastlanılmıştır.

**Anahtar Kelimeler:** Akış kuramı, motivasyon, mutluluk, dikkat

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## Evli Bireylerde Evlilik Uyumu ile İlişkili Değişkenlerin İncelenmesi

Semra Şentürk ve Seda Bayraktar

Bu araştırma, evli bireylerde evlilik uyumu ile ilişkili değişkenlerin incelenmesi amacıyla yapılmıştır. Araştırmanın örnekleme; İstanbul ilinde yaşayan 100 evli kadın ve 100 evli erkek olmak üzere, 200 evli bireyden oluşmaktadır. Araştırma verilerini toplamak için; Kişisel Bilgi Formu (KBF), Yaşam Doyumu Ölçeği (YDÖ), Evlilikte Problem Çözme Becerileri Ölçeği (EPÇBÖ) ve Evlilik Uyum Ölçeği (EUÖ) kullanılmıştır. Verilerin analizi için SPSS paket programından yararlanılarak; T Testi, Varyans Analizi (ANOVA), LSD Testi, Kruskal-Wallis Testi, Mann-Whitney U Testi, Pearson Korelasyon Analizi yapılmıştır. Araştırma sonuçlarına göre; cinsiyet, eğitim durumu, meslek, evlilik şekli, evlilik süresi, çocuk sayısı, birlikte yaşanan kişiler değişkenleri ile evli bireylerin evlilik uyumu arasında anlamlı bir ilişki bulunmamıştır. Yaş, ekonomik durum, eş ile ilgili benzerlik düşüncesi, yaşam doyumu ve evlilikte problem çözme becerileri ile evli bireylerin evlilik uyumu arasında ise anlamlı bir ilişki vardır. 20-35 yaş aralığındaki evli bireylerin, 46-65 yaş aralığındaki evli bireylere göre evliliklerinde daha uyumlu oldukları; ekonomik durumu iyi olan evli bireylerin, ekonomik durumu orta olan evli bireylere göre evliliklerinde daha uyumlu oldukları; eş ile çok benzediğini düşünen evli bireylerin, eş ile biraz benzediğini ve hiç benzemediğini düşünen evli bireylere göre evliliklerinde daha uyumlu oldukları saptanmıştır. Ayrıca evli bireylerin yaşam doyumu arttıkça evlilik uyumunun arttığı, yaşam doyumu azaldıkça evlilik uyumu azaldığı; evlilikte problem çözme becerileri arttıkça evlilik uyumunun arttığı, evlilikte problem çözme becerileri azaldıkça da evlilik uyumunun azaldığı tespit edilmiştir.

**Anahtar Kelimeler:** Evlilik uyumu, evlilikte problem çözme becerileri, yaşam doyumu

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### Study Choice, Gender and Ethnicity

*Demet Yazilitas, Sawitri Saharso, Jörgen Svensson and Geert De Vries*

This study aims to explore ethnic differences in gender specific study choice patterns. The central research question is: to what extent do ethnic minorities present different gender-specific choice patterns in mathematics, science and technology (MST) and what are the reasons for such differences? The study is based on the premise that pupils with non-western ethnic backgrounds differ in their evaluation of MST-studies from pupils with native ethnic backgrounds as a result of the difference in cultural values. To explore this premise, we first examined the effects of gender, ethnicity and grade averages on school profile choices of 265 pupils in higher secondary education in two schools in the Netherlands. This was followed by semi-structured interviews with 45 individual pupils about their choices. In our sample 59% of male and 42% of female pupils have chosen a Natural Science-profile, of which 39% of both male and female pupils have chosen this profile in combination with a Health-profile. Moreover, the combined grade average for mathematics, physics and chemistry is shown to have the strongest effect on a positive choice for a Natural Science-profile. Gender also has a significant effect, even after controlling for the combined grade average. Ethnicity however does not. The interviews reveal that female pupils who choose a Natural Science-profile often did so because of interest in health related careers. The high share of pupils and in particular female pupils with a Natural Science-profile is partially also explained by the wish to keep options open for future choices since a Natural Science-profile grants access to almost all fields of study in tertiary education. Ethnic background, despite not being significant, is thought to serve as a proxy for social class since pupils with non-western backgrounds have smaller social networks through which they can acquire information about study field and career choices.

**Keywords:** *Gender, education, academic choice, mathematics, science and technology*

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### Factors Satisfaction Assessment of Teachers Professional Activity

*I.A. Rudaleva, I.A. Kabasheva and E.R. Kovaleva*

The article attempts to identify the determinants of occupational satisfaction of teaching staff of higher education institutions. The most significant satisfaction factor for teacher is material stimulation of wage. The next most important factor is the work organization in an educational institution. For attraction young promising and experienced professionals to work in an educational institution it's necessary to create favorable conditions. It binds us with the realization of opportunities for professional growth and career development, and scientific activities. These findings are reinforced by revealed a close relationship the growth of professional knowledge, satisfaction with the work process itself and satisfaction with teaching activities in general. Ambiguous looks negative contribution factor of intangible incentive in satisfaction of teachers their activities. In a situation of low wages in the education sector of Russia, different forms of non material stimulation encourage negative perceptions of employees.

**Keywords:** *Teaching staff, educational activities, occupational satisfaction, employee satisfaction factors*

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### Assessment of Higher Education Financing in Different Countries

*N. Tolga Saruç and Gonca Güngör Göksu*

Higher education is important for several reasons for countries. It is an important step for countries in achieving higher levels of development. The quality and efficiency of higher education is necessary for reaching a high level of country's human capital. Different countries use different higher education financing models with different success rates. While, some countries apply mainly private sector financing, others employ higher education system which financed by public sector. Each country's public sector contribution to higher education financing varies significantly. There have been important developments in higher education system in many countries recently. The balance has changed as a result of the developments occurred in this area and the contribution levels of private and public sectors to the higher education financing have also differed. In this study different application of higher education financing systems are discussed. We also analyze the contributions of the different actors participating in the higher education financing. Higher education financing systems of the different countries were examined. In the first part of this study, the theoretical framework of higher education services is focused on. In the second part, the comparison of the shares of actors contributed to the higher education financing in the countries in question was given. Thus, comparative analysis of the higher education system among countries was made. The last chapter consists of the conclusions and recommendations. In this context, the determination of the contribution levels of the actors participating in the higher education financing and the detection of the differences between countries are intended.

**Keywords:** *Higher Education Finance, Country Comparisons*

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## The Relationship between Personality Traits and Age of Women with Fertility

Parichehr Moayedzadeh and Ali Khademi

Infertility has a great influence on families and the society and has attracted the attention of many researchers to investigate factors of infertility. Because the number of woman that care education and engagement have been increased. On the other hand, economic conditions and fluctuate salary due to postponement of pregnancy. So, can cause increased pregnancy age and infertility. The purpose of this study was to examine the relationship between personality traits and age of women with fertility. This research employed descriptive-analytical method and was carried out on a sample of 226 pregnant women referring to the health centers of Urmia was conducted in 2013 who were selected using convenience sampling. The research tools included Big Five personality questionnaire and the researcher-made personal information questionnaire. Data were analyzed using diagnostic analysis, Kramer correlation and K square. Results showed that neuroticism had a significant relationship with infertility. Moreover, agreeableness has higher correlation to the fertility. However, age of women had insignificant relationship with the fertility. The results of the present research indicate the significance of the personality traits and in fertility indicating that personality traits are significant predictors of fertility. This can help individuals in fertility based on their personality characteristics.

**Keywords:** Fertility, personality trait, age, women, infertility

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## Teaching Men's Negotiation of Masculinities and Violence against Women in Algeria: Speak up in Higher education!

Amina Babou

Gender and violence is a moot and miscellaneous arena which has been proliferated so tremendously and rapidly in recent years. The scrutiny of violence against women has been a burning issue with regard to the conflicting attempts to define it. In this research paper, we aim at tackling the relationship between violence and gender identities in negotiating masculinities, and to unearth mainly the hidden causes of it. Interestingly, we should note that the violence, we intend to investigate with relation to gender, includes sexual harassment, sexual assault, domestic violence, psychological violence (intimidation and verbal aggressiveness), and forced marriage as well. As a starting point, we assume that practicing violence against women has an intimate relation with negotiating masculinities in different communities of practice (Cofp) in the society. We embark upon gender-based violence which means any assault directed towards another person (usually female) for one reason or another within male dominated social systems, mainly in the Arab world. This pulls us to think about the idea which reads that men's violence against women is embedded within a complicated network of patriarchy, andocentric stereotypes and the endeavour to negotiate social/gender masculinities. Our basic premise is that social power, which is peculiar to men, plays a prominent role in the outburst of male/female miscommunication and may exacerbate the need to practice violence in some cases. Violence is *per se* a display of power by men against women in a host of cases. Critical discourse analysis (CDA) researchers are usually more interested in the way discourse re (produces) social dominion and the power misuse of one group over another. Besides drawing on the CofP framework, we tend to trace Fairclough's CDA which is a type of discourse analytical research, which tackles, for the most part, how social power, abuse, dominance and imbalances in power, are enacted, reproduced, and resisted via the use of language. The participants in this study are 214 embracing both males and females residing in Algeria. They are housewives, educators, professors, with a special focus on the women victims from the 'National Centre for Girls and Women Victims of Violence and Distress'. We opt for triangulating the crux of this investigation via observing, interviewing and questioning later to check. As reported by 54.20% of male respondents, problems of unemployment and poverty, for instance, may impede the negotiation of normative masculinities. This hiatus between normative social roles and lived realities of masculinity might be considered as one of the causative factors in the performance of gender-based violence in the MENA region. Differences in gender norms and roles often create inequalities, whereby one gender (usually males) becomes empowered to the disadvantage of the other. For this very reason, teaching gender norms and how to change the construction of masculinities are required in teaching social sciences.

**Keywords:** CDA, cofp, gender identities, teaching masculinities, violence, women

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## İlköğretim İkinci Kademe Öğrencileri için Sosyal Sermaye Ölçeği Adaptasyon Çalışması

Faik Ardahan and Melek Ezici

Bu çalışmanın amacı Huang, L. (2008) tarafından geliştirilen ilköğretim ikinci kademe öğrencilerinin Sosyal Sermaye değerini belirlemek için kullanılan İlköğretim Öğrencileri Sosyal Sermaye Ölçeğinin Türk toplumu için adaptasyonunu yapmak, geçerliliğini ve güvenilirliğini tespit etmektir. Bu çalışmanın araştırma gurubunu Antalya'da bulunan devlet ve özel beş farklı ilköğretim okulunun sekizinci sınıfında okuyan ve araştırmaya gönüllü olarak katılan toplam 325 öğrenciden oluşturmaktadır. Orijinali 18 madde ve 4 alt guruptan oluşan Sosyal Sermaye Ölçeğine açıklayıcı faktör analizinde 5 maddenin varyans değeri 0.5 den küçük olduğu için faktör analizinde çıkarılıp yeniden faktör analizi yapılmış, 13 madde dört faktörde gruplanmıştır. Ölçeğin Kaiser-Mayer-Olkin Örneklem Yeterlilik Ölçümü 0.828, Bartlett Küresellik testi  $p < 0.05$  olarak bulunmuştur. Ölçeğin yeni hali ile Cronbach's Alpha katsayısı 0.838, toplam açıklanan varyans 67.476 olarak bulunmuştur. Bu değer ölçeğin istatistiki olarak yeterli güvenilirlikte ve geçerlilikte olduğunu göstermektedir. Bu bulgular ve sonuçlar göz önünde bulundurulduğunda da ölçeğin Türk popülasyonu için güvenilir ve geçerli bir ölçek olduğunu söylemek mümkündür

**Anahtar Kelimeler:** Güvenirlilik-geçerlilik, sosyal sermaye ölçeği, ilköğretim ikinci kademe

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## İlköğretim Sekizinci Sınıf Öğrencilerinin Sosyal Sermaye Profili: Antalya Örneği

Faik Ardahan and Melek Ezici

Bu çalışmanın amacı Antalya örneğinde ilköğretim sekizinci sınıf öğrencilerinin sosyal sermaye profillerini belirlemektir. Çalışmada Huang, L. (2008) tarafından geliştirilen ve Ardahan (2014) tarafından Türkçe adaptasyonu yapılan İlköğretim İkinci Kademe Öğrencileri İçin Sosyal Sermaye Ölçeği kullanılmıştır. Tanımlayıcı araştırma biçiminde olan çalışmanın örneklem gurubu Antalya'da bulunan üç devlet ve iki özel beş farklı ilköğretim okulunun sekizinci sınıfında okuyan ve araştırmaya gönüllü olarak katılan toplam 325 öğrenci oluşturmaktadır. Verilerin değerlendirilmesinde; betimsel istatistiklerin yanında, Tek Yönlü Varyans Analizi, Bağımsız Örneklem t testi kullanılmıştır. Farklılığı yaratan grup ya da grupların belirlenmesinde Tukey-b testi kullanılmış, sonuçlar 0.01 ve 0.05 anlamlılık düzeylerinde değerlendirilmiştir. Araştırma sonuçlarına göre; Sosyal sermaye boyutlarından "Öğretmenden Yardım İsteme" alt boyutunda devlet okulları, orta ve daha altı geliri olan ailelerin lehine bir farklılık olduğu, okullara göre Beşkonak ve Dr. Galip Kahraman ilköğretim okulları ve cinsiyete göre kızların lehine "Arkadaşlardan Yardım İsteme" boyutunda, anne ve babaların eğitim durumuna göre bakıldığında; "Öğretmenden Yardım İsteme" ve "Toplam Sosyal Sermaye" boyutlarında ilköğretim mezunu olan annelerin lehine ve "Öğretmenden Yardım İsteme", "İyi Öğretmen Arkadaş İlişkisi" ve "Toplam Sosyal Sermaye" faktörleri arasında ilköğretim mezunu olan babaların lehine, ailenin ekonomik durumunun son iki yıllık durumu ve komşularla karşılaştırılması durumunda hiçbir alt gurupta farklılığın olmadığı, anne ve babanın çalışma durumuna göre herhangi bir alt boyutta farklılığın olmadığı, öğrencilerin son üç yıllık başarı durumları ile "İyi Anne-Baba İlişkisi", "Öğretmenden Yardım İsteme" ve "Toplam Sosyal Sermaye" faktörleri arasında farklılığın iyileşme yönünde olduğu, Matematik, Fen ve Din Kültürü ve Ahlak bilgisi dersleri ile "İyi Anne-Baba İlişkisi" faktörü arasında bir korelasyon olduğu bulunmuştur.

**Anahtar Kelimeler:** Sosyal sermaye, ilköğretim ikinci kademe, sosyal sermaye profile

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## Bilgisayar Oyunlarına Yönelik Tutum Ölçeği'nin Türkçe Formu'nun Geçerlik ve Güvenirliliği

Ahmet Akin, Ümran Akin, Yunus Altundağ, Mehmet Emin Turan, Fatma Firdevs, Adam Karduz, Ahmet Özbay ve Merve Kaya

Birçok araştırmacı akademik performansı, bilişsel gelişimi, öğrenme motivasyonunu arttıran bir araç olarak bilgisayar oyunlarını okul müfredatına dâhil etmeye çalışmışlardır. Bilgisayar oyunları, öğrencilere görselleştirme, deneyim ve yaratıcılık süreçlerini yaşatarak, öğrenme sürecine katkıda bulunabilir. Bilgisayar oyunları aynı zamanda öğrencilere geri bildirim sağlayarak, öğrencilerin meraklarının giderilmesini ve başarıma duygusu yaşamalarını sağlayabilmektedir. Bu araştırmanın amacı Bilgisayar Oyunlarına Yönelik Tutum Ölçeği'ni (Liu, Lee & Chen, 2013) Türkçeye uyarlamak ve ölçeğin geçerlik ve güvenilirlik analizlerini yapmaktır. Araştırma 312 lise öğrencisi üzerinde yürütülmüştür. Ölçeğin Türkçeye uyarlama sürecinde öncelikle İngilizce formu, iyi düzeyde İngilizce bilen dört öğretim üyesi tarafından Türkçeye çevrilmiş ardından İngilizceye geri çevrilmiştir. Daha sonra Türkçe form anlam ve gramer açısından incelenerek gerekli düzeltmeler yapılmış ve denemelik Türkçe form elde edilmiştir. Bilgisayar Oyunlarına Yönelik Tutum Ölçeği'nin yapı geçerliği için doğrulayıcı faktör analizi uygulanmıştır. Bilgisayar Oyunlarına Yönelik Tutum Ölçeği'nin güvenilirliği iç tutarlılık yöntemiyle, madde analizi, düzeltilmiş madde-test korelasyonu ile incelenmiştir. Analizler LISREL 8.54 ve SPSS 13.0 ile yapılmıştır.

**Anahtar Kelimeler:** Bilgisayar oyunları, bilgisayar oyunlarına yönelik tutum, ölçek uyarlama, geçerlik, güvenilirlik

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**Ergenler için Akıllı Telefon Bağımlılığı Ölçeği'nin Türkçe Formu'nun Geçerlik ve Güvenirliği**  
*Ahmet Akın, Mehmet Emin Turan, Yunus Altındağ, Umran Akın, Erol Uğur, Mustafa Ercengiz ve Banu Yıldız*

Son yıllarda akıllı telefonların popülaritesi gittikçe artmaktadır. Ülkemizde 2011 yılındaki internet kullanım oranı %42,9 olup bunun %4'ü akıllı telefonlarla elde edilmekteyken, 2013 yılındaki internet kullanım oranı yaklaşık %49 olup bunun %16'sı telefonlardaki mobil bağlantılar yoluyla gerçekleşmektedir. Ülkemizde olduğu gibi tüm dünyada da kullanıcı sayısının hızla artmasıyla akıllı telefon bağımlılığı da artmaktadır. Hatta bu bağımlılık oranının klasik internet bağımlılığını geçtiği ifade edilmektedir. 2013 yılında ABD'deki akıllı telefon kullanım oranı %50'yi, Güney Kore'de ise %65'leri aşmış durumdadır. Akıllı telefonlardaki mobil uygulamalar, sosyal medya araçları ve oyunların internet imkânıyla birlikte sunulmuş olması akıllı telefon kullanımını da hızla artırmaktadır. Yaklaşık on yıl önce internet bağımlılığı kavramı ön plandayken, şimdilerde bu kavramın yerini akıllı telefon bağımlılığı kavramı almıştır. Bu araştırmanın amacı Ergenler İçin Akıllı Telefon Bağımlılığı Ölçeği'ni (Kwon, Kim, Cho ve Yang, 2013) Türkçeye uyarlamak ve ölçeğin geçerlik ve güvenirlilik analizlerini yapmaktır. Araştırma 312 lise öğrencisi üzerinde yürütülmüştür. Ölçeği Türkçeye uyarlama sürecinde öncelikle İngilizce formu, iyi düzeyde İngilizce bilen beş öğretim üyesi tarafından Türkçeye çevrilmiş ardından İngilizceye geri çevrilmiştir. Daha sonra Türkçe form anlam ve gramer açısından incelenerek gerekli düzeltmeler yapılmış ve denemelik Türkçe form elde edilmiştir. Ergenler İçin Akıllı Telefon Bağımlılığı Ölçeği'nin yapı geçerliği için doğrulayıcı faktör analizi uygulanmıştır. Ergenler İçin Akıllı Telefon Bağımlılığı Ölçeği'nin güvenirliliği iç tutarlılık yöntemiyle, madde analizi, düzeltilmiş madde-test korelasyonu ile incelenmiştir. Analizler LISREL 8.54 ve SPSS 13.0 ile yapılmıştır. Ölçeğin yapı geçerliği için uygulanan doğrulayıcı faktör analizi sonucunda, orijinal formda olduğu gibi tek boyutta uyum verdiği görülmüştür ( $\chi^2= 56.92$ ,  $sd= 31$ ,  $RMSEA= .052$ ,  $NFI= .96$ ,  $NNFI= .97$ ,  $IFI= .98$ ,  $RFI= .94$ ,  $CFI= .98$ ,  $GFI= .96$  ve  $SRMR= .052$ ). Ölçeğin Cronbach Alfa iç tutarlılık güvenirlilik kat sayısı .88 olarak bulunmuştur. Ölçeğin düzeltilmiş madde-test korelasyonları .43 ile .76 arasında sıralanmaktadır. Bu sonuçlara göre Ergenler İçin Akıllı Telefon Bağımlılığı Ölçeği'nin Türkçe formunun geçerli ve güvenilir bir ölçme aracı olduğu söylenebilir.

**Anahtar Kelimeler:** Akıllı telefon, akıllı telefon bağımlılığı, ölçek uyarlama, geçerlik, güvenirlilik

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**Eğilimsel Pozitif Duygu Ölçekleri'nin Türkçe Formu'nun Geçerlik ve Güvenirliği**

*Ahmet Akın, Yunus Altındağ, Mehmet Emin Turan, Umran Akın, Merve Kaya, Çınar Kaya ve Fatih Usta*

**Araştırmanın amacı:** Literatür, yedi farklı pozitif duygu (neşe, huzur, gurur, sevgi, duyarlılık, mizah ve hayranlık) tanımlamaktadır. Bu pozitif duygular, uzun dönemde bireyin uyumunu artırarak, fırsatları değerlendirmesine ve kaynakları etkin bir biçimde kullanmasına yardımcı olmaktadır. Neşe duygusu, bazen mutluluk olarak da tanımlanmıştır. Bireyler neşeliyken, yüksek düzeydeki uyanıklık durumları nedeniyle, başarı elde etmek için daha fazla enerji harcayabilmektedirler. Huzur, bireyin ihtiyaçları karşılandığında veya birey ihtiyaçlarından daha fazlasını elde ettiğinde yaşanmaktadır. Bu duygu temel ihtiyaçlar karşılandığında ortaya çıkabilmektedir. Gurur hissi, birey sosyal açıdan değerli bir şey başardığında veya sosyal statüsünü yükselttiğinde hissedilebilmektedir. Sevgi terimi, romantik sevgi, aile ve arkadaş sevgisi, nesnelere karşı duyulan sevgi gibi geniş bir perspektifle ele alınmaktadır. Duyarlılık literatürde sempati, başkaları ile samimi bağlar kurmamızı kolaylaştıran duygusal bir öge olarak ele alınmıştır. Mizah, bireyin mevcut bilgi yapısını kullanarak duruma esprili ve farklı anlam yükleyen bilişsel yön değiştirme yaşantısı sonucunda hissedilir. Hayranlık ise bilişsel uyumun hızlı şekilde gerçekleştiği durumlarda yaşanan bir duygu olarak ele alınmaktadır. Bu araştırmanın amacı Eğilimsel Pozitif Duygu Ölçekleri'ni (Shiota, Keltner & John, 2006) Türkçeye uyarlamak ve ölçeğin geçerlik ve güvenirlilik analizlerini yapmaktır. Araştırma 294 üniversite öğrencisi üzerinde yürütülmüştür. Ölçeğin Türkçeye uyarlama sürecinde öncelikle İngilizce formu, iyi düzeyde İngilizce bilen iki öğretim üyesi tarafından Türkçeye çevrilmiş ardından İngilizceye geri çevrilmiştir. Daha sonra Türkçe form anlam ve gramer açısından incelenerek gerekli düzeltmeler yapılmış ve denemelik Türkçe form elde edilmiştir. Eğilimsel Pozitif Duygu Ölçekleri'nin yapı geçerliği için doğrulayıcı faktör analizi uygulanmıştır. Eğilimsel Pozitif Duygu Ölçekleri'nin güvenirliliği iç tutarlılık yöntemiyle, madde analizi ise düzeltilmiş madde-test korelasyonu ile incelenmiştir. Analizler LISREL 8.54 ve SPSS 13.0 ile yapılmıştır. Ölçeğin yapı geçerliği için uygulanan doğrulayıcı faktör analizi sonucunda, ölçeğin orijinal formda olduğu gibi yedi boyutta uyum verdiği görülmüştür ( $\chi^2= 1490.20$ ,  $sd= 637$ ,  $RMSEA= .068$ ,  $IFI= .82$ ,  $CFI= .81$ ,  $SRMR= .081$ ). Ölçeğin Cronbach Alfa iç tutarlılık güvenirlilik katsayıları neşe alt ölçeği için .78, huzur alt ölçeği için .82, gurur alt ölçeği için .72, sevgi alt ölçeği için .63, duyarlılık alt ölçeği için .83, mizah alt ölçeği için .49 ve hayranlık alt ölçeği için .65 olarak bulunmuştur. Ölçeğin düzeltilmiş madde-test korelasyonları .18 ile .74 arasında sıralanmaktadır. Bir ölçeğin iç tutarlılık güvenirlilik katsayısının en az .70 olması istenir (Tavşancıl, 2002). Eğilimsel pozitif duygu ölçeklerinin sevgi alt ölçeğinin .63, mizah alt ölçeğinin .49 ve hayranlık alt ölçeğinin .65 korelasyon katsayısı olduğu ve bu değerlerin .70'in altında olduğu görülmektedir. Ayrıca doğrulayıcı faktör analizinde IFI ve CFI değerlerinin .90'ın altında olduğu görülmektedir (Çokluk, Şekercioğlu ve Büyüköztürk, 2010). Yapılan çalışmalara ek olarak, ölçeğin uyum geçerliğini belirlemek ve ölçeği test tekrar test yöntemiyle incelemek yararlı olabilir.

**Anahtar Kelimeler:** Eğilimsel pozitif duygular, neşe, huzur, gurur, sevgi, duyarlılık, mizah, hayranlık, ölçek uyarlama, geçerlik, güvenirlilik

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## Sosyal Fizik Kaygısı ve Beden İmgesiyle Baş etme Stratejilerinin Öznel İyi Oluş Üzerindeki Yordayıcı Rolü

Fatma Sapmaz, Pınar Topcuoğlu, Duygu Nalbant, Musa Yıldırım, Uğur Sızır ve Nuh Horuz

Benlik algısının temel yapı taşlarının başında gelen beden imgesi bireyin bedeniyle ilgili duygu, düşünce tutum, inanç ve algılayışının bileşiminden oluşan bir kavramdır. Bu bağlamda beden imgesi bireyin vücudunu yeterli olarak algılayıp algılamadığını yansıtır. Bireyin olumsuz ya da düşük beden imgesine sahip olması benlik algısından ruh sağlığına kadar uzanan geniş bir yelpazede kişinin yaşamına etki etmektedir. Bununla birlikte sahip olunan beden imgesi kadar bu imgeyle nasıl başa çıkıldığı da son derece önemlidir. Literatürde beden imgesiyle baş etme stratejileri olarak adlandırılan bu durum kısaca, bireyin beden imgesiyle ilgili tehdit ya da olumsuz algılamalarıyla ne şekilde mücadele ettiğinin bir göstergesi olarak tanımlanabilir. İlgili literatür incelendiğinde beden imgesinin çoğunlukla depresyon, yeme bozuklukları ve somatoform bozukluklar gibi psikolojik problemlerle birlikte ele alındığı görülmektedir. Bununla birlikte bireyin psikolojik bir probleme sahip olmaması onun yaşamdan doyum sağladığı ve mutlu olduğu anlamına gelmemektedir. Bu noktadan hareketle sosyal fizik kaygısı ve beden imgesiyle baş etme stratejilerinin mutlulukla birlikte ele alınmasının önemli olduğu ve alana katkı sağlayacağı düşünülmektedir. Bu çalışmada sosyal fizik kaygısı ve beden imgesiyle baş etme stratejilerinin mutlulukla olan ilişkisinin incelenmesi ve söz konusu değişkenlerin mutluluğu ne oranda açıkladığının belirlenmesi amaçlanmıştır. Araştırmaya Sakarya Üniversitesi Eğitim Fakültesinin çeşitli bölümlerinde öğrenimlerini sürdüren 321'i kız( %73,3) ,101'i erkek( %23,1) olmak üzere toplam 438 üniversite öğrencisi katılmıştır. Bu öğrencilerden 16'sı ise (%3,6) cinsiyetini belirtmemiştir. Araştırmada veri toplama aracı olarak Oxford Mutluluk Ölçeği-Kısa Formu(OMÖ), Beden İmgesiyle Baş Etme Stratejileri (BİBSE) ve Sosyal Fizik Kaygı Envanteri (SFKE) kullanılmıştır. Beden imgesi baş etme stratejilerinin mutluluğu yordama düzeyini belirlemek amacıyla çoklu doğrusal regresyon analizinden yararlanılmıştır. Beden imgesiyle baş etme stratejileri ve sosyal fizik kaygının mutluluğu açıklama düzeyini belirleyebilmek amacıyla Çoklu Regresyon Analizi yapılmış ve varsayımları incelenmiştir. Beden imgesiyle baş etme stratejileri mutluluğu %10 luk bir oranda yordama gücüne sahip iken ( $r^2=0.097$ ,  $p<.05$ )sosyal fizik kaygının mutluluğu yordama gücü ise %12dir( $r^2=0.12$ ,  $p<.05$ ) . Beden imajıyla baş etme stratejilerinin alt boyutlarından olan mantıksal olumlu kabullenme mutluluğu pozitif yönde ( $t=3.573$ ,  $p<.05$ ), kaçınma ise negatif yönde anlamlı olarak yordamaktadır ( $t=-4.846$ ,  $p<.05$ ). Görünüşü düzeltme alt boyutu ile mutluluk arasında ise anlamlı bir fark bulunmamıştır ( $t= -0.585$ ,  $p<.05$  ). Son olarak sosyal fizik kaygısının mutlulukla ilişkisine dair bulgular incelendiğinde, fiziksel görünüm rahatlığının ( $t=7.197$ ,  $p<.05$  ) ve olumsuz değerlendirme beklentisinin (  $t=1.446$ ,  $p<.05$ ) her ikisinin de mutlulukla pozitif yönde ilişkili olduğu görülmüştür. Beden imgesiyle baş etme stratejilerinin alt boyutları olan mantıksal olumlu kabullenme ile mutluluk arasında pozitif yönde, kaçınma ile mutluluk arasında ise negatif yönde anlamlı bir fark bulunmuştur. Mantıksal olumlu kabullenme düzeyi artan kimselerin mutluluk düzeylerinin artarken, kaçınma yöntemini kullananlarının mutluluk düzeyinin azaldığı görülmüştür. Görünüşü düzeltme alt boyutu ile mutluluk arasında ise istatistiksel olarak anlamlı bir ilişki bulunmamıştır. Sosyal fizik kaygısının her iki alt boyutu (olumsuz değerlendirilme beklentisi ve fiziksel görünüm rahatlığı) ile mutluluk arasında ise negatif yönlü bir ilişki olduğu saptanmıştır. Bu durum bireylerin sosyal fizik kaygı düzeyi arttıkça mutluluk düzeyinin düştüğü şeklinde yorumlanabilir.

**Anahtar Kelimeler:** Sosyal fizik kaygısı, beden imgesiyle başa çıkma, öznel iyi oluş

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## Üniversite Öğrencilerinin Öznel İyi Oluşlarının Minnettarlık, Affedicilik ve Alçakgönüllük ile Yordlanması

*Fatma Sapmaz, Musa Yıldırım, Uğur Sızır, Duygu Nalbant, Pınar Topcuoğlu ve Nuh Horuz*

Bu çalışmada affetme, minnettarlık ve alçakgönüllük değişkenleri ile mutluluk arasındaki ilişkilerin incelenmesi ve söz konusu değişkenlerin mutluluğu ne düzeyde yordadığının ortaya konması amaçlanmıştır. Araştırma grubunu 2013-2014 eğitim-öğretim yılında, Sakarya Üniversitesi Eğitim Fakültesi'nin farklı bölümlerinde öğrenimlerini sürdüren 321'i (% 72.5 ) kadın, 110'u (%24.8 ) erkek olmak üzere toplam 443 üniversite öğrencisi oluşturmaktadır. Öğrencilerden 12 si (%2.7) ise cinsiyetini belirtmemiştir. Araştırmanın amacı doğrultusunda katılımcıların affetme düzeylerini belirlemek için "Heartland Affetme Ölçeği", minnettarlık düzeylerini belirlemek için ise "Minnettarlık Ölçeği"nden yararlanılmıştır. Öğrencilerin alçakgönüllülük düzeylerini saptamak amacıyla "Alçakgönüllülük Ölçeği" kullanılırken, mutluluk düzeylerini ölçmek için ise "Oxford Mutluluk Ölçeği Kısa Formu"ndan faydalanılmıştır. Çalışmada yordayıcı değişken olarak işlem gören affedicilik, minnettarlık ve alçakgönüllülük ile yordanan değişken olarak işlem gören mutluluk arasındaki ilişkiler Pearson Momentler Çarpımı Korelasyon Analizi ile incelenmiştir. Araştırmanın yordayıcı değişkenlerinin mutluluğu açıklama düzeyini belirlemek amacıyla Hiyerarşik Regresyon Analizi kullanılmıştır. Araştırmanın yordayıcı değişkenleri ile mutluluk arasındaki ilişkiler incelendiğinde minnettarlık ve mutluluk arasında pozitif yönlü bir ilişkinin olduğu görülmüştür. Benzer şekilde affetmenin alt boyutlarından kendini affetme ve durumu affetmenin de mutlulukla arasındaki ilişkinin pozitif yönlü olduğu saptanırken buna karşın başkalarını affetme ile mutluluk arasında istatistiksel olarak anlamlı bir ilişki olmadığı bulunmuştur. Son olarak alçakgönüllüğün alt boyutlarını oluşturan açıklık, kendini değerlendirme ve diğerlerine odaklanma ile mutluluk arasında da pozitif yönlü bir ilişkinin olduğu görülmüştür. Sadece kendinden vazgeçme ile mutluluk arasındaki ilişkiler ise istatistiksel olarak anlamlı değildir. Minnettarlık, alçakgönüllülük ve affetmenin alt boyutlarının mutluluğu yordama gücünün belirlenmesi amacıyla yapılan hiyerarşik regresyon analizi sonuçlarına göre ise ilk aşamada modele giren ve mutluluğu en çok açıklayan değişkenin minnettarlık olduğu görülmüştür. Minnettarlığı takiben mutluluğu sırasıyla üçüncü sırada modele giren alçakgönüllüğün (açıklık, kendini değerlendirme alt boyutları ile) ve ikinci sırada modele giren affetmenin sadece durumu affetme boyutu yordadığı saptanmıştır. Araştırmada minnettarlık diğer değişkenler arasında mutluluğu en çok yordayan değişkendir. Affetmenin alt boyutlarından, kendini affetme ve başkalarını affetme mutluluğu anlamlı düzeyde yordamazken, buna karşın durumu affetme mutluluğun anlamlı ve pozitif yönde yordamaktadır. Araştırmanın üçüncü değişkenini oluşturan alçak gönüllüğün ise açıklık ve kendini değerlendirme olmak üzere iki alt boyutu mutluluğu anlamlı olarak açıklamaktadır.

**Anahtar Kelimeler:** *Minnettarlık, Affedicilik, Alçakgönüllülük, Öznel İyi Oluş*

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## Technophobia in the EFL Classroom. So, Teaching Gender Issues Still Matters in Algerian Higher Education

Amina Babou

It seems blatant that teaching English as a foreign language is more than just explaining grammar and tossing a bundle of novel words to be learnt. The overall gist of this scrutiny spans roughly between two momentous purposes. The first objective is to explore to what extent the use of digital resources in the EFL class plays a pivotal role in learning language information and skills. And the crux of this paper is to investigate how EFL students' technophobia flickers in the EFL classroom. A triangulation approach to data collection was exerted. To grapple with the full range of issues about the negotiation of identities while the fear of advanced technology is present in the classroom, we opt for observing, interviewing, and questioning later to check. Prior to undertaking this investigation, we have gleaned that gender bias and technophobia still fluctuate in and out the EFL classroom in the Algerian university. Some of the damaging stereotypes endorse the idea that solely females are superior EFL learners, and that technology is a masculine domain, in which males dominate the field of ICT pulling females away. We endeavour to challenge the negative stereotypes and sex segregation in educational institutions. Participants in this experiment are 122 tertiary English students from the University of Hassiba Benbouali (Chlef), 64 females and 58 males. As observed, the benefits of the blogs were unobtrusive in the first half of the fifth semester inasmuch as 84% of female students reveal a greater level of anxiety in using them. Deeming the EFL classroom as a community of practice (Cofp), we try to imbue the students with the idea that participation within the Cofp is social and designates conviviality even in the absence of the direct contact with others. The community of practice plays a pivotal role in cogitating about the pliable nature of the EFL students' gender identity, since individuals are social actors who are constantly striving to anchor themselves in a wide range of different communities with different norms and values, and they will have; therefore, miscellaneous identity positions within these groups, both dominant and marginal. As reported by the questionnaire at the end of the semester, 96.8% of female students underpin the fact that gender parity in ICT in the EFL classroom provides them with more autonomy and intrinsic motivation to break silence and inhibit digital exclusion because of the inherent sexism in patriarchal cultures that intimidate the female, albeit the fact that young boys and girls seem to be similarly involved and interested in adopting ICT tools. Accordingly, ICT provides them with a tremendous breadth of participation in the EFL community of practice to assert themselves and negotiate power through education. As expected, 75% of male students who participated in the use of blogs' experiment exhibit a blatant tendency to eschew their reluctance to speak in the oral performance course. The use of ICT pulls both male and female students to the core of the EFL classroom. Teaching gender and language from the new perspective of the 'community of practice' framework matters in the EFL education, it allows us to understand how learners readjust the meanings of masculinity and femininity, to negotiate their identities, not as a bundle of fixed binary rules, but as a tractable practice to convey their *status-quo* in the EFL classroom which adopts ICT. Achieving gender equality in the application of ICT would stipulate going beyond mainstreaming gender and gender sensitive pedagogical interests into higher educational arenas, particularly in the EFL classroom. We strive to tackle how technophobia may be entwined with the construction of gender identities among EFL students.

**Keywords:** EFL education, gender identities, technophobia

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## The Games 3-6 Aged Children's Wish to Play in the School Garden

Müge Yurtsever Kılıçgün

School gardens are places where children meet their needs such as breathe fresh air, relaxation, learning, movement and play. A well-planned garden should be able to meet children's needs. Whenever, school gardens are designed, children's views and recommendations should be given. Hence, the aim of the study was to determine what 3-6 aged children want to play in school garden. In the scope of research, games wanted by children to play in the school gardens were analyzed under three headings as activity types, structure and number of players. 139 girls, 145 boys, totally 284 children were taken place in research's sample. 3 aged children was 63, 4 aged was 77, 5 aged was 82 and 6 aged was 62. In the scope of research, it was asked from 3-6 aged children to imagine a game they wanted to play in school garden and to draw and describe this game. Data were analyzed by using percent (%), frequency (f) and chi-square analysis. Games were analyzed according to their structure it was observed that gender wasn't cause significant difference. Children aged 3-5 drew imaginative games, while aged 6 drew co-operative games. When games were analyzed according to the type of activity, it was detected that girls drew of stable game equipments such as swing, slide, while boys drew games without equipments such as running, chase. With increasing age, it was seen that children wanted to games held with vehicle like cycling, roller skating, games using objects like balls, string, games containing songs, rhymes and games performed with peripheral equipment such as climbing, swimming. With decreasing age children wanted to play with natural materials like sand, water, stable game like swing, slide and mimic and role-playing games. When games were analyzed according to number of the player, it was determined that gender wasn't cause difference. With decreasing age it was seen that children wanted to play individual games, while with increasing age children wanted to games played as a group.

**Keywords:** School garden, type of game, age, gender

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## Adapting a Turkish Middle School Textbook to Develop Cultural Awareness

Meliha R. Şimşek

The restructuring of the primary and secondary education in 2012 (by a law also known as the “4+4+4” formula in Turkey) has led the Ministry of National Education (MONE) to redesign the curriculums. Since English is now taught from the second grade onwards, new syllabuses for the second and third grades have been introduced, while those of the fourth and eighth grades have also been revised for ensuring continuity of instruction. MONE strongly advocates that Turkish citizens need to develop communicative competence in English, if future progress is to be made in the economic, political and social arenas. They also point out that the failure of the Turkish students in learning foreign languages can be related to the presentation of language as an ordinary school subject rather than a medium of communication. For the above reasons, MONE has launched a new coursebook for eighth graders, entitled “Forward English”. Like all the other materials governmentally produced, the new coursebook attempts to provide students with the natural use of English in authentic texts and aims to develop intercultural competence by presenting elements of the target and other cultures as well as emphasizing the values of the home culture (English Curriculum for Primary and Middle Schools by MONE, 2013). However, even an impressionistic overview of the units in the new coursebook indicates that the texts are merely used for contextualizing the language functions identified in each unit; and cannot develop students’ ability to read in English for communication, as well as lacking depth in cultural content. Therefore, this study provides an analysis of a unit from Forward English, a locally-produced and MONE-approved coursebook, and suggests adaptation strategies for developing reading skills and cultural awareness in the global world.

*Keywords: Local coursebooks, intercultural competence, unit analysis, adaptation*

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## Ortaokul Öğrencilerinin Çoklu Zekâ Alanlarının İncelenmesi (Malatya Örneği)

Hasan Aydemir ve Yalçın Karah

Bu araştırmanın genel amacı ortaokul öğrencilerinin çoklu zekâ kuramına göre baskın zekâ alanlarının neler olduğunu belirlemek ve bu öğrencilerin bu zekâ alanlarına dağılımlarını etkileyebilecek olası faktörleri araştırmaktır. Araştırmanın çalışma evrenini, 2012-2013 eğitim-öğretim yılında Malatya Merkez ilçesine bağlı ortaokul 7. Sınıf öğrencileri oluşturmaktadır. Örneklemi ise bu ortaokullardan rastgele örnekleme yoluyla belirlenmiş 1198 tane 7. sınıf öğrencisi oluşturmaktadır. Araştırma tarama deseni kullanılarak yapılmıştır. Verilerin toplanmasında Armstrong (2009)’un “Multiple Intelligences in the Classroom” adlı kitabında yer alan kendini değerlendirme ölçeğinden yararlanılarak Çepni (2010) tarafından oluşturulan “Çoklu Zekâ Kuramı Değerlendirme Ölçeği” kullanılmıştır. Araştırma sonucunda elde edilen verilerin analizinde SPSS 20.0 (Statistical Package for the Social Sciences) for Windows paket programı kullanılmıştır. Araştırmada değişkenler kategorik olduğundan zekâ alanı değişkeninin kategorilerinde gözlenen değerler ile beklenen değerler arasında anlamlı bir farkın olup olmadığını belirlemek amacıyla Tek Örneklem Kay-Kare Testi, zekâ alanlarının hangi bağımsız değişkenlere göre farklılaştığını belirlemek amacıyla ise İki Değişken için Kay-Kare Testi kullanılmıştır. Değişkenler arası ilişkini gücü “Cramer’s V” değeri baz alınarak analiz edilmiştir. Araştırma sonucunda elde edilen bulgulara göre öğrencilerin zekâ alanlarına dağılımları anlamlı biçimde doğaç zekâ alanı olmuştur. Öğrencilerin zekâ alanlarına dağılımlarınınlacinsiyet, baba eğitim durumu ve ailenin aylık geliri arasında düşük-orta düzeyde anlamlı ilişki tespit edilmiştir. Zekâ alanları ile anne eğitim durumu, doğum yeri, kardeş sayısı, anne-baba mesleği arasında anlamlı ilişki bulunmamıştır.

*Anahtar Kelimeler: Zekâ, Çoklu Zekâ Kuramı, zekâ alanı, bireysel farklılık*

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## To What Extent Does Parents’ Involvement in Middle School Influence Children’s Educational Progress?

Assel Karibayeva and Yurdağül Boğar

Parents and teachers are the main two educators in majority of children’s life. Parental involvement means not only control children’s educational progress but also, participating in school meetings and events, contacting with teachers and helping children at home. Parental involvement is the crucial factor during the school life of children, especially in primary and middle schools. Scientists found that parental involvement can affect children’s academic progress, behaviour, language abilities, social skills, and generally perception of life. These days more parents are becoming less engaged in educational process of their children. Despite the fact that most parents want to be involved more, there are a lot of barriers for parental involvement such as parents’ education, lack of time and work commitments, not enough money or families belonging to the lower social classes and big schools with different teachers. All these issues can be solved by parents’ willingness and understandings of importance of their involvement. If parents find that middle schools are less comprehensive and bigger than primary schools they should be given guidance book or leaflets and may be sent letters. However, whether they will find time to read them or not, probably these methods cannot be a good solution for involvement. In addition, if schools can organise some courses or training programmes for parents, this might be the best solutions to guide parents and provide them with vital information. But, this approach may have some difficulties with finance, therefore organising courses will also depend on types of school. After parents building a good relationship with teachers, it may also positively effect on children’s education so, they might be motivated to learn and participate in school activities as well.

*Keywords: Parents involvement, children’s educational progress*

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## E-Learning in the System of the Pedagogical Education in Kazakhstan

*Kenzhebayev Gabit Kapezovich and Dalayeva Tenlik Toktarbekovna*

The aim of implementation of the electronic learning system (E-learning) into educational process by 2020 is an important priority in realization of the State program of the educational development in the Republic of Kazakhstan nowadays. Research of the problem of the E-learning organization in system of education is based on the comparative analysis of existing experience in the world and in Kazakhstan. In Kazakhstan the situation is improved by Internet access due to the latest technologies in this sphere. Positive dynamics in creation of digital educational resources in the sphere of pedagogical education is observed. In Kazakhstan during implementation of the measure plan in the State program of the educational development for 2011-2015 (1 stage) development of digital educational resources on school disciplines for the E-learning organization at comprehensive schools is carried out. To implement E-learning to educational process it is necessary to start fully drafting a program and educational production on study programs, it is necessary to develop training workshops and courses for preparation and retraining an academic staff is capable successfully professionally competently to work in conditions of E-learning system. E-learning in Kazakhstan is more successfully inculcated in the system of comprehensive school education. Organization of E-learning in the system of Higher Pedagogical Education is carried out without coordination, mainly it is limited by the organization of distance education in the higher educational pedagogical institutions.

**Keywords:** *E-learning, the state policy of an informatisation in Kazakhstan, the higher pedagogical education, the information and communication technologies (ICT), the digital educational resources*

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## Okulda Kıyafet Serbestisine İlişkin Öğrenci Görüşleri: Mümtaz Sosyal Sosyal Bilimler Lisesi Örneği

*N. Banu Süer ve H.Basri Gündüz*

Araştırmanın amacı, lise öğrencilerinin kılık - kıyafet konusundaki görüşlerini belirlemektir. Araştırma tarama modelindedir. Araştırmanın verileri nitel yöntemle araştırmacılar tarafından oluşturulan görüşme formuna dayalı olarak elde edilmiştir. Araştırmanın çalışma grubunu İstanbul'da bulunan Mümtaz Sosyal Sosyal Bilimler Lisesi'nden kasıtlı örnekleme yöntemiyle seçilen on üç öğrenci oluşturmaktadır. Çalışma grubunun belirlenmesinde; 27.11.2012 tarihli ve 28480 sayılı Resmi Gazetede yayımlanan "Millî Eğitim Bakanlığına Bağlı Okul Öğrencilerinin Kılık ve Kıyafetlerine Dair Yönetmelik" hükümleri ile ilk defa karşılaşan, birinci sınıfa devam ve eski yönetmelik hükümlerine tabi olarak 3 yıl eğitim almış öğrencilerin seçilmesine özen gösterilmiştir. Araştırmanın verileri, içerik analizi yöntemi ile çözümlenmiştir.

**Anahtar Kelimeler:** *Kılık - kıyafet, üniforma, okul kıyafeti, kılık kıyafette özgürlük*

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## Participation in Robotics Competitions as Motivation for Learning

*Dmitry Bazylev, Alexey Margun, Konstantin Zimenko and Artem Kremlev*

Motivation for learning is a central problem in a modern university, since motive is a source of activity, it performs an urging function and brings sense into education process. Motivation refers to an inner psychological characteristics of personality, shows a person's attitude toward the world and different activities. Activity without motive or with a weak one is not carried out at all or is highly unstable. The amount of effort that student makes in his studies depends on how he feels in a particular situation. Therefore, during the learning process it is important to evolve in students an intensive and inner urge to knowledge for gaining scientific experience and practical skills. An element of game and competition is one of the major aspects of motivation. The meaning of the proposed method is to create such terms of the education process, which provide a struggle between groups of students and such competition involves equal participation for each of them. Effective competitions are based on the following principles. Rules should be accessible, invariable and identical for all participants. Updating of the competition results should be regular and accessible. It is also required to comply with equal conditions of competition between the participants. Nowadays, the development of hardware and software allows us to realize in practice control algorithms developed in theory and verified by computer simulations. Experimental verification can be carried out at different elemental bases, such as robotic kit Bioloid, developed by the Korean company Robotis. This article describes the influence of the robotics competitions on the students interest in more profound knowledges of control theory and computer science. Thus, new skills are directly applicable to implementation in robotics practice.

**Keywords:** *Robotics, learning, competitions, robotis bioloid, motivation*

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## **Information and Communication Technology (ICT) in Higher Education: Advantages, Disadvantages, Conveniences and Limitations of Applying E-learning to Agricultural Students in Iran**

*Sogol Talebian, Hamid Movahed Mohammadi and Ahmad Rezvanfar*

Undoubtedly, the use of ICT in higher education is increasing rapidly all over the world. The use of ICT in education has intensely reformed learning and teaching processes. Furthermore, it has expanded new opportunities for learning and access to educational resources beyond those traditionally available. In this condition, the use of ICT in education creates a method of training called e-learning. By doing so, teaching and learning methods move from content-centered to competency-based curricula and they also move away from teacher-centered forms of delivery to student-centered forms. The educational effectiveness of ICT depends on how they are used and for what purposes. And like any other educational tool, ICT does not work for everyone or everywhere in the same way so, this paper attempts to investigate advantages, disadvantages, conveniences and limitations of applying ICT in conjunction with e-learning to agricultural students. The paper accentuates the role of ICT on Iranian students in Agricultural Higher Education in particular. It is evident from this study that one of the greatest advantages of ICT in teaching is that they can improve the quality and quantity of educational provision which leads to accessibility in time and place and also equity. Besides, allowing greater access to more students and more efficiency with better information, it is verified that e-learning dramatically improves learning process which can establish social development. In contrast, e-learning suffers from some disadvantages and limitations. Absence of teacher and access to unsupportive information are some of the e-learning disadvantages. Simultaneously, lack of appropriate infrastructure, undergoing high costs for establishment, enquiry for high funding to conserve and the need for computer literacy are some of e-learning limitations.

**Keywords:** *Information and communication technology, Higher education, E-learning, Methods of learning, Agricultural education*

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## **E-Learning in the Evaluation of Students and Teachers: LMS or Social Networks?**

*Artem Feshchenko, Ivan Kulikov and Galina Mozhaeva*

In modern education the important place is taken by the e-learning, which development substantially is defined by the evolution of technologies. Modern e-learning passed from application of separate technologies (video, multimedia, e-mail, etc.) to system decisions, among which Learning Management System (LMS) and social networks dominate. Herewith, preferences of students and teachers depend on many factors – from a level of development of technologies in higher education institution to the features of information culture of participants of e-learning. There is a popular opinion in Russia that teachers prefer to use LMS in e-learning, and students - social networks. In this article we present the results of research of the relation of e-learning participants to applied technologies on the example of students and teachers of National Research Tomsk State University as one of leading universities of Russia. The research includes questioning, statistical data processing and the comparative analysis of results. During the research the experience of respondent's work in LMS and social networks was analyzed, the advantages and disadvantages of LMS and social networks as educational systems were identified, the features of training with use of LMS and social networks and prospects of their development were defined. As a result of research the essential coincidence of pedagogical opportunities of LMS and social networks in the assessment of students and teachers was revealed. This result disproves a popular belief in essential distinctions of teachers and students in their relation to the e-learning technologies and confirms the necessity of an integrated approach to the application of LMS and social networks for training and supplement of classroom lessons with independent work in LMS and collaborative work in social networks.

**Keywords:** *E-learning, LMS, social networks, blended learning, quality of education*

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## **The Relationship between Positive Thinking Skills and Life Satisfaction in Pre-Service Teachers**

*İsmail Çelik, Hakan Sarıçam, Ferhat Bayoğlu and Mevlüt Kacar*

The basic aim of this study is to examine the relationship between positive thinking skills and life satisfaction in pre-service teachers. The participants of the research consist of total 293 university students in Agri, Turkey. 152 of these students are female, while 141 are male. Their ages range from 18 to 28. The Life Satisfaction Scale (9 items) was adapted to Turkish by Şimşek (2011) and The Positive Thinking Skills Scale (9 items) was adapted to Turkish by Akin et al. (2013) were used to gather data for the research. t test and ANOVA were used to determine if there are any differences in life satisfaction and positive thinking skills according to variables such as sex, family income, place of residence and etc. Pearson's Moments Product correlation analysis and Linear Regression Analysis were used to determine if there is any relation between the variables. According to findings, there is a significant relationship between positive thinking skills and life satisfaction. In addition, there were not any differences levels of life satisfaction and positive thinking skills according to sex. On the other hand, levels of life satisfaction vary according to family income and place of residence. The findings were discussed in light of the related literature.

**Keywords:** *Life satisfaction, positive thinking, well-being*

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## The Analysis of Teacher Leadership According to Teachers' Perceptions in Primary Schools

Mustafa Kale and Emek Özdele

Educational organizations have to use the available human and material resources effectively to achieve the desired objectives. The most responsible people for the effective use of these resources are undoubtedly educational leaders. It is the fact that the school administrators can not or should not be the only leaders in schools. On the other hand, the teachers constitute the largest, the most constant and politically strong group in the school. This energy in schools brings about the teacher leadership model which is also a shared leadership model as an empowering learning community within schools. Since the late 1990's there has been call to teachers to take responsibility for improving teaching and learning by engaging in their work not just as teachers, but as leaders. There are a number of studies that investigate the teacher leadership for improving schools. Moreover, effective schools are closely linked to effective leadership practices. While Lambert (2000) describes teacher leadership as the "enrichment of the teacher profession", she emphasizes the distributed leadership behaviors. York-Barr and Duke (2004) is also defines teacher leadership as "for teachers, it is the process of influencing colleagues, school administrators or the other school stakeholders for improving teaching and learning methods with the aim of raising the student learning level and student achievement". The main objective here is, instead of evaluating teachers for their teaching skills, observing their problem solving skills and communication skills. Teacher leaders are volunteer to take responsibilities during the educational processes and activities both in the classroom and school; they keep their sense of purpose alive and reflective in a way influencing the other stakeholders of the school and develop qualifications of his collagues to provide an atmosphere of confidence. That is, they know themselves and their intentions enough so that they are not intimidated into silence by others. Today, rather than teachers perform the role of transmitting information; they have leadership soul for guiding people, for being the front foot in the social development, for having a vision and sharing it. Teacher leaders take part in school wide decision making, mentor teachers, develop curriculum, facilitate professional growth of teachers, participate in action research, foster more collaborative working arrangements and influence school change. Studies have shown that the teacher leadership, shared leadership issues are important but there needs to be investigated more. Studies have also shown that the more importance is given to teacher leadership or shared leadership in the quality of education in a positive direction, the more positive outcomes are observed in the quality of learning. By strengthening of the teacher leadership, schools will better serve both their purposes, as well as the expectations of the school can be better met through shared leadership behaviors. The purpose of this study to reveal and analyze the teacher leadership level according to the opinions of teachers in primary schools. This study may bring the awereness to school administrators and teachers to share the particular knowledge and skills that are manifest as educational leadership. Thus, they might learning or be educated together without the barriers of traditional emphasis on the continuing role of the principal as the solitary leader in the school. This study is a descriptive research designed as survey method. The sample of the study consists of 215 teachers from nine primary schools in Bursa.

*Keywords:* Leadership, teacher leadership, primary school

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## Network Interaction in Distance Education: Analysis Of Russian Experience

Galina Mozhaeva

Leading higher education institutions of Russia actively develop strategies of cooperation with domestic and world partners. The analysis of the Russian experience in organizing networking structures and implementation of joint educational programs shows that the most effective mechanisms for networking interaction are developed by participants of the association "Siberian Open University", which unites more than 40 educational and research institutions in Russia and Kazakhstan. The experience of the association "Siberian open university" in organization of network interaction in e-learning is presented in this article. We have developed the model of the network distributed structure of professional skill improvement of the scientific and pedagogical staff. It based on the application of distance technologies and containing basic elements of the unified educational environment: infrastructure of the resource centers and education establishments; system of access to educational resources, support and managements of educational process, monitoring of quality of education; set of joint programs; organizational, technological and staffing providing. This model of network interaction is realized in the centralized and decentralized forms. Both options (centralized and decentralized) of network interaction are successfully tested on 38 network programs and are realized in 27 higher education institutions of Russia. It allows to talk about creation of really operating system of the interuniversity interaction, providing an effective information exchange and joint activity in scales of all country. An important point continues to be the strict adherence to international standards in the field of e-learning and information resources.

*Keywords:* E-learning, network interaction, distance technologies, educational programs

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### **Students' preferences and views about learning in a MOOC**

*Abeer Watted and Miri Barak*

MOOC-is a web-based course available for free to any participant from any place in the world. Although, MOOCs gained high acceptance and popularity among higher education institutions, there has been an ongoing debate about their educational values, and the dropout rates are still extremely high. The purpose of this study is to examine undergraduate students' preferences and views about learning in MOOCs and to specify the criteria that make MOOCs a constructive learning environment. The study was conducted among 49 students, in three steps. First, the students studied about MOOCs and experienced the use of Coursera platform in the classroom; second, they were asked to select a MOOC according to their preference, and participate in it for at least three weeks; third, they were asked to critically evaluate the MOOC according to specifications provided by the researchers. The study employed the qualitative methodology which included the use of an online survey with open questions and semi-structured interviews. Findings indicated that students' participation in a MOOC can be influenced by four design features that determine its value: clarity of explanations, visualization of abstract concepts, support and communication, and variety of assignments. Findings also indicated that students, who lack the basic competencies, even if they participate in a well-designed MOOC, will probably dropout throughout the course. Similarly, students with high competencies, learning in an ill-structured MOOC, will probably fail to finish the course. Real-time detection of dissatisfied students as well as the design of engaging courses may increase retention rates and students' motivation to learn. The results of this study may enhance students' continuity in MOOCs and may help educators develop constructivist MOOCs

*Keywords: Constructivist MOOCs, motivation, qualitative methodology, retention rates, students' perceptions*

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### **The Exploitation of Traces Serving Tutors for the Reconstruction of Groups within an CBLE**

*Mohammed Salihoun, Fatima Guerouate and Mohamed Sbihi*

For several years, education has undergone numerous problems, which led researchers to focus on this issue, trying to enable the difficulties encountered during the learning process. Research on the Computer-based learning environments (CBLE) aims to meet challenges as school failure, dropout and the learners groups' heterogeneity. Within the context of a remote collaborative activity, the tutor is often not able to have a global perception of the virtual class he leads, thus confronting a real problem in terms of identification the groups that face difficulties. The exploitation of interaction traces done by the users in the CBLE and the indicators development are able to help tutor monitor the activities of his/her learners. This article presents the researches made to this regard and raises the research prospects.

*Keywords: CBLE, traces, SBT, indicators, tutors, learners*

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### **School Bullying: The Phenomenon, the Prevention and the Intervention Programs**

*Politi Eleni*

The term 'bullying' is defined as an aggressive behavior towards peers, which contains some basic elements. The power imbalance between the bully and the victim, the action in order to harm the victim and the repetition are the evidences of the phenomenon (Mpotsari, 2010; Nikolaides et al. 2002; Marshall et al. 2009). This behavior can be either physical or verbal. These negative actions are defined by Olweus as threatening, taunting, teasing, calling names, making gestures or even pushing and hitting peers (Olweus, 1993). The bullying is also disguised as social exclusion, which is quite covert and indirect so the teachers cannot easily recognize it (Yoon, Kerber, 2003). Also, it is evident that the causes of the phenomenon varied. For instance, the family and the whole school community play a very important role. The parents, who are not supportive with their children or they use the violence in order to manage their problems, influence the children's behavior. Moreover, the school is too competitive, so the healthy social relationship among students is not promoted. Consequently, it is evident that there is a serious victimization, which needs further research. In this point, both the prevention and the intervention programs are crucial (Olweus, 2009). The school has to educate all students in diversity. The school counseling may minimize the bullying incidents by providing support to bullies, to victims in order to protect themselves and the bystanders so they can act directly in these situations. Of course, the teachers and the school staff must be well trained and always available, so they can effectively combat such behaviors. In this way, the school environment can ensure the positive psychological climate, in which the students are able to built strong bonds with their peers. Furthermore, the places in school, such as the playground or the toilets, must be supervised more strictly, because the bullying is more likely to occur there. Last but not least, the society has to organize meetings and lectures in order to inform people about this phenomenon. All these strategies aim to sensitize the public, but most of all to provide an equal school to all students. Do not forget that all students deserve to go to school without fear and shame!

*Keywords: Bullying, prevention, intervention, bullies, victims, victimization*

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## Teachers' Views on School Principals' Leadership Initiatives in Complex Systems

*Şebnem Yaşar Kip ve Hasan Basri Gündüz*

In a world where change is inevitable, with the influence of globalization, organizations are affected by the phenomena such as change, uncertainty, unpredictability, continuity, learning, creativity, and adaptability. For organizational survival, it is imperative for the organizations that leaders have to be prepared for the outcomes of these circumstances, be a part of a changing environment and manage the complex situations that can emerge in the organization. In order to meet the needs of an ever changing environment in an efficient and a constructive way, educational organizations have to renew themselves and leaders should be open to new leadership skills and methods. From this perspective, complexity leadership offers a new approach to school principals. The aim of this study is to determine the level of complexity leadership initiatives of school administrators through the utilization of teachers' feedback. The data consists of observations from the elementary schools in Bahçelievler/Istanbul. In order to collect the necessary data for the research, "Teacher Perceptions Concerning School Principals' Complex Leadership Initiatives Scale" has been used which is developed by the researcher. The study uses t-tests, ANOVA, Kruskal Wallis H-test and Mann Whitney U tests to interpret the results. The results of the study indicate that the complex system leadership initiatives portrayed by the school administrators are at an average level, while the complex system leadership initiatives influenced by those administrators are at a high level. The correlation analysis shows that there is a significant positive relationship between the level of complex system leadership initiatives demonstrated by the administrators and the level of initiatives influenced by those administrators on others. In other words, as administrators demonstrate higher leadership skills, their influence on others also increase.

**Keywords:** School principals, leadership, complexity, complex adaptive systems, leadership in complex adaptive systems

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## Relationship between the High School Students Perspectives on Study Skills and the Types of State High School In Terms Of Some Variables

*M. Oğuz Kutlu and Şadiye Korkmaz*

The main purpose of this research was to examine whether there was a significant difference or not between the students perspectives on study skills and the school types. A correlational research design was used in this study. Data were collected from 1251 high school students aged between 14-19 as participants. The participants studied (received education) in Anatolia high school, Science high school and High school in the center of Adana city in 2012-2013 academic year. 6 Anatolia high school, 1 Science high school, 1 İmam Hatip Anatolia High School and 2 High school participated this research. The data were gathered by administering the questionnaire that was developed by the researchers. Null and alternative hypotheses were formed. Data which was related the students perspectives on study skills and the school types were examined. The result of Kolmogorov-Smirnov test was used. According to the result of normality analysis data were not dispersed as normal and level of significance was  $p=0.00<0.05$  therefore descriptive statistics, Kruskal Wallis test and Mann-Whitney U test were applied. Obtained from the results of Kruskal Wallis test showed that there were significant difference between the opinions of the students about study skills and the school types. Mann-Whitney U test was applied to determine (examine) what type of schools were different each other. Students who have study skills are aware of their responsibility in addition they would like to take an active role in learning process and increase their academic achievement. "How do students study?" and "What is important for them?" when they study, all of these are essential for their study skills and learning process and also "How these skills varies according to type of school?" all these constitute the importance of the research.

**Keywords:** Study skills, learning styles, learning strategies, learning, learning theories

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## Compensatory Actions in A Context Of Underachievement: A Study of a Pedagogical Intervention and Its Impact on Teachers' Practices

Shakuntala Payneandy

Topic of research: Compensatory actions in a context of underachievement: a study of a pedagogical intervention and its impact on teachers' practices . The problem within its Context: The study is about inquiring into the impact of the introduction of innovative approaches to the teaching of literacy on teachers whose classroom practices are usually characterised by teacher-centeredness, passive and rote learning in an educational system which is the direct descendent of British colonial education. The introduction of the innovative pedagogical practices has taken place in the 27 low-achieving primary schools of the Republic of Mauritius, a small (2040 sq. km) island state, 2000 km off the east coast of the African continent These schools, grouped under the concept of educational priority areas or "Zones d'Education Prioritaires (ZEP) and are the subject of compensatory actions. One of these actions is a system of pedagogical support being, set up by a group of academics, to give pedagogical support to teachers and pupils through school-based training. Significance of the study: This research is significant in the sense that it allows the researcher to gain an insight into the classroom practices of primary school teachers as well as into their beliefs and attitudes about teaching in low-achieving schools and about pedagogical innovations. It has also allowed to distinguish different degrees of understanding and acceptance of pedagogical innovation among teachers. Theoretical framework: This study is conducted within the transformative paradigm.( Mezirow -1981,1994,1997) Objective of the study: To analyse to what extent the implementation of an interventional pedagogical action has helped in the transformation of teachers' practices as well as their beliefs. Research methods: This research lies within a qualitative paradigm.The methods for the qualitative approach centred on the use of questionnaires, interviews as well as observations and monitoring by the facilitators in real classroom situations.

**Keywords:** Underachievement, transformative, teachers' beliefs, classroom practices, discursive consciousness, pedagogical support

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## Fatih Projesinin İstanbul İlinde Uygulanmasına İlişkin Yönetici ve Öğretmenlerin Görüşleri

İbrahim Hörküç ve Hasan Basri Gündüz

Bu araştırmanın amacı Fırsatları Arttırma ve Teknolojiyi İyileştirme Hareketi (FATİH) Projesi'nin uygulanmasına ilişkin yönetici ve öğretmenlerin görüşlerini belirlemektir. Tarama modelinin kullanıldığı araştırmanın çalışma grubunu 2013-2014 eğitim öğretim yılında İstanbul ilinde bulunan pilot okullarda görev yapmakta olan 172 öğretmen ve 19 okul yöneticisi oluşturmaktadır. FATİH Projesinin uygulanmasına ilişkin yönetici ve öğretmen görüşleri; dijital bölünme boyutuna ilişkin görüşler, yaşanan sorunlara ilişkin görüşler ve değişim yönetimi açısından görüşler olmak üzere üç alt boyutta incelenmiştir. Verilerin toplanmasında araştırmada belirlenen alt boyutlara ilişkin 37 maddeden oluşan, araştırmacı tarafından geliştirilen anket formu kullanılmıştır. Verilerin analizinde aritmetik ortalama (  $\bar{X}$  ), standart sapma (SS), t-Testi, Bonferroni Testi, tek yönlü varyans analizi (One Way ANOVA), Kruskal-Wallis H Testi ve Mann-Whitney U testleri kullanılmıştır. Araştırmada elde edilen bulgulara göre öğretmen ve yöneticiler; FATİH Projesi sayesinde Türkiye'de bilgisayar ve internet kullanımının artacağını, e-devlet ve e-ticaret gibi hizmetlerden yararlananların sayısının da artacağını düşünmektedirler. Bununla birlikte öğretmen ve yöneticiler FATİH Projesi kapsamında okullara yeterli teknik donanımın sağlandığını ancak tablet bilgisayar ve etkileşimli tahta arasında etkileşim kurulamadığını, tablet bilgisayarların derslerde kullanılmadığını ifade etmişlerdir. Projenin bileşenlerinden biri hizmet içi eğitim faaliyetlerinin de yönetici ve öğretmen görüşlerine göre etkili olmadığı sonucu ortaya çıkmıştır. Araştırmaya katılan öğretmen ve yöneticiler proje kapsamında yeterli teknik desteğin kendilerine sağlanmadığını ve proje kapsamındaki değişim faaliyetlerinin de planlanan zaman içinde gerçekleştirilmediğini düşünmektedirler. Yönetici ve öğretmenler aynı zamanda okul üyelerinin proje ile ilgili görüşlerinin bakanlık tarafından değerlendirmeye alınmadığını ve projenin işleyişinin kontrol edilmediğini düşünmektedirler.

**Anahtar Kelimeler:** FATİH Projesi, dijital bölünme, değişim yönetimi, eğitimde teknoloji kullanımı

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## Okul Öncesi Öğretmenlerinin Müzik Etkinliklerini Gerçekleştirme Süreçlerinde Karşılaştıkları Güçlükler

*Ilgım Kılıç, Şefika İzgi Topalak ve Tarkan Yazıcı*

Okul öncesi döneminde verilen müzik eğitimi, bireyin bu temel eğitimden yararlanması ve müziğe karşı olumlu tutum geliştirmesi açısından oldukça önem taşımaktadır. Çünkü okul öncesi eğitim, küçük yaştaki bireylerin gelişim düzeylerine ve bireysel özelliklerine uygun, zengin-uyarıcı ortamlar sağlamakta; onların bedensel, zihinsel, duygusal ve sosyal yönden gelişimlerini desteklemekte; kendilerini toplumda bir birey olarak ifade etmelerine olanak vermekte ve ilköğretime hazırlamaktadır. Müzik eğitiminin temel amacının da bireyin duyuşsal, bilişsel ve devinişsel gelişimini sağlamak olduğu düşünüldüğünde bu eğitimi verecek olan okul öncesi öğretmenlerinin gerçekleştirecekleri müzik etkinliklerinin niteliği ve bu süreçte karşılaştıkları güçlükler önem kazanmaktadır. Nitel bir araştırma olan bu çalışma, 2013-2014 eğitim-öğretim yılında MEB'e bağlı Trabzon-merkez resmi okul öncesi kurumlarında görev yapmakta olan 20 öğretmen ile gerçekleştirilmiştir. Bu öğretmenlerin gerçekleştirdikleri müzik etkinliklerinin belirlenebilmesi ve bu süreçte karşılaştıkları güçlüklerin saptanabilmesi için araştırma türü olarak görüşme yöntemi seçilmiş; veri toplama aracı olarak da araştırmacılar tarafından hazırlanan "Öğretmen Görüşme Formu" kullanılmıştır. Araştırma sonucunda; okul öncesi öğretmenlerinin, müzik eğitimi ile ilişkili "eğitim etkinlikleri", "okulun fiziki şartları", "okul idaresinin, diğer branş öğretmenlerinin ve öğrenci velilerinin tutum-yaklaşımları" ve "mesleki yeterlik" gibi alanlarda güçlüklerle karşılaştıkları tespit edilmiştir. Oysa okul öncesi döneminde yaşanan deneyimler, çocuğun öğrenmeye ve kendini keşfetmesine yönelik tutumları belirlemekte ve çocuğun bütün eğitim yaşamını olumlu ya da olumsuz biçimde etkileyebilmektedir. Bu nedenle okul öncesi öğretmenleri müzik etkinliklerini hazırlama ve uygulama süreçlerinde müzik öğretmenleri ile birlikte çalışmalı, bunun yanında okul öncesi öğretmenleri için müzik eğitimi ve uygulamalarına yönelik hizmetçi eğitim kursları, seminerler ve çalıştaylar düzenlenmelidir.

**Anahtar Kelimeler:** Okul öncesi, Müzik eğitimi, Müzik etkinliği

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## An Examination of Gender and Racial Disparities in Entrepreneurial Self-Efficacy among Malaysian Engineering Students

*Abayomi Kazeem Akinboye and Zaidatol Akmaliah Lope Pihie*

The Malaysian government has shown concern about gender and racial disparities in entrepreneurial activities. Recently researchers have also found entrepreneurial self-efficacy of engineering students to be low compared with business students. This is a vast obstacle to the actualization of the nation's ambition of joining the league of developed nations by year 2020. This study examines the entrepreneurial self-efficacy of engineering students with respect to their gender and race. A survey of engineering students from a Malaysian public university was conducted with 204 respondents. Using a two-way ANOVA to examine the differences in entrepreneurial self-efficacy with respect to gender and race, the findings of the study shows that there are no statistically significant difference in entrepreneurial self-efficacy of the students based on gender and race. Suggestively, the gap has been bridged over the years partly due to the various educational and policy interventions.

**Keywords:** Entrepreneurial self-efficacy, entrepreneurship, gender, culture, race, innovation, commercialization

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## Effect of Entrepreneurship Students' Learning Styles on Entrepreneurial Intention and Perceived Behavioural Control

*Zaidatol Akmaliah Lope Pihie and Abayomi Kazeem Akinboye*

This study reports the findings of a recent survey of students offering entrepreneurship courses in the Faculty of Education of a Malaysian public university. A total of 119 undergraduates were surveyed in this study comprising majorly of students in the business education stream. The survey was conducted to assess the effectiveness of entrepreneurship courses with respect to learning styles of students. The study also aims at assessing the impact of entrepreneurship courses on entrepreneurial intentions and perceived behavioral control of these students. Kruskal-Wallis test was conducted to ascertain differences in entrepreneurial intention and perceived behavioural control within groups of learning styles and number of entrepreneurial related courses taken. Results revealed there was statistically significant difference ( $p < 0.05$ ) in entrepreneurial intention while perceived behavioural control was not statistically significant across the three different groups based on the number of entrepreneurial-related courses taken. The test also revealed no statistically significant differences in entrepreneurial intention and perceived behavioural control across four different groups based on their learning styles. These results present critical implications for entrepreneurial pedagogy. Pedagogical practices thus need to take into consideration differences in students' learning styles in order to achieve entrepreneurial learning. Furthermore, as much as possible, teaching methods should be tailored to suit a wider expanse of learners alongside their learning preferences.

**Keywords:** Entrepreneurial intention, perceived behavioural control, learning styles, teaching methods, entrepreneurial pedagogy

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## Elaboration of Rasch Model and Classical Test Theory Assumptions & Empirical study on Item-Person Statistics Comparison

Mehtap Ergüven and Cabir Ergüven

In the last decades, various methods of measurement and assessment are developed rapidly in the field of education. Because educational tests are used for a wide variety of objectives, psychometricians are focused on design, development, and assessment of the tests in detail. Item response theory (IRT) and classical test theory (CTT) are mostly implemented measurement theories for that purposes. Beside theoretical assumptions and interpretations, importance of the empirical and representative analysis increases. Therefore, elaboration of main assumptions such as unidimensionality, internal consistency; empirically determination and comparison of item-person statistics in whole test and according to genders are done for the School Olympiad Examination (SOE) (Georgia, 2013). Based on CTT, Rasch and 2 Parameter Logistic-IRT models comparison of those three models and item-person statistics is done for evidence-based representative implementations and meaningful interpretations. The main purposes of the study are elaboration of fundamental assumptions of the mentioned theories, numerical and graphical representation of theoretically given information about CTT, Rasch and 2PL-IRT. Besides, description of item-person statistics/parameters, item characteristic curves (ICC) and their comparison, model-data fit determination, reliability detection can be counted as other targets. In the article, previously mentioned models are analyzed from different perspectives. Mathematics category of the SOE and dichotomized test responses of 523 students are examined in detail. Required statistical analyses and scatter plots demonstration of item parameters are done in Microsoft Excel. MatLab is used to do principal component analysis for the dimensionality detection and XLSTAT for the eigenvalues' variation representation. Evaluation of item-person statistics, illustration of ICCs, goodness of fit analysis (by chi-square for each item) and reminder experimental studies are done with IRTPRO software program. **Keywords:** Classical test theory, item response theory, Rasch model, item-person statistics, ability, model-fit

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## The Making of The City of Virtues-A Traditional Perspective On Restoring Values Among People

Nurullah Koltas

According to the traditional classification, the source of mind is the brain and that of the inner self is the heart. These sources should be operated in a certain balance so as to decide and behave properly as it was the case in our primordial state. Otherwise, it would be impossible to expect them to be beneficial and valuable. For, the will that decides on something would not function operatively unless it is strengthened by the power of brain and the heart. The traditional values education aims to operate these two active centres intertwined rather than separately. In order to execute this task, human beings must be known/understood together with all their dimension, capabilities and capacities as well. It is obvious that a civilisation or tradition can endure only by the transmission of core values peculiar to itself. In some cases, there may be resemblances such as those called universal values. The motto of traditional education is expressed perfectly in the following phrase: "Know Thyself." Once the microcosm is known, then the macrocosm would be easily comprehended. The human self has specific capacities such as intellect (*aql*), anger (*ghadab*) and desire. When these capacities are balanced, we may attain the virtues of wisdom (*hikmah*), courage (*shajaah*), honour (*iffah*) and justice (*adalah*), and their sub-virtues as well. Thus it is of great importance not to operate them individually. Whence the balance is neglected, we witness some extreme inclinations inevitably. That is to say, if one is continuously encouraged to be courageous without any balance, one may either show dishonesty and cunningness (*ifrat*) on one hand, or faintheartedness and lack of courage (*tafrit*) on the other. And even in some cases, we may face deviations such as pretentiousness, arrogance and behaving like a wiseacre (*radaah*). This example is only related to the balance or imbalance of courage. This can be applied to all virtues. Philosophers (in the exact meaning of the term *philo-sophia*) and sages convey noble virtues to the community in which they lived as the stations to become Universal Man (*al-Insan al-Kâmil*). In our paper, we will try to explain the classification and application of values in our culture. **Keywords:** Virtue, value, classification, microcosm, universal man

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### **Play As Seen By Children and Pre-School Teachers in Turkey**

*Hale A.Kahyaoğlu*

This study replicated the previous research conducted by Howard (2002, 2004) to understand children's and teacher's perception of play within the Turkish culture. The study was carried out in two private kindergarten schools in Kusadası, a village in Aydın, Turkey. Sixty-one children aged between 3 and 6 and ten teachers aged 19 to 29 participated the study. Children's perception of play was investigated with Activity Apperception Story Procedure (AASP). A series of photographic stimuli showed typical classroom scenarios, and the children and teachers were asked to decide if the activity being depicted was play or not play. Both the teachers and the children were also interviewed in an attempt to expand on the reasoning behind the choices made. The same method (AASP) is implemented on Early-years Teachers. In addition, teachers are taken for a semi- structured interview. The result is analysed using both qualitative and quantitative methods. Teachers and children's AASP result showed that they both have very similar perceptions of play, and that these perceptions are, in the case of children, developed as a result of experiences, a finding that supported the previous study (Howard 2002, 2004). One of the other important indications is that children's perception changes with age. Younger children (aged 3 to 4 years of age) gave more play choices compared to older children (aged 5 to 6 years). However, findings do not support the previous study in that the results indicate that an adult's presence does not affect children's perception of play. Children reported not being influenced by an adult's presence during play. Activity type (open or close) and location (table or floor) both influenced children's play judgment. In contrast to children's opinion of play, teachers believe that an adult's presence during play can influence the child's perception of play. Adults' AASP answers also showed similar with children's result in the way to perceive activity type and location. According to the teachers interview answer, teachers are aware of the importance of play in children's development however, the implementation of play in the classroom could be problem. First the Early-years Curriculum is not very clear about goals, plan and practice, and second, the teachers are not necessarily educated in terms of how to implement play in classroom.

*Keywords: Perception, play, children, teacher, curriculum*

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### **Staff Mobility as an Aspect of the Quality Insurance in Hungarian Universities**

*Péter Miklós Kómtócs*

The demographic indicators of Hungary show the reduction of the age group completing the high school level. This process will cause excessive capacities in the higher educational system. Hungary has to increase the quality level of the national higher educational system to strengthen its international prestige. The internationalization of the educational practice is a preference for the state, for the higher educational institutions and it creates new career opportunities for the staff too. It facilitates the deepening of the relations between higher educational institutions, it can be the basis of new joint trainings and it can increase the student mobility. Hungary has to increase the academic staff's mobility rate and the administrative staff's rate. It's an unequivocal aim to increase the total number of the international students studying in Hungary, where they can find a higher educational system with high quality and low prices. Offering a high quality and numerous programs in English the Hungarian higher educational system can be attractive for foreigners. My presentation and research aims to measure the Hungarian higher educational staff's interest of the different mobility programs. The MAUNIMO (Mapping University Mobility of Staff and Students) project made an interesting survey at the University of Debrecen: the project investigated different aspects of the mobility, including the support for mobility, the benefits and importance of mobility and the attitudes towards mobility. This survey can show the main trends of the Hungarian higher educational mobility.

*Keywords: Academic staff, Hungary, internationalization, mobility, quality insurance, students, university*

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### **Investigation of Problem Solving Skills of the Children from Broken Family and Whole Family Attend in Regional Primary Boarding School**

*Gülsüm Düşek and Aynur Bütün Ayhan*

This research aims to examine the problem solving skills of children from broken family and fwhole family. This research was made up on 100 children in the 6th, 7th and 8th grade from broken family and whole family in three Regional Primary Boarding School in Giresun. At the research, Personal information form and "Problem-Solving Skills Scale" developed by Heppner and Petersen (1982) were used as means of data collection. At the end of the research, the problem solving skills have not significant differences at children from broken family and whole family; boarding attending situations of the children have negatively influence on problem solving skills from broken family and whole family. Education level of parents and number of siblings has not significant differences at problem solving skills children who have broken family, but they created signifiant differences at problem solving skills children who have whole family.

*Keywords: Broken family, problem solving skill, boarding*

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## Experiential Education through Project Based Learning

*Efstratia Douladeli*

Experiential learning is the key factor of acquiring knowledge through experiencing things. It focuses on the learning process of the individual and concerns the development of student's abilities, such as memory, creativity, and sensitivity to achieve knowledge. In this way, students benefit from discoveries and experiments by learning through observation and interaction, while at the same time they explore the real world from personal or other classmates' field of interest. Early descriptions of experiential education can be found in teaching methods of Socrates who utilized inquiry-based practices. However, it is generally accepted that Dewey's, Lewin's, Kolb's, Piaget's and Montessori's contribution also played significant roles to the history of experiential learning. The empirical evidence shows that experiential education addresses specific teaching methods, which are believed to achieve a beneficial outcome to the learning ability of students. Project Based Learning is such a modern teaching method. The core idea of Project Based Learning is to connect student's experiences with school life and to provoke serious thinking as students acquire new knowledge. According to Piaget, age can be a key factor in exploring everyday life, while we interact with others. In that way, Maria Montessori supported the idea that education is acquired "not by listening to words but by experiences upon the environment". Besides, as Dewey claims "education is a process of living and not a preparation for future living". Therefore, Project Based Learning can leverage the advantages of modern teaching techniques.

*Keywords: Experiential education, project based learning*

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## Mutluluk Yönelimleri ve Pozitif Düşünme Becerilerinin Sosyal İyi Olma Üzerindeki Yordayıcı Rolü

*Hakan Sarıçam, İsmail Çelik, Mevlüt Kacar ve Ferhat Bayoğlu*

Bu çalışmanın temel amacı pozitif düşünme becerileri ile mutluluk yönelimlerinin sosyal iyi olma üzerindeki açıklayıcı rolünü incelemektir. Araştırmanın çalışma grubunu Dumlupınar Üniversitesi ve Ağrı İbrahim Çeçen Üniversitesi Eğitim Fakültesinde okuyan 473 üniversite öğrencisi oluşturmaktadır. Katılımcıların 272'si kadın, 231'i erkek öğrenciler oluşturmaktadır; yaşları 18 ile 29 arasında değişmektedir. Araştırmada veri toplamak için Sarıçam ve Uysal (2014) tarafından Türkçeye adapte edilen 17 maddelik Mutluluk Yönelimleri Ölçeği, Akın ve diğerleri (2013) tarafından Türkçeye adapte edilen 9 maddelik Pozitif Düşünme Becerileri Ölçeği ile Akın ve diğerleri (2013) tarafından Türkçeye adapte edilen 15 maddelik Sosyal İyi Olma Ölçeği kullanılmıştır. Elde edilen verilerde, pozitif düşünme becerileri, mutluluk yönelimleri ve sosyal iyi olma arasında bir ilişki olup olmadığını tespit etmek ve ilişkinin boyutunu saptamak için Pearson Momentler Çarpımı Korelasyon analizi ile Çoklu Regresyon Analizinden yararlanılmıştır. Elde edilen bulgulara göre sosyal iyi olma, pozitif düşünme becerisi ve mutluluk yönelimleri ile pozitif ilişkilidir. Ayrıca, mutluluk yönelimlerinin alt boyutları olan yaşam anlamı, yaşam memnuniyeti ve hayat bağlılığı sosyal iyi olmanın toplam varyansının %34'ünü açıklamaktadır. Elde edilen bulgular ilgili literatür ışığında tartışılmış ve önerilerde bulunulmuştur.

*Anahtar Kelimeler: Pozitif düşünme, mutluluk, sosyal iyi olma*

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## BTMSM Çerçevesinde Algoritmik Düşünme Becerilerini Geliştirilmesi: Okul Öncesinde Örnek Bir Çalışma

Şirin Karadeniz, Berran Patan ve Pelin Naz Cevahir

Bu çalışma, okul öncesi eğitimde 5 yaş grubu öğrencilerinde "BTMSM (Bilim, Teknoloji, Mühendislik, Sanat ve Matematik - STEAM: Science, Technology, Engineering, Art, Math) çerçevesine göre geliştirilen modüler bir eğitim programı kapsamında algoritmik düşünme becerilerinin geliştirilmesini amaçlamaktadır. Algoritma, bir problemin çözümü için gerekli adımların belirlenmesi ve sıralanması olarak tanımlanabilir. Algoritmik düşünme ise bir problemin analizi, problemin belirlenmesi, problemin çözümü için temel eylemlerin bulunması, doğru bir algoritmanın geliştirilmesi, uygulanması ve algoritmanın geliştirilmesi için değerlendirilmesi becerilerini kapsamaktadır. Çalışma Ümraniye Bahçeşehir Koleji Anaokulunda, 5 yaş grubu öğrencilerden oluşan toplamda yirmi beş öğrenciyle beş haftada gerçekleştirilmiştir. Çalışmanın amacı doğrultusunda, ilk modülde öğrencilere Prezi sunum programında hazırlanan sunum ile "bilgisayar ve programlamanın tanımı" anlatılmış, "bilgisayarın nasıl çalıştığı" konusunda bilgi verilmiş. Öğrencilerin "Komut" tanımı ile tanışması sağlanmıştır. Modül 2 de ise, öğrencilere sıralama mantığı, modül 3'te koşul (IF-THEN-ELSE) mantığı, modül 4'de ise döngü (LOOP) mantığı verilmiştir. Öğretmen anlatımlarının ardından sınıfta öğrencilerle "Öğretmenim Robot" ve "Arkadaşım Robot" oyunları oynanarak öğrencilerin ilgili içeriği oyun ile deneyimlemeleri sağlanmıştır. Ardından ipad ile her öğrenci bireysel olarak Kodable oyunu ile ilgili konuda belirlenen seviyeleri oynamışlardır. Bu süreçte öğrencilere birebir destek olunmuş ve her seviyeden kazandıkları puan ve yıldızlar kayıt edilmiştir. Son olarak bir çalışma yaprağı verilerek o haftanın konusuna ilişkin öğrenme durumları belirlenmiştir. Çalışma yaprağının ardından gerçekleştirilen birebir yanıtma oturumları öğrencilere geri bildirim verilmiştir. Çalışmada, öğrencilerin modül 1,2 ve 3'de zorlanmadıkları ancak modül 4 olan "loop" kısmında zorlandıkları tespit edilmiştir. Modüllerin tamamında, öğrencilerin "Komut" kavramını anlamaları ve kullanmaları sağlanmış olup, öğrencilerin yüzde 90'ının başarıyla tamamlanmıştır. Çalışmanın son modülünde ise öğrencilere BTMSM doğrultusunda Dünya, Güneş, Ay şeklinde kartonlar ellerine verilmiş ve onlardan merkeze olan uzaklığa göre sıralamaları istenmiştir. Bu kısımda, öğrenciler pergel ve cetvel kullanarak ölçüm yapmışlardır. Sonrasında animasyonun nasıl yapıldığı çizgi film mantığı ile anlatılmış ve "FlipBoom" ipad uygulaması tanıtılmıştır. Ardından öğrencilerden Güneş, Dünya ve Ay'ı büyüklüklerine göre sıralayan bir animasyon yapmaları istenmiştir. Bir sonraki hafta ise öğrenciler "Ay'ın Dünya'nın etrafında döndüğü" bir animasyon tasarımları ve geliştirmeleri istenmiş ve öğrencilerin bu çalışmalarını başarı ile tamamladıkları belirlenmiştir. Çalışma sonunda her öğrenciye "Programlama ve Animasyon Yapma" isimli başarı belgesi verilmiştir. Çalışma sonucu, BTMSM çerçevesinde tasarlanan programlama ve animasyon üretme eğitiminin, 5 yaş çocuklarında bir problemin çözümüne yönelik algoritma tasarlama, bu algoritmayı deneme ve değerlendirme becerilerini içeren algoritmik düşünme becerilerinin gelişimi için yararlı olduğunu göstermektedir.

**Anahtar Kelimeler:** Algoritmik düşünme, BTMSM, okul öncesi

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## A Study on Application of the Edexcel Quality Assurance System in Turkey

Ergün Demirel

The Edexcel Quality Assurance system is a worldwide applied education and training accreditation system. It was originally created to be applied in the UK and Commonwealth countries but it is now expanded into many other countries across the world. This system is also applied in a maritime education and training institute in Turkey which has a different education system. The aim of the study is to define the major problems areas of the system during application of Edexcel Quality Assurance System in Turkey and make proposals to overcome these problems. The study is based on the survey results of a questionnaire for the lecturers who are familiar with this system which will serve to define problem areas. A Pareto Analysis will be conducted on the findings of responses from the lecturers. The results of the Pareto Analysis will be discussed to produce some proposals to facilitate the operation of the QA system.

**Keywords:** Total quality management, quality assurance, edexcel, quality in education, accreditation, CAF (Common Assessment Framework)

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## Effects of Technology Transfer Offices on Capacity Building in Creativity, Innovation, and Entrepreneurship

Gamze Sart

In the last 2 decades, universities, especially those of research universities, have made significant progress and development in their systems to foster and empower technology transfer through collaboration with industry and academics. Hence, they have established technology transfer offices (TTOs) in which many different activities have been arranged to empower and support the commercialization of academic research, particularly those, which are highly technical and innovative. However, their impacts on different stakeholders are not really well defined in order to solve the inefficiencies and to make the system better. The main purpose of this study is to understand clearly and deeply how TTOs build capacity in creativity, innovation, and entrepreneurship for all the stakeholders, researchers, faculty members, SMEs, incubators, undergraduate and graduate students, and attorneys. More importantly, the strategy of TTOs in delivering and building capacity for innovative products and services is another aspect of this study by analyze TTOs activities. By using phenomenological analysis, as a research method, the role of TTOs on capacity building in creativity, innovation, and entrepreneurship is analyzed and observed for eight weeks in five different universities, in Turkey. In this study, 12 different research questions were answered by 192 different participants, who are in details 54 faculty members, 22 graduate students, 35 graduate students, 14 incubators, 44 entrepreneurs in the technology parks, 16 top managers and 8 owners of the SMEs in the semi-structured interviews. The collected data are analyzed in Atlas.ti 7 in order to make depth study. Data analysis of this research included computer assisted coding for deductive reasoning. The analysis of the collected data show that TTOs play important and crucial roles in capacity building for creativity, innovation, and entrepreneurship for all the stakeholders, who are researchers, faculty members, SMEs, incubators, undergraduate and graduate students, and attorneys. However, most of the participants (89%) mention that TTOs efficiency and effectiveness changes from one university to another. More importantly, the effects of TTOs change from one interest group to another. According to the data collected from the participants who are members and researchers of the faculties, the role and activities of the TTOs are not clear and not well informed. Additionally, some of them (43%) reject the TTOs since, as they point out, the other centers at the university meet the needs of the researchers. A few number of the faculty members (12%) see TTOs as commodification of the universities. However, the large number of them (87%) strongly agrees that TTOs open new dimension in their research fields since they adapt the subject areas and details according to the needs of the industry. More critically, those, who are well informed, have applied more patents through the TTOs, and they become more aware about the licensing. From the students' standpoint, particularly most of the undergraduate students (87%) are not aware about TTOs activities comparing to graduate students. However, graduate students take TTOs into consideration from the perspective of incubation, startups, and commercialization. A few of them (14%) work closely with TTOs at their universities. Additionally, as some of them (41%) mention that TTOs help them in finding partners in the projects, from the industry as well from the academia. However, the large number (89%) is not happy about venture capital as capacity building activity. More importantly, all the incubators are the graduate students of the university, and they are supported by the managements of the TTOs, yet all of them are not really happy in terms of capacity building in incubation and commercialization, especially in marketing. From the SMEs aspect, TTOs are very new and they are not taken seriously due to the fact that bureaucracies at the universities. Most of the SMEs top managers and owners (89%) do not take seriously TTOs activities, except those which are directly supported by the TTOs. In general, all the participants agree that there should be well developed interactive, proactive, and dynamic strategic plan for TTOs in order to improve capacity building. Most (88%) agree that fostering TTOs activities is possible by increasing multifaceted activities, which support each other by doing different projects. The strategy of TTOs in delivering and building capacity for innovative products and services is not enough so that there should be more intensive and extensive programs to increase the impacts of TTOs activities. Hence, the universities and TTOs should have common strategic plan and policy to empower and to increase efficiently and effectively the impacts TTOs activities on the development of the technology based innovative products and services.

**Keywords:** *Technology transfer offices, capacity building, creativity, innovation, entrepreneurship*

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## **The Role of the Higher Education Managements on Leading the University and Industry Partnership through Clustering: Case in Health**

*Gamze Sart*

Most of the leading universities have been strategically and systematically collaborating with different sectors of industry, particularly since the rise of a global knowledge economy. Hence, the strategic partnership and collaboration have deeply intensified and transformed in order to increase highly technological and innovative products and services by participating in different proactive, interrelated, integrated projects. Therefore, most of the time the management styles and decisions have markedly affected the success of the strategic partnerships. In other words, the role of higher education management has increased the complex structure and organization of the strategic partnership, in which the industries prefer to pay more for the activities at the universities, outsource their R&D to universities laboratories, technology parks, invest by going beyond the traditional funding at the universities where they open their offices, laboratories, and even buildings. More importantly, some of the world-class research universities managements, particularly in the US play important roles in pioneering such partnerships by clustering one sector, such as clustering in health, biotech, and high-tech which are seen as in Silicon Valley. These clusters are specifically designed by the university and industry partnership to run the partnership longer, to invest strategically, and to collaborate effectively and efficiently in the competitiveness of companies, universities and regions. In other words, this strategy has significantly transformed the role of the research universities in the 21st century competitive economy since they become vital centers of attraction and excellence. Their higher education managements with the partnership of industry help improve sustainable economic growth while decreasing social challenges.

**Keywords:** *Higher Education Managements, University and Industry Partnership Clustering in Health*

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## **The Effects of the Development of Metacognition on Project-Based Learning**

*Gamze Sart*

This study analyzes critically the effects of the metacognition development on project-based learning by giving different cases for the graduate level students (n=86) at the innovation and entrepreneurship courses. As Bol and Hacker (2012) clearly mention, the difference between cognitive tasks, which are remembering things learned earlier that might help with the current task or problem, and metacognitive tasks which are monitoring and directing the process of problem solving, help the participants stress the importance of learning more about thinking. Cornoldi (2010) points out strategically the importance of the learners' beliefs on thinking and solving problems. Most of their self-confidence improves by solving different problems. More importantly, their attitudes and behaviors have changed to make better work. Hence, as Vadhan and Stander (1994) clearly define that ordinary thinking and awareness is more different than understanding of thinking. This is also elaborated by Hacker (1998) who define metacognition in three different types of thinking which are metacognitive knowledge (what one knows about knowledge), metacognitive skill (what one is currently doing), and metacognitive experience (one's current cognitive or affective state). In the light of this evidence, as Marchant (1989), critically emphasizes that whilst cognition is for solving the problem, whereas metacognition is for the process of problem solving. To analyze the difference, at the entrepreneurship and innovation courses, two different programs have preferred. In the first one, project-based approach is used in the curriculum in which the participants have actively solved different problems and cases. In the second, however, teaching and learning methodology is more traditional. By using phenomenological analysis, two different courses have been observed for six week and 12 different research questions were answered in the semi-structured interviews. The collected data were analyzed in Atlas.ti 7 to make depth study. Data analyses were completed using Atlas-ti as well as manually coding the individual transcripts. In total, 23 transcripts were imported into Atlas-ti as well as read thoroughly and repeatedly by the author. The results show that most (86%) participants agree the project-based learning environment by solving different problems in cases is much better (32%) than traditional environment. As most (81%) of the participants point out that their awareness is markedly improved (68%) in the training comparing to those of the participants in the traditional courses. As a result, cases in which everyday challenges, including social, economic, cultural, and environment are solved in the projects develop better environments for the development of metacognition due to the fact that the highest 'meta-level' of cognition is implicated. In the project-based learning, by solving different problems it is possible develop creative ideas while improving highly developed skills.

**Keywords:** *Metacognition, project-based learning*

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## Öğretmenlerin ve Uzmanların Farklı Sertifika Modellerini Benimseme Algıları Nasıl Değişmektedir?

M. A. Çorlu ve M. S. Çorlu

Bu çalışmanın temel amacı, katılımcıların beş farklı öğretmenlik sertifikası modelini benimseme ve değerlendirme algılarını araştırmaktır. Kişisel bilgileri sorgulandıktan sonra; katılımcılar (N=150) öğretmenlik sertifikası modellerini beş dereceli benimseme ölçeği tipinde değerlendirmişlerdir. Aşağıdaki araştırma soruları için katılımcıların açıklamaları, örnek durumlar şeklinde sınıflandırılarak yorumlanmıştır. Araştırmada şu sorulara cevap aranmıştır:

1. “Üniversiteler iyi öğretmen yetiştiremez” hipotezi kabul edilebilir mi? (Model-1)
2. Tek Tip Sertifika Modelinin(TTSM) ders içeriklerini, alan öğretmenleri yararlı buluyor mu?
3. Katılımcıların, beş farklı sertifika modelini benimseme algıları, nasıl değişmektedir?
4. Türkiye’de ve Avrupa’da üniversite (öğretmenlik) programları için bilimsel yetkinlik ve yetkilendirmeler farklılaşıyor mu? Niçin? Nasıl?
5. Alansız öğretmenlik sertifikası ve atamaları ile Türk öğrencilerin uluslararası başarısızlığı arasında anlamlı bir ilişki var mıdır?

Araştırmanın Önemi: Öğretimde ve öğretmen eğitiminde profesyonellik; yer, konu, alan bağlamında farklılığı, bilimsel özerkliği ve etik kurallara uymayı gerektirmektedir. Alan öğretmenliği programları (sayısal, sözel, sosyal, sağlık, ticaret, teknik, sanat ve yabancı dil gibi) kendi alanlarına özgü farklılıklara sahiptir. Paydaşları ve yetkin bölümleri dışlayarak, eğitimi ve öğretmen eğitimi merkezi emirlerle yönetmek; kaynaklarda “alansız öğretmenlik (=deProfessionalism)” olarak tanımlanmaktadır. Alan öğretmenleri için eski ve yeni sertifika modelleri kısaca tanıttıktan sonra: katılımcıların bu modelleri benimseme algıları ölçülmüştür. Nicel araştırma bulguları, örnek durum analizleri şeklinde nitel bulgularla desteklenmektedir. Öğretmenlerden ve uzman akademisyenlerden oluşan katılımcıların (N=150 kadar) beş farklı sertifika modelini değerlendirme algıları, farklılığı ve farkındalığı istatistik olarak analiz edilerek, yorumlanmaktadır. Katılımcıların, Türkiye’ye özgü TTS-Modelini oluşturan ve emreden merkezi yönetimi (MEB-YÖK) değerlendirme algıları, örnek durum olarak kayıt edilmiştir. Katılımcıların üç araştırma sorusunu değerlendirme algıları ise “örnek durumlar” şeklinde sınıflandırılarak yorumlanmıştır. Alan eğitimi bölümlerinin ve uzmanlarının, TTSM hakkındaki değerlendirme algılarının olumsuz olduğu; bu modelin yeterince benimsenmediği söylenebilir. Ayrıca “üniversiteler iyi öğretmen yetiştiremez” hipotezi” de en az benimsenen model şeklinde yorumlanabilir. Kayıt edilen verilere, katılımcıların kişisel bilgilerine, meslek niteliklerine, alanlarına ve mesleki gelişme teorilerine göre anlamlı farklar ve farkındalıklar belirlenmiştir. Araştırma bulguları, ilgili kaynak bilgilerle ve AB normları ile karşılaştırılarak yorumlanmaktadır.

*Anahtar Kelimeler:* Tek tip sertifika modeli, alansız öğretmen, pratisyen-uzman-profesyonel öğretmen, sertifika modelleri

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## Effects of Inter-Parental Conflict on College Student’s Self-Efficacy in Hamadan, Iran

Nakisa Parsa, Siti Nor Yaacob, Ma’rof Redzuan, Parisa Parsa and Bitia Parsa

The aim of this study was to determine the effects of inter-parental conflict on college student’s self-efficacy. This cross-sectional study was conducted on 374 college students of medical science aged 17 to 19 years old in Hamadan, Iran. The probability proportional to size sampling technique was used to obtain sample size. The Inventory of Children’s Perception of Inter-parental Conflict Scale, and the General Self-Efficacy Scale were used to measure inter-parental conflict and self-efficacy. Results of Pearson’s correlation coefficient indicated that low inter-parental conflict had positive significant correlation with high students’ self-efficacy, while high inter-parental conflict had negative correlation with low self-efficacy ( $p < .05$ ). The result of the study also showed that within CPIC subscales perception of threat to self had highest negative relationship with self-efficacy, followed by conflict properties and self blame. Moreover, This results implied that self-efficacy among late adolescents can be improved through positive parents relationships and parent-adolescents relationships ( $p < .05$ ). Thus, it is suggested that parents prepared with appropriate knowledge and skills for their adolescent’s needs and development.

*Keywords:* Inter-parental conflict, self-efficacy, adolescent, iran

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## The Relationship between Styles of Humor and Perceived Mutual Social Support Among Adolescents

Özlem Karakuş, Fatma Zehra Ercan and Aysel Tekgöz

The aim of the research is to examine the relationship between types of adolescent humor and perceived social support and to determine whether or not perceptions of social support explain types of humor. The research was conducted in secondary schools located in Konya city. The sample was four secondary schools located in the Karatay, Selçuklu, and Meram districts. The questionnaire of multidimensional perceived social support and humor style scale was used for data collection. The Pearson product moment correlation coefficient and multiple regression analysis were used in the analysis of data. The research sample was 442. Of the students who participated in the study 239 (%54.3) patients were male and 203 (%45.7) percent were female. The age range was between 16-23. From the subscale of perceived social support and types of humor explored a significant positive relationship was found between participatory and self-enhancing humor, but there was a significant negative correlation between aggressive and destructive humor ( $p < 0.01$ ). According to the results of regression analysis, perceived social support is illustrated at significant level by participatory and self-enhancing humor.

*Keywords:* Adolescents, perceived social support, humor style

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## Examining the Effects of Computer Games and Computer Using Frequencies on Secondary School Students

Nurullah Çelik and Çetin Yaman

The purpose of the study was investigate the effects of computer games and computer using frequencies on secondary school students. The population of the study consists of students who study at some secondary schools in Sakarya district. The sample of the research consists of 286 students chosen from this population via convenience sampling method. To collect data, a demographic informations form which also contains values for height, height and computer using frequencies of the participants. To display the physical development status of the students, BMI (Body Mass Index) measuring tool was used. After the descriptive statistical processes had been applied in the analysis of datas, to detect whether there is any relationship between variables, the Pearson Correlation test; to compare the differences between the groups, a T-Test; to detect the differences between groups, one-way ANOVA; to display from which groups the differences originate, Tukey test as Post Hoc test were used in the study. As a result of study, while a significant difference was found in the frequency of using computer in terms of the father's profession status, no significant relationship was found in the parameter between computer using frequency and body mass index. On the other hand, there was a significant difference between boys and girls regarding the frequency of playing computer games while there was not any significant difference between boys and girls in computer using frequency. The findings have been discussed detailed in the discussion part of the study.

**Keywords:** Sakarya University, School Of Physical Education and Sport

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## Transformation of Teachers' Evaluation Practices in Kazakhstan: Case of Taraz School Teachers

Talant Boleyev, Aidana Shilibekova and Dzhuldiz Uskenbayeva

Today, every educational institution needs to improve processes of educational diagnosis, evaluation and quality control. Particularly, schools and vocational schools are in need of specialists, who can improve the procedures of quality management and control of student achievements. Meanwhile, higher education institutions need specialists, who are able to develop appropriate standards and provide a methodological support to school teachers, to identify specific ethical, professional and personal training requirements, to prepare pedagogical personnel in compliance with international norms and standards. Therefore, a high correlation between the efficiency of learning and assessment are determined as well as between the effectiveness of the learning process and the quality of the teaching process. Thus, procedures of diagnostics and evaluation of training is necessary not only as a factual reality designation, but as a high value method to form a progressive judgment about the goals, content, results of educational activities at every stage of its implementation. This research aims at analysis of current transformations in implementation of students' achievements evaluation school teachers at secondary schools in Taraz, Kazakhstan. For the purposes of this research authors used the results of their study and participation in assessment activities on the basis of the Training Program for School Teachers developed and implemented by the Center for Pedagogical Excellence of Nazarbayev Intellectual Schools (Kazakhstan) in partnership with University of Cambridge (United Kingdom) in 2012-2014. Basic methodological framework comprises theoretical analysis, interveiwis with the groups of teachers (28 respondents), assessment of portfolios as well as performance of teachers (58 cases), observation and analysis of lessons of teachers involved in this program in the town of Taraz in the south of Kazakhstan. Based on this study, the authors - investigated in practice recognized assessment gradation to assessment of learning (summing) and assessment for learning (formative)- analyzed assessment gradation to assessment of learning (summing) and assessment for learning (formative). As an outcome, authors made an attempt to present their vision of the key ideas of these procedures on the basis of practical examples of Kazakhstani teachers.

**Keywords:** Assessment, formative assessment, summative assessment, professional development, teacher practice

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## Öğretmenlerin ve Uzmanların Sertifika Modellerini Değerlendirme Algıları Nasıl Değişmektedir?

M. Ali Çorlu ve M. Sencer Çorlu

Bu çalışmanın temel amacı, katılımcıların farklı öğretmenlik sertifikası modellerini benimseme, değerlendirme algılarını araştırmaktır. Kişisel bilgileri sorgulandıktan sonra; katılımcılar (N=150) öğretmenlik sertifikası modellerini beş dereceli benimseme ölçeği tipinde değerlendirmişlerdir. Aşağıdaki araştırma soruları için katılımcıların yazılı nitel açıklamaları, örnek durumlar şeklinde sınıflandırılarak yorumlanmıştır. Aşağıda araştırmanın araştırma soruları verilmiştir:

1. Üniversiteler öğretmen yetiştiremez? Hipotezi ne kadar desteklenmektedir?
2. Tek Tip Sertifika Modelini, kimler, ne kadar benimsiyorlar?
3. Katılımcılara göre, alan öğretmenleri, hangi kurum ve birimlerde eğitilmelidir?
4. Katılımcıların, sertifika modellerini değerlendirme algıları nasıl değişmektedir?
5. Katılımcılar, bu sertifika modeli ile Türkiye'ye Avrupa'da başarı şansı veriyorlar mı?
6. Türkiye'de ve Avrupa'da üniversite (öğretmenlik) programları için bilimsel yetkinlik ve yetkilendirmeler farklılaşıyor mu? Niçin? Nasıl?

Araştırmanın Önemi: Öğretimde ve öğretmen eğitiminde profesyonellik; yer, konu, alan bağlamında farklılığı, bilimsel özerkliği ve etik kurallara uymayı gerektirmektedir. Alan öğretmenliği programları (sayısal, sözel, sosyal, sağlık, ticaret, teknik, sanat ve yabancı dil gibi) kendi alanlarına özgü farklılıklara sahiptir. Paydaşları, yetkin bölümleri ve alan bilgilerini dışlayarak, eğitimi ve öğretmen eğitimini merkezi emirlerle yönetmek; kaynaklarda "alansız öğretmenlik (=deProfessionalism)" olarak tanımlanmaktadır. Alan öğretmenleri için sertifika modelleri kısaca tanıtıldıktan sonra: katılımcıların bu modelleri benimseme algıları ölçülmüştür. Nicel araştırma bulguları, örnek durum analizleri şeklinde nitel bulgularla desteklenmektedir. Öğretmenlerden ve uzman akademisyenlerden oluşan katılımcıların (N=150 kadar) beş farklı sertifika modelini değerlendirme algıları, farklılığı ve farkındalığı istatistik olarak analiz edilerek, yorumlanmaktadır. İkinci araştırma soru takımı da beş sorudan oluşmaktadır. Türkiye'ye özgü sertifika modelini oluşturan ve emreden merkezi yönetim organları (MEB-YÖK) hakkında, katılımcıların değerlendirme algıları, örnek durum olarak sınıflandırılmaktadır. Katılımcıların, TTSM algıları, "alansız sertifika eğitimi" şeklindedir. Katılımcılar arasında "üniversiteler öğretmen yetiştiremez" hipotezi desteklenmemektedir? Kayıt edilen verilere, katılımcıların kişisel bilgilerine, meslek niteliklerine, alanlarına ve meslekte gelişme teorilerine göre anlamlı farklar, bulgular kısmında, tablo ve grafiklerle açıklanmaktadır. Bulgulara göre; öğretmenin meslekte gelişim basamakları: alansız öğretmen, pratisyen öğretmen, uzman öğretmen ve profesyonel öğretmen şeklinde sınıflandırılmıştır. Araştırma bulguları, ilgili kaynak bilgilerle ve AB normları ile karşılaştırılarak yorumlanmaktadır.

**Anahtar Kelimeler:** Tek tip sertifika modeli, alansız sertifika dersleri, meslekte gelişim basamakları, profesyonel öğretmen

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## The Success of the Enhanced Teacher Training Program to Promote Retention for Beginning Teachers in Rural and Remote Areas

Ingrid Harrington

A long-standing issue for Australian State and Territory Education departments alike has been the retention of effective teachers in rural and remote schools deemed 'hard-to-staff'. Despite a range of cash and reduced tax-based initiatives to attract and retain teachers to these areas, school communities still contend with poor teacher retention. A placement immersion initiative implemented in 2008 by the New South Wales Education department entitled the 'Enhanced Teacher Training' (ETT) scholarship program, is showing positive signs of teacher retention and improved teacher and student school experiences in these areas. Based on an action-research model, this paper recounts some of the experiences of current teachers that went through the scholarship program in 2009. The paper briefly explores their reflections upon how the teacher preparation section of the scholarship helped better prepare them to deliver quality teaching, and to make the decision to remain in these 'hard-to-staff' schools and communities. The paper makes comments about some of the significant design aspects that attribute to the programs success, and provides future recommendations for tertiary education providers on how to better prepare teachers to teach in rural and remote areas.

**Keywords:** Teacher professional development; teacher retention

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## Öğretmen Adaylarının Web Tabanlı Gelişime Yönelik Motivasyonlarının Cinsiyet Bölüm ve İnternet Kullanım Becerilerine Göre İncelenmesi

*Furkan Aydın ve Mehmet Barış Horzum*

Web Tabanlı Öğrenme Sistemleri günümüz eğitim sistemi içerisinde öğretmenlerin hizmet içi eğitimi ve öğretmen adaylarının yetiştirilmesinde etkin olarak kullanılan bir uygulama haline gelmiştir. Her geçen günde yaygınlaşmaya devam etmektedir. Bu çalışmanın amacı öğretmen adaylarının web tabanlı mesleki gelişime yönelik motivasyonlarının cinsiyet, öğrenim gördükleri bölüm ve internet kullanma düzeylerine göre farklılık gösterip göstermediğini incelemektir. Bu amaç doğrultusunda Sakarya Üniversitesi Eğitim Fakültesi'nde öğrenim gören toplam 433 öğretmen adayı araştırmaya katılmıştır. Öğretmen adaylarının 306 sı bayan 127 si ise baydır. Öğretmen adaylarının web tabanlı mesleki gelişime yönelik motivasyonlarını ölçmek üzere Kao, Wu ve Tsai (2011) tarafından geliştirilen ölçme aracı kullanılmıştır. Araştırma sonucunda öğretmen adaylarının cinsiyetlerine ve internet kullanım becerilerine göre web tabanlı mesleki gelişime yönelik motivasyonları arasında anlamlı farklılık yoktur. Bunun yanında öğretmen adaylarının bölümlerine göre web tabanlı mesleki gelişime yönelik motivasyon ölçeğinin alt boyutlarından kişisel ilgi ve sosyal uyum puanlarında anlamlı farklılık bulunmuştur. Kişisel ilgi faktöründe Böte (Bilgisayar ve Öğretim Teknolojileri Eğitimi) bölümünde öğrenim gören öğretmen adaylarının diğer (Psikolojik Danışma ve Rehberlik, Sınıf Öğretmenliği ve Fen Bilgisi Öğretmenliği) bölümlere göre kişisel ilgilerinin daha yüksek olduğu bulunmuştur. Sosyal uyum boyutunda Psikolojik Danışma ve Rehberlik öğretmen adaylarının, Fen Bilgisi öğretmen adaylarına göre daha yüksek bulunmuştur.

**Anahtar Kelimeler:** Öğretmen adayları, Web tabanlı mesleki gelişime yönelik motivasyon, cinsiyet, bölüm, internet kullanım becerisi

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## Training by Distance Farmers and Rural Entrepreneurs either in European or in Developing Countries: So Similar and So Different!

*Ioannis D. Chotzakianis*

This work aimed to identify the similarities and the differentiations, as they arise through the investigation of the procedures and the means which are used in distance education and training of the farmers and the rural entrepreneurs in European and in some of the developing countries. The methodology which has been held in order to the aim accomplishment was bibliographic research. So, characteristic cases of distance education and training cases of this specific target group in Europe, Asia and Africa were investigated, as result of key word search in papers of the last decay. Through the bibliographic research it was found out that distance education and training of the farmers and the rural entrepreneurs hold a prominent role not only in rural development but also in the general development of each country, especially the developing ones. It is obvious that the interest expressed for this purpose is considerably important in Europe and the developing countries. This fact led to the incorporation of rural population's distance learning into the European Policy in European countries and into the government policy in the developing ones. The truth is that the main reasons of this are the high degree of dependence of national economy from the agricultural sector and the fact that more than 60-70% of the total population of these countries live in countryside. Apart from the government, some internationals carriers express their interest on this topic in the developing countries. Through the investigation a remarkable variety of the instructional means that used in distance learning of rural population was detected, in both of the studied geographic entities, which in most cases are based on Information and Communication Technologies (ICT) and are characterized of high level of innovation. It is worth mentioning that the usage of the ICT based means by rural people in developing countries has been got possible through the presence of the "intermediates". This fact consists one of the most significant differences between European and developing countries, as far as the applied procedures are concerned. Another important differentiation relates to the profile and the role of the bodies involved. Of course, not only differentiations but also similarities are seen between the projects held in developing and European countries. These similarities are mainly related to the fact that the training programmes are focused on trainees' actual needs, they provide their communication and networking and, finally, they enhance the sustainability of programmes' outcomes after their implementation. Finally, it has been obvious that the differentiations related to the way of distance learning supplement, based on trainees' learning needs under the existing conditions in any case, highlight distance learning as appropriate for educating or training various groups of rural population..

**Keywords:** Distance Learning, training, farmers, rural entrepreneurs, rural population

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## Okul Müdürlerinin Mizah Tarzlarının Öğretmenlerin Güdülenmişlik Düzeylerine Etkisi

Merve Eroğlu Akyol ve H. Basri Gündüz

Bu araştırmanın amacı; okul müdürlerinin mizah tarzlarının öğretmenlerin güdülenmişlik düzeylerine etkisini belirlemektir. Araştırmada öğretmen görüşlerine göre yöneticilerin mizah davranışları belirlenmiş ve bu davranışların öğretmenlerin güdülenme düzeylerine etkisi saptanmaya çalışılmıştır. Araştırma tarama modelindedir. Araştırmanın çalışma evrenini İstanbul ili Üsküdar ilçesinde görev yapan ilkokul ve lise öğretmenleri oluşturmaktadır. Araştırmanın örneklemini basit tesadüfi örnekleme yöntemiyle seçilen toplam 360 öğretmen oluşturmaktadır. Araştırmanın verilerinin toplanmasında Recepoğlu (2012) tarafından geliştirilen "mizah tarzları" ölçeği ve yıldırım (2002) tarafından geliştirilen "motivasyon anketi" kullanılmıştır.

**Anahtar Kelimeler:** Mizah, mizah tarzları, okul yöneticileri, güdüleme, mizah ve güdülenme

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## Okul Öncesi Dönemde Drama ve Oyunun Önemi

Bahadır Köksalan, Hikmet Zelyurt ve Ayşegül Ulutaş

Bu çalışmada drama ve oyun kavramları açıklanarak, okul öncesi dönemde drama-oyun ilişkisine dikkat çekilmiştir. Günümüz eğitim sisteminde drama ve oyun, okul öncesi dönemde vazgeçilmez alanlardandır. Okul öncesi eğitimde drama ve oyun iç içe olup sıkça kullanılmaktadır. Okul öncesi dönem çocuklarının bu iki alandan en iyi şekilde yararlanmaları için bu alanlara gereken önem verilmelidir. Çalışma, tarama modelinde betimsel bir çalışmadır. Çalışmada ilgili alan yazın taranarak drama, dramanın önemi, oyun, oyunun önemi ve okul öncesi eğitimde drama-oyun ilişkisi ele alınmıştır.

**Anahtar Kelimeler:** Okul öncesi dönem, drama, oyun.

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## Okul Öncesi Öğretmenlerinin Oyun Etkinliklerini Gerçekleştirme Yeterliliklerinin Belirlenmesi

Ayşegül Ulutaş ve Bahadır Köksalan

Eğitimin ilk basamağı olan okul öncesi dönem, oyun etkinliklerinin gerçekleştirilmeye başlandığı bir dönemdir. Oyun, çocuğun eğitiminde önemli bir yere sahiptir; bu yüzden okul öncesi öğretmenlerinin oyun etkinliklerini gerçekleştirebilecek yeterlilikte olması gerekmektedir. Öğretmenlerin etkinlikleri gerçekleştirmeye yönelik yeterlilik düzeylerinin, öğrenme ve öğretmenin başarılı olması ve erken çocukluk dönemindeki çocukların öğrenmeye karşı olumlu tutumlar geliştirmeleri açısından çok önemli olduğu bilinmektedir. Bu çalışmada okul öncesi öğretmenlerinin oyun etkinliklerini gerçekleştirme yeterliliklerinin belirlenmesi amaçlanmıştır. Yapılan bu çalışmada oyun etkinliklerinin öğretmenler tarafından uygun şekilde ve düzeyde gerçekleştirilip gerçekleştirilmediği belirlenmeye çalışılmıştır. Araştırmanın evrenini Adıyaman il merkezinde görev yapan okul öncesi öğretmenleri oluşturmaktadır, örneklemini ise tesadüfi örnekleme yöntemi ile seçilen on okul öncesi öğretmeni oluşturmuştur. Veriler, görüşme tekniği kullanılarak elde edilmiştir. Sonuçta; okul öncesi öğretmenlerinin oyun etkinliklerini gerçekleştirmek için genellikle gösterip yaptırma, anlatma, drama gibi yöntemlerden yararlandıkları, dayanıklı, çok amaçlı, tehlikesiz, kullanışlı materyaller hazırlayıp kullandıkları, sınıf kontrolünü kurallarla ve sayışmalarla sağladıkları, çocukların etkinliklere aktif bir şekilde katılmalarını sağlamakta bazen zorlandıkları, oyun etkinliklerini gerçekleştirdikleri ortamın hava şartlarına göre değiştiği ancak genelde açık havayı tercih ettikleri, çocukları bireysel oyunlardan ziyade grup oyunlarına yönlendirdikleri ortaya çıkmıştır.

**Anahtar Kelimeler:** Okul öncesi dönem, okul öncesi öğretmeni, oyun etkinliği, yeterlilik

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## An Investigation of the Behavior of Agricultural Extension and Education Engineering Students in Tehran University towards Employability

Ahmad Rezvanfar, Maria Ghorbanian and FatemehShafiee

One of the most significant aims of universities is to educate experts for entering the business market and applying their knowledge in developing the economy of the country. Accordingly, higher agricultural education has a very colossal role in development of the agricultural and employability skills among the students of this field. Therefore, in the present study, employability of the students of agriculture extension and education of Tehran University has been investigated, based on various observational dimensions of Ajzen's theory of planned behavior, Attitude, perceived behavioral control, subjective norm and intention. For this purpose, 42 students of agriculture extension and education of Tehran University reported their information according to the elements of Ajzen's theory. The data supported and reaffirmed Ajzen's theory. The first anticipant of the employability was the control of students' perceived behavior. In the same way, intention toward employability was the most considerable anticipator of the employability behavior.

**Keywords:** Employability, Attitude, Perceived Behavioral Control, Subjective Norm, Intention, Agriculture, Agricultural higher education

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## Eğitim Fakültesi Son Sınıf Öğrencilerinin Okul Deneyimi ve Öğretmenlik Uygulaması Derslerinde Karşılaştıkları Sorunlar

*Furkan Aydın ve Özcan Erkan Akgün*

Nitelikli öğretmen yetiştirmek eğitimin kalitesini artırmak için çok önemli bir hedeftir. Günümüzde öğretmen yetiştirme görevini eğitim fakülteleri üstlenmektedir. Her meslekte olduğu gibi öğretmenlik mesleğinde de hizmet öncesi mesleklerini tanımak ve pratik kazanmak için gerçekleştirilen Okul Deneyimi ve Öğretmenlik Uygulaması dersleri bulunmaktadır. Bu derslerin amaçları işlevsel olmasına rağmen uygulamada karşılaşılan bazı sorunlar göze çarpmaktadır. Bu çalışmada BÖTE öğretmen adaylarının Okul Deneyimi ve Öğretmenlik Uygulaması derslerine yönelik görüşleri nitel araştırma modellerinden "Durum Çalışması" yönetimi ile incelenmiştir. Veriler görüşme yöntemi ile toplanmıştır. Araştırma sonucunda belirlenen sorunların uygulama okullarının uzak olması, uygulama süresinin okula göre değişkenlik göstermesi, koordinatör öğretim üyeleri tarafından yeterli danışmanlık sağlanmamasının, uygulama öğretmeninin uygulamalarını belirlenen amaçların dışında yürütmesi staj uygulamalarının meslek liselerinde yapıyor olması gibi sorunlar ortaya çıkmıştır. Bu çalışmada ulaşılan çoğunlukla sonuçların ileride yapılacak öğretmen yetiştirme programlarının iyileştirilmesi ve staj uygulamalarının yürütülmesi çalışmalarında dikkate alınması umulmaktadır.

**Anahtar Kelimeler:** Okul deneyimi, öğretmenlik uygulaması, staj, staj raporu

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## The Examination of Emotional Intelligences of College Students

*Ayşegül Özdemir Topaloğlu*

The era that we are living in welcomes changes and improvements in many areas replacing the traditional methods and approaches with new ones. This rapid change has redefined the expectations of society from education and educated people. The aim of education is not only to have individuals who have knowledge but also to have people with emotional intelligence (EQ) with an effective use of it. People who show high levels of emotional intelligence are individuals who know themselves and their needs, their strengths and weaknesses and manages to control themselves and forms sound relationships. This study aims to examine emotional intelligence levels of students who attend vocational schools in Turkey which are thought to have an important role for rebuilding Turkey's education system. The findings were evaluated through descriptive analysis. Randomly chosen 167 freshmen students in Keşan Vocational School, Trakya University answered the survey, The Schutte Self Report Emotional Intelligence Test, which includes 41 items with five point likert scale. Only 151 of the questionnaires were valid. The subscales "Optimism/Regulating the Mood", "Utilizing Emotions" and "Evaluating Emotions" were examined in terms of age, socio-economic status and the type of scores, social sciences or math/science. SPSS were used to analyse the data. "T-test" ve "variance analysis" were used to identify the difference between groups. As the statistical analyses are not finished yet, the findings of the study are not available for now.

**Keywords:** Emotional intelligence, emotional intelligence levels, college students, optimism/regulating the mood, utilizing emotions, evaluating emotions.

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## Trends and Issues in Studies focusing on Early Childhood Teachers and Teacher Candidates in Turkey

*Figen Şahin, Yasin Öztürk ve Meryem Çelik*

There has been an increasing interest on early childhood teachers and teaching. The aim of the study is to determine the trends in early childhood education teachers in Turkey and to point out the important issues of teacher research. In this study, the researchers reviewed the graduate theses about teachers and teacher candidates in early childhood education and their trainings, written in Turkey from 2006 to 2013. The data is derived from the online database of the Higher Education Council and is processed via content analysis. The data were categorized in terms of methodology, scope, and subject. The preliminary analysis has showed that there are distinctive trends on the basis of the categories: (1) Most of the studies preferred survey method and the limited number of studies used experimental, mixed and qualitative methodology (2) Most of the studies focused on teacher and teacher candidates attitudes and perspectives, and (3) Most preferred topics of interest in these studies were job satisfaction and burnout of teachers and science teaching, classroom management, and music in early childhood education. According to the overall analysis of the documents, there will be suggestions for future studies.

**Keywords:** Early childhood teachers, teacher candidates, graduate thesis, trends and issues.

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## Interaction Between Academic Motivation and Student Teachers' Academic Achievement

İsmail Hakkı Erten

This study sought to explore the interaction between academic motivation and GPA as a descriptor of academic achievement. To do this, Academic Motivation Scale (Vallerant et al. 1989) was administered to a total of 256 students studying to become teachers of English at an ELT department of a major state university in Ankara. The scale consists of 28 items with a 7-point Likert Scale. The analysis revealed good alpha coefficient (overall alpha = .86, and with all 7 motivational subscales alpha being larger than .75). GPA (mean = 3.18, SD = .34) was elicited through a self-report item in the composite instrument used to collect data. The analysis of the data showed that students were mostly motivated for extrinsic motivation (job seeking: mean = 5.80, SD = 1.04) followed by intrinsic motivation (to learn new things: mean = 5.66, SD = 1.09) and extrinsic motivation (to have a better life later in one's career: mean = 5.57, SD = 1.18). It was pleasing to observe that participants reported very low amotivation scores (mean = 2.01, SD = 1.38). Gender differences were observed only on amotivation with male student teachers reporting significantly ( $p < .05$ ) higher levels of amotivation (female mean = 1.81, SD = 1.17; male mean = 2.71, SD = 1.68). GPA correlated negatively with amotivation ( $r = -.184$ ,  $p < .01$ ); positively extrinsic motivation involving job seeking ( $r = .158$ ,  $p < .05$ ); intrinsic motivation to learn new things ( $r = .134$ ,  $p < .05$ ) and intrinsic motivation involving accomplishment ( $r = .159$ ,  $p < .05$ ). A multiple standard regression analysis identified only amotivation as a predictor of GPA. Findings will be discussed under the light of current literature into teacher entry motivations and teacher training.

**Keywords:** Motivation, intrinsic, extrinsic, amotivation

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## İşlevsel Erteleme Ölçeğinin Geçerlik ve Güvenirlik Çalışması

Mehmet Kandemir ve Mehmet Palancı

Sorumlulukları geciktirme olarak bilinen erteleme davranışı ilgili literatür incelendiğinde, bu davranışın her zaman olumsuz olmayacağı, işlevsel ertelemelerin de olabileceği belirtilmektedir. İşlevsel erteleme, görev başarısını arttıran, bireyleri avantajlı hale getiren ve genellikle görev başarısıyla sonuçlanan önceden tasarlanmış amaca yönelik başarı stratejisi olarak görev yapan arada sırada gerçekleşen kabul edilebilir bir davranış temsil etmektedir. Özellikle öğrenciler arasında çokça görülen erteleme davranışının, işlevsel boyutları geliştirilmiş ölçüm araçlarının olmaması nedeniyle yeterince araştırılmadığı görülmektedir. Bu bağlamda düşünüldüğünde araştırmanın amacı, öğrencilerin akademik anlamda yaptıkları işlevsel erteleme davranışlarını ölçebilecek bir ölçüm aracı geliştirmektir. Amaç bağlamında, farklı demografik özelliklere sahip ve farklı sınıf düzeylerinde olan 210 kız ve 155 erkek olmak üzere toplam 365 öğrenciye ulaşılmıştır. Ölçeğin yapı geçerliliği için Ölçeğe Açımlayıcı Faktör Analizi (AFA) uygulanmış vesonucunda tek faktörlü yapı açığa çıkmıştır. Araştırma sonucunda çıkan sonuçların Doğrulayıcı Faktör Analizinde (DFA) doğrulanması için yeni bir veri seti oluşturulmuştur. Oluşturulan veri seti üzerinde çalışmalar devam etmekte olup, kongre zamanına araştırma bitirilmesi hedeflenmiştir.

**Anahtar Kelimeler:** İşlevsel erteleme, geçerlik, güvenirlilik

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## Erteleme Nedenleri: Öz-Düzenleme, Akademik Öz-Yeterlik, Yaşam Doyumu, Umud ve Farklı Demografik Değişkenler

Mehmet Kandemir

Akademik erteleme davranışı, okul yaşamında öğrencilerden beklenen sınavlara hazırlanma, ödev yapma, akademik danışmanla yapılacak toplantıyı ve projeleri tamamlama gibi akademik sorumluluklarını ertelemesi olarak bilinmektedir. Öğrencilerin bu sorumluluklarını yerine getirilememesi, öğrenciyi akademik ve kişisel anlamda başarı kimliğini yaşamamasına neden olmaktadır. Bu davranışın anlaşılması, tanımlanması ya da daha işlevsel hale getirilmesi anlamıyla farklı araştırma modellerinin desenlenerek yapılması gerektiği düşünülmektedir. Bu bağlamda düşünüldüğünde, araştırmanın amanın amacı, üniversite öğrencilerinin akademik erteleme davranışını, öz-düzenleme, akademik öz-yeterlik, yaşam doyumu, umut ve farklı demografik değişkenlerle açıklamaya yönelik bir regresyon modelini test etmektir. Betimsel tarama modelinin kullanıldığı araştırmada, araştırma grubunu, Kırıkkale Üniversitesi'nin farklı fakültelerinden 450 kız ve 169 erkek olmak üzere 619 oluşturulmuştur. Aynı zamanda araştırma grubundaki öğrenciler, farklı demografik özelliklere sahiptir. Araştırma verilerinin toplanmasında, "Aitken Akademik Erteleme Ölçeği", "Duygusal Okuryazarlık Ölçeği"; "Akademik Öz-yeterlik Ölçeği"; "Yaşam Doyumu Ölçeği", "Umud Ölçeği" ve "Bilgi Formu" kullanılmıştır. Araştırmada, hiyerarşik regresyon analizi modeli ile araştırma verileri test edilmiştir. Araştırma sonucunda, üniversite öğrencilerinin akademik erteleme davranışını, öz-düzenleme, akademik öz-yeterlik, yaşam doyumu, umut ve farklı demografik değişkenlerle açıklandığı bulunmuştur. Araştırmada, öğrencilerin öz-düzenleme, yaşam doyumu ve umut eğiliminin akademik erteleme eğilimini anlamlı bir şekilde açıkladığı görülmüştür.

**Anahtar Kelimeler:** Erteleme, öz düzenleme, akademik öz-yeterlik, yaşam doyumu, umut

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## The Relationship between the Integration of Demo Lessons before Micro-Teachings and Success Rates

Burcu Koç and Elif Bozyiğit

The present study aims to determine the relation between the students' perspectives towards the existence and absence of demo lessons before their own micro-teachings and their success levels in these microteachings. The study is conducted with 20 third grade ELT students from Sakarya University studying Teaching Speaking and Listening Comprehension Skills course. As a requirement of this course, the students are to prepare and present three micro-teachings in an academic term which lasts for 15 weeks; listening, speaking and pronunciation micro-teachings. Before conducting their first micro-teaching the students did not watch an example listening or speaking lesson; however, this was not the case for pronunciation micro-teaching as they had the chance of watching a demo lesson for pronunciation teaching by their instructors. By the means of an open-ended questionnaire, the researchers seek to find out students' preferences about existence and absence of demo lessons by the instructor before they start their micro-teachings. With the help of a rubric used for all micro-teachings in this course, the students' success rates are evaluated. The mixed-method data analysis is carried out through the qualitative results of the questionnaire and the quantitative grades assigned to the students by the instructor. As an ongoing study, shedding light on the answer of whether the demo lessons for pre-service teachers for their micro-teachings in the educational departments should be presented or not is significant for teacher trainers in these departments.

**Keywords:** Pre-service teachers, demo lesson, microteaching, English language teaching, educational departments

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## Constructive Management of Curriculums

Fatma khanim Bunyatova and Nazila Abbasova

Technological processes taking place in the world have influence on education as well. Making education individual-oriented, educational reforms also direct it to technology. Azerbaijan has been facing reforms in this direction since 2007 and as a result, new curriculums have been drafted, and by getting trainings in the curriculum, teachers have learned the new training strategy. A new generation of textbooks has been written and tutorials have been prepared for the teachers. However, the accomplished results are not yet satisfactory due to considerable gaps in program design of curriculums and in writing of new textbooks and tutorials for teachers.

Reasons:

1. Disciplinary knowledge in the curriculums is arranged irrationally, incoherently and unsystematically on the basis of the previous principle.
2. The homework included in the textbooks is mostly directed to learning of knowledge.
3. Tutorials for teachers are poorly based on the training technologies.
4. The evaluation is focused on discovery of the knowledge.

Constructive management of the knowledge in the curriculums is considered as the solution of this problem. Bases for Constructive management of the curriculum knowledge are the Cognitive Theory of Jan Piaget, the Fuzzy Logic Theory of L.Zadeh and the 'Ahlagi-Nasiri' treatise of N.Tusi.

Constructive approach to the management means the management of the curriculums on the basis of constructivism and fuzzy logic modeling.

These are:

1. Integrity scheme of knowledge.
2. Dividing of knowledge into variant and invariant knowledge.
3. Logical listing and encoding of knowledge.
4. Placement of knowledge in the coordinate system.
5. Dividing of the knowledge in the coordinate system into modules and annual programming of them by level.
6. Implementing rational operations on the knowledge.

On the basis of the constructive management, new programs of the curriculums and on the basis of the Cognitive Taxonomy of J. Bloom and the Multiple Intelligences Theory of H. Gardner, a new battery of homework and new evaluation criteria are created. The results of the training in managed programs are presented at four levels:

- a – knows and understands;
- b – understands, knows, applies and analyzes;
- c – understands, knows, applies, analyzes and evaluates; and
- d – understands, knows, applies, analyzes, evaluates and creates.

All students differ from each other and these differences are evaluated at separate levels. The training strategy of these curriculums, focused on development of thinking is determined. Each student getting training on this basis can succeed, as it takes the individual capacity of each student into account.

**Keywords:** disciplinary knowledge, constructive management, Fuzzy Logic Theory, variant and invariant knowledge, Cognitive Taxonomy, Cognitive Theory Piaget, development of thinking

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## Engaging Students With Feedback: Lessons From Face-To-Face and Online Teaching

Tamara Shengelia

Advancement of the Internet and mobile technologies in recent years has transformed the landscape of education provision. This coupled with the reforms in the education sector in the UK has encouraged the growth of online degree programmes in higher education in the country. Institutions are increasingly turning to online and blended forms of education provision. Movement towards online platforms raises a number of challenges for both institutions and teachers especially with regard to feedback. This paper explores the ways of providing feedback to the students enrolled on online social science degree programmes and the strategies for enhancing student engagement with feedback. The paper explores lessons from conventional face-to-face teaching and suggests how feedback strategies can be adapted for online provision. The paper draws on the case studies from the UK higher education, including face-to-face, online and blended undergraduate and postgraduate social science programmes.

**Keywords:** Feedback, feedback strategies, engagement with feedback, online education, blended learning, higher education

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## Özel Okul ve Devlet Okulunda Görev Yapmış Sınıf Öğretmenlerinin Sınıf Yönetimindeki Farklılıklara İlişkin Görüşleri: Nitel Bir Çalışma

Lütfü İlgar

Bu çalışmada, devlet ve özel okullarının her ikisinde de çalışmış sınıf öğretmenlerinin, sınıf yönetimindeki farklılıklara ilişkin görüşlerini incelemek amaçlanmıştır. Çalışmada, öğretmenlerin görüşlerini belirlemek amacıyla nitel araştırma yöntemi kullanılmıştır. Verileri toplamak amacıyla ilgili literatür taranmış ve araştırmacı tarafından oluşturulan yarı yapılandırılmış veri toplama formu hazırlanmıştır. Bu form çalışma grubunda yer alan, özel ve devlet okullarında görev yapmış sınıf öğretmenlerine uygulanmıştır. Elde edilen verilerin değerlendirilmesinde betimsel analiz tekniği kullanılmıştır. Araştırmada öğretmenlerin; sınıfı yönetirken en fazla zorlandıkları konular, en fazla karşılaştıkları istenmeyen davranışlar, sınıfı yönetmede işleri zorlaştıran ve kolaylaştıran faktörler, sınıfı yönetmede diğer paydaşlarla (öğretmenlerle, okul yönetimi, aile, çevre ve rehberlik hizmetleri arasında) işbirliği derecesinde devlet okulu ile özel okul arasında farklılıklar olup-olmadığına ilişkin veriler toplanmaya çalışılmıştır. Araştırmada verilerin analizi çalışması devam etmektedir.

**Anahtar Kelimeler:** Sınıf yönetimi, istenmeyen davranışlar, özel okul, devlet okulu

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## Cognitive, visuospatial and psychomotor development in students of primary education through the body percussion – BAPNE Method

Andrea Carretero-Martínez, Jessica María Pons-Terrés, Natalia Crespo-Colomino, Francisco Javier Romero-Naranjo

The importance of the music and movement in the music learning is vital in the formation and development of people. The BAPNE method enables the development of each of the multiple intelligences, founded by Howard Gardner, through the teaching of body percussion, relying on five disciplines such as Biomechanics, Anatomy, Neuroscience, and Ethnomusicology. This article arises from the need for empirical data evidence that this methodology has great benefits in primary education. Focusing on the visuospatial intelligence, and body and kinetic intelligence this research establishes that the objective is to demonstrate that students who use this methodology will better achieve their cognitive, visuospatial, and psychomotor development. So we have developed a study of 60 subjects in the 2<sup>nd</sup> year of primary education, between 7 and 8 years of age. The sample is divided into control group (N=30), which does not carry out the teaching of body percussion - Method BAPNE, and the experimental group (N=30), wherein the method is employed. The design is used quasi-experimental study with measures before and after the treatment, being used the Movement Assessment Battery for Children ABC (MABC-2) as pre-test and post-test. After carrying out ANOVA statistical analysis of repeated measures, in which we contrast the results of the pre-test to post-test results in both groups, we have found that the experimental group presented a significant improvement in overall post-test scores.

**Keywords:** BAPNE Method, the Movement Assessment Battery for Children ABC (MABC-2), multiple intelligences, cognitive development, visuospatial development, psychomotor development, primary education, ANOVA statistical analysis of repeated measures

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## Amerika’da Yaşayan Türk Annelerin Çocuklarının Geleceğine İlişkin Kaygılarının İncelenmesi

Şengül İlgar ve Nihat Topaç

Bu çalışmanın amacı; ergenlik döneminde çocuğu olan annelerin çocuklarının geleceğine ilişkin kaygılarını araştırmaktır. Bu araştırma, Amerika’da yaşayan Türk annelerin çocuklarının geleceğine ilişkin kaygılarının incelendiği nitel bir araştırmadır. Farklı sosyo-ekonomik düzeyden ailelerdeki annelerin kaygılarının incelenmiştir. Annelerin 6’sı alt, 9’u orta, 9’u üst sosyo-ekonomik düzeydeki ailelerdeki annelerdir. Araştırmanın çalışma grubunu Amerika’nın Philadelphia şehrinde yaşayan toplam 24 Türk anne oluşturmaktadır. Veri toplama aracı olarak araştırmacılar tarafından hazırlanan yarı yapılandırılmış 1 görüşme formu kullanılmıştır. Görüşme sonuçlarının analizinde nitel veri analizine uygun betimsel analiz tekniği kullanılmıştır. Araştırmanın sonuçlarına bakıldığında; genel sonuçlar içerisinde, çocuğunun Türk kültüründen uzaklaşması ve kimliğinden utanması, iki kültür arasında bocalaması ve değerlerimizi saçma bulması, akrabalığın ne olduğunu özümseyememesi ve Türkçe öğrenmek istememesi, dilini unutması, Türk olmayan biriyle evlenmesi, kötü alışkanlıklara çabuk ulaşması gibi kaygılar yüksek frekansa sahip kaygılardır. Farklı sosyo-ekonomik özellikler taşıyan ailelerdeki annelerin çocuklarının geleceğine ilişkin kaygılarına bakıldığında; Üst, orta ve alt sosyo-ekonomik düzeydeki annelerin tümü çocuğunun Türk kültüründen uzaklaşması ve kimliğinden utanması, iki kültür arasında bocalaması ve değerlerimizi saçma bulması kaygısını taşımaktadır. Türkçe öğrenmek istememesi ve dilini unutması kaygısı orta düzeydeki annelerde birinci sırada dile getirilirken üst sosyo- ekonomik düzeydeki annelerde daha alt sırada yer almıştır. Üst sosyo-ekonomik düzeydeki anneler Türk olmayan birisiyle evlenmesinden yüksek oranda kaygı duyarken orta sosyo-ekonomik düzeydeki annelerde bu oran daha düşüktür. Buna karşın alt sosyo-ekonomik düzeydeki ailelerde bu kaygı görülmektedir. Çocuğunun büyüklere saygıya önem vermemesi, dininden utanması, gizlemesi, öğrenememesi, yaşamaması, marka tutkunluğu içinde olması alt sosyo-ekonomik düzeydeki anneler tarafından en alt sırada kaygı olarak dile getirilmiştir.

**Anahtar Kelimeler:** Ergenlik dönemi; kaygı; anneler; amerika’daki anneler

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## Öğretmen Adaylarının Öğretmenlik Mesleğine Yönelik Özyeterlik İnançları

Hasan Aydemir, Devkan Kaleci, Metin Kapıdere, Munise Duran ve Numan Durak Aksoy

Bu araştırma, İnönü Üniversitesi Eğitim Fakültesi Sınıf Öğretmenliği, Okul Öncesi Öğretmenliği, Bilgisayar Öğretmenliği ve Zihin Engelliler Öğretmenliği Anabilim Dallarında öğrenim gören 4.sınıf toplam 387 öğretmen adayının özyeterlik algılarını belirlemeyi ve özyeterlik algılarının cinsiyet, bölüm ve öğrenim türü değişkenleri ile ilişkilendirmeyi amaçlamaktadır. Araştırmada veri toplama aracı olarak, Tschannen - Moran ve Hoy (2001) tarafından geliştirilen ve Türkçeye uyarlanarak geçerlik ve güvenilirlik çalışması Çapa, Çakıroğlu ve Sarıkaya (2005) tarafından yapılan *Turkish version of the Teachers’ Sense of Efficacy Scale (TTSES)* “Öğretmen Özyeterlik Ölçeği” kullanılmıştır. Verilerin çözümlenmesinde frekans (f), yüzde (%), t-testi ve Tek Yönlü Varyans Analizi (ANOVA) testleri uygulanmıştır. Araştırma sonucu ulaşılan bulgulara dayalı olarak, Sınıf Öğretmenliği, Okul Öncesi Öğretmenliği, Bilgisayar Öğretmenliği ve Zihin Engelliler Öğretmenliği Anabilim Dalı öğretmen adaylarının, özyeterlik algılarının cinsiyet, bölüm ve öğrenim türü değişkenlerine göre anlamlı bir farklılaşmanın olup olmadığı değerlendirilmiştir.

**Anahtar Kelimeler:** Öğretmen, öğretmen özyeterlik algısı, özyeterlik

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## Preschool Teachers’ Mathematics Teaching Efficacy Belief

Meral Takunyacı and Mithat Takunyacı

Teacher efficacy can be defined as teachers’ beliefs in their abilities to organize and execute courses of action necessary to bring about desired results. Although beliefs and content knowledge, especially teaching mathematics efficacy beliefs are important factors in teacher training. This research aims to determine preschool teachers’ efficacy beliefs concerning mathematics teaching using the Mathematics Teaching Efficacy Belief Instrument (MTEBI) developed by Enochs et al. (2000) and adapted to Turkish by Takunyacı & Aydın (2013). Findings indicated that teachers have low efficacy beliefs on teaching mathematics and most of the subject strongly agreed that they would generally teach mathematics ineffectively. Also, there was a significant difference amongst teachers’ efficacy beliefs on teaching mathematics and their years of experience in favor of preschool teachers who have 13 and more years experience in teaching.

**Keywords:** Preschool teacher, efficacy beliefs, mathematics teaching

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## Eğitim Fakülteleri BÖTE Bölümü Öğrencilerinin Profiline Değerlendirilmesi ve Öğrenci Modelinde Kullanılması

Hakan Uysal ve M. Ali Salahlı

Zeki öğretim sistemleri eğitimin kalitesinin yükseltilmesinde, uyarlanabilir eğitim süreçlerinin oluşturulmasında önemli yer tutmaktadır. Zeki öğretim sistemlerinin bilgi temelini oluşturan bileşenlerden birisi öğrenci modelidir. Bu çalışmada Eğitim Fakültesi BÖTE bölümü öğrencilerinin bilgi ve başarı düzeylerini yükseltmek amacıyla bir öğrenci modelinin oluşturulması süreci anlatılmıştır. Öğrencilerin bireysel özellikleri ve başarıları arasındaki ilişki incelenerek önceden alınacak önlemler öğrencinin başarısına önemli katkıları olacaktır. Öğrencilerin başarı durumlarını etkileyen özellikleri ve bu özelliklerin ne oranda etkilediği incelenerek oluşturulan öğrenci modeli sayesinde, uyarlanabilir öğrenme ortamları tasarlamak mümkün olabilmektedir. Çanakkale On Sekiz Mart Üniversitesi Eğitim Fakültesi öğrencilerinin bireysel özellikleri incelenerek başarı durumları arasındaki ilişkileri araştırılmıştır. Çalışmada BÖTE bölümü öğrencilerinin diğer bölümlerden ayırt edici özellikleri karşılaştırılarak değerlendirilmiştir. Öğrencilerin lise türleri, üniversite giriş puanları, tercih sıraları gibi özelliklerine göre bilişim teknolojileri derslerinde, yükseköğretim kurulunun belirlediği ortak derslerde ve sayısal alandaki ortak derslerindeki başarı durumları BÖTE bölümü ve diğer bölümler için karşılaştırılmış ve değerlendirilmiştir. Veri toplama araçları olarak anket ve öğrenci bilgi sistemindeki veriler kullanılmıştır. Veriler betimsel analiz yöntemiyle ayrıntılı olarak incelenmiş ve öğrenci profili öznelilikleriyle başarı durumları arasındaki ilişkiler araştırılmıştır. Analiz sürecinde iki sonuca varılması amaçlanmıştır:1) BÖTE öğrencilerinin başarı düzeylerini etkileyen parametrelerin belirlenmesi; 2) BÖTE bölümü ve diğer bölümlerin öğrencilerinin profilleri arasındaki farkın ortaya çıkarılması. Araştırma sonucu öğrencilerin başarı durumlarını etkileyen öznelilikler öğrenci modelinin giriş parametreleri olarak seçilmiştir. Özneliliklerin seçiminde veri madenciliği yöntemlerinden ID3 algoritması kullanılmıştır. Modelin çıkış parametresi- başarı düzeyi “çok başarılı”, “başarılı”, “orta başarılı”, “başarısız” gibi sözel değerler almaktadır. Öğrencilerin öznelilikleri ve başarı düzeyi arasındaki ilişkiler modelin bilgi tabanında “eğer “öznelilik değeri”= X ise o zaman “başarı düzeyi”=Y” gibi üretim kuralları ile ifade edilmiştir. Çalışmada öğrenci modelinin, Moodle öğretim yönetim sistemi üzerinde geliştirilen akıllı ders sisteminin bir bileşeni olarak anlatımı da yer almıştır.

**Anahtar Kelimeler:** Öğrenci profili, öğrenci modeli, BÖTE, e-öğrenme, uyarlanabilir öğrenme, eğitimsel veri madenciliği

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## Usefulness of Normalised Correlation over Simple Correlation in Hand Gestures Recognition

Azeem Hafeez, Naima Munir, Rabia Naheed, Shireen Khan and Arfa Saif

With the advancement in technology, the applications of hand gesture recognition are increasing enormously. In this paper, a method of detection and recognition of hand gestures is presented. Hand gestures are detected by the Ellipse detection method and recognized by the normalized correlation method. This paper describes why the hand gestures are recognized by the normalized correlation method instead of simple correlation. The presented algorithm has five steps: Firstly the palm was detected using the Ellipse Detection Method, and then the Region of Interest (ROI) was extracted so that only the fingers of the hand remained. Next, the gesture was shifted in the image so that the orientations of the database image and the test image becomes same. Finally, the gesture was recognized based on the normalized correlation method. This method was successfully implemented and tested in MATLAB. The success rate of the Ellipse detection algorithm was approximately 96 percent and the success rate of Normalized Correlation Method was approximately 70.1 percent.

**Keywords:** Hand gesture recognition, ellipse detection, image shifting, normalized correlation, covariance, image cropping, simple correlation

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## Internationalization of Higher Education in Kazakhstan: Impact of Academic Rankings

Jamilya Nurmanbetova and Aigerim Shilibekova

Modern higher education institutions are seen as a key component of national economic competition and innovation. As one of the key indices indicating higher education institutions (HEI) performance and competitiveness modern universities refer to academic rankings, which are also perceived as “a by-product of the current competition phenomenon in higher education”. The rankings, national and international ones, are usually perceived as a tool for universities to promote themselves nationally, regionally as well as globally, however the impact of rankings extends beyond simple marketing strategies. They have become one of the efficient drivers for institutional development and implementation of innovative strategies in HEI. Particularly, in Kazakhstan, universities while searching for effective strategies to realize successful institutional reforms and to respond the challenges created by increasingly competitive international environment, more and more incline to take academic rankings into consideration, especially in decision-making, strategy development and policy implementation. The proposed study explores the “internationalization-rankings nexus” and examines the development of global approaches and framing of various forms of internationalization in higher education institutions in Kazakhstan, paying particular attention to the impact of the academic rankings on institutional development. The authors applied an embedded case study approach to the Kazakhstan’s leading HEI - Gumilyov Eurasian National University – through examining both: the internationalization strategies and initiatives as well as the impact of academic rankings on internationalization processes. In order to carry out this qualitative research the three basic data collection forms, such as document review, observation and interviews, have been used.

**Keywords:** Higher education

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## Sınıf Öğretmeni Adaylarının İnsan Hakları ve Demokrasi Eğitimi Algıları

Hasan Aydemir, Sümeyra Akkaya, Barış Yaman ve Muzaffer Ayaydın

Günümüzde ülkelerin ekonomik refah düzeyleri, teknolojik gelişmişlik düzeyleri, ortalama insan ömrü ülkelerin gelişmişlik düzeylerini yansıtmada yeterli olmamaktadır. İnsan hakları ve demokrasiye verilen önem ülkelerin gelişmişlik düzeyini önemli ölçüde etkilemektedir. İnsan hakları ve demokrasi eğitiminin etkin bir şekilde gerçekleşebilmesi için eğitim programlarının ihtiyaçlar doğrultusunda düzenlenmesi gerekmektedir. Yeşil (2002,54-60) insan hakları ve demokrasi eğitiminin birey, toplum ve devlet açısından gerekliliğini; yasal zorunluluklar, mantıksal gereklilikler ve etik zorunluluk olmak üzere belirtmiştir. Bu araştırmanın öğretmen adaylarının insan hakları ve demokrasi eğitime ilişkin algılarını belirleyerek ilköğretim ve öğretmen eğitimi programlarını hazırlayanlara ışık tutması konusunda faydalı olacağı düşünülmektedir. Bu araştırma, öğretmen adaylarının insan hakları ve demokrasi eğitimine ilişkin algılarını belirlemek üzere gerçekleştirilmiştir. Bu amacı gerçekleştirmek için şu sorulara yanıt aranmıştır: Öğretmen adaylarının insan hakları ve demokrasi eğitimi konusundaki düşünceleri nelerdir?, İlköğretim okullarında insan hakları ve demokrasi eğitimi gereksinimi konusundaki görüşleri nelerdir?, İlköğretim okullarında insan hakları ve demokrasi eğitimi verilmesi gereken derslere ilişkin görüşleri nelerdir?, İlköğretim okullarında insan hakları ve demokrasi eğitimi bilincinin geliştirilmesi konusunda yapılacak çalışmalara ilişkin görüşleri nelerdir? İnsan hakları ve demokrasi eğitimi ile ilgili önerileriniz nelerdir?, Demokrasi eğitimi dersini almadan önce ve dersi aldıktan sonra insan hakları ve demokrasi eğitimine ilişkin görüşleri nelerdir? Öğretmen adaylarının algılarının belirlenmeye çalışıldığı bu çalışmanın, ilköğretimde insan hakları ve demokrasi eğitimi kavramının önemini ortaya koyacağı umulmaktadır. Araştırma, tarama modelindedir. Araştırma, nitel araştırma tekniklerinden yapılandırılmış görüşme yoluyla gerçekleştirilmiştir. 2013- 2014 eğitim-öğretim yılı bahar döneminde İnönü Üniversitesi Eğitim Fakültesi İlköğretim Bölümü Sınıf Öğretmenliği dördüncü sınıfta okumakta olan 30 öğretmen adayı ile görüşme yapılmıştır. Verilerin çözümlenmesinde içerik analizi tekniği kullanılmış ve elde edilen veriler sayısallaştırılarak sunulmuştur. Araştırmada amaçlı örneklem yöntemlerinden ölçüt örnekleme kullanılmıştır. Araştırmada öğretmen adaylarının Demokrasi Eğitimi dersini almış olmaları temel ölçüt olarak belirlenmiştir. Araştırmanın verilerinin analizleri sonucu elde edilen bulgular yorumlanacak ve araştırmanın sonucuna dayalı önerilerde bulunulacaktır.

**Anahtar Kelimeler:** İnsan hakları, demokrasi eğitimi, öğretmen yetiştirme

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## Fighting Corruption through Education in Indonesia: Policies, Strategies, and Practices

Dairabi Kamil and Kerry J. Kennedy

As part of the nation's multisectoral efforts to fight corruption, Indonesia has opted to spread anti-corruption messages through education. Therefore, along with other preventive and investigative responsibilities, the country's Law on the establishment of the Corruption Eradication Commission, passed in 2002, also mandates the commission with the duty of "running anti-corruption education programmes in every level of education". This indicates that, in the first place, the anti-corruption education (ACE) in Indonesia is meant to be carried out in the mainstream formal education. Later development shows that the commission is lacking both human and financial resources to conduct the massive task alone. This has made the realization of the task considerably slow. To accelerate, several other government agencies were then also assigned to the task, and a few universities and schools voluntarily started their own self-initiated ACE, creating concurrent phenomena of top-down and bottom-up ACE initiatives. This research based paper explores policies, strategies, and practices of ACE in both initiatives. Comparisons will be made between the two and with ACE in other countries, problems and lessons learned will be highlighted. The implications of the findings of the study to the future of ACE in Indonesia will be discussed. This paper is related the conference sub-theme of *Transformative Pedagogies*, i.e. *how transformative pedagogies can be developed and sustained within and through borderlands*; and would particularly fit the stream of *Learning and teaching in times of transformation (Challenges and transformation in times of change)*. As part of the nation's multisectoral efforts to fight corruption, Indonesia has opted to spread anti-corruption messages through education. Therefore, along with other preventive and investigative responsibilities, the country's Law on the establishment of the Corruption Eradication Commission, passed in 2002, also mandates the commission with the duty of "running anti-corruption education programmes in every level of education". This indicates that, in the first place, the anti-corruption education (ACE) in Indonesia is meant to be carried out in the mainstream formal education. Later development shows that the commission is lacking both human and financial resources to conduct the massive task alone. This has made the realization of the task considerably slow. To accelerate, several other government agencies were then also assigned to the task, and a few universities and schools voluntarily started their own self-initiated ACE, creating concurrent phenomena of top-down and bottom-up ACE initiatives. This research based paper explores policies, strategies, and practices of ACE in both initiatives. Comparisons will be made between the two and with ACE in other countries, problems and lessons learned will be highlighted. The implications of the findings of the study to the future of ACE in Indonesia will be discussed.

**Keywords:** Corruption, education, Indonesia

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## Whole Is Greater Than Some of Its Parts

Folashade Afolabi and Willy Nwakapenda

The basic aim of education is to make an individual an acceptable and useful member of the society in which he or she lives. This is reflected in the National Policy on Education which aim at developing a total man/woman for the society through the three domains of education which is no longer seen as relevant. It is surprising that researchers, educationists and classroom teachers laid more emphasis on the cognitive and psychomotor domains of education, oftentimes neglecting the affective domain. With the touch of the 21st century, the wave of maladaptive behaviour among school children in recent times portends an alarming decline in moral value acquisition. The prevalence of such social ills like drug abuse, proliferation and illegal use of arms and ammunitions, promiscuity, pornography, nudity and so on, which are not compatible with African traditional values have become the order of the day. This alarming trend has generated serious concern and has become a topical issue in the contemporary society as commonly expressed by teachers, parents and worried members of the society. This implies that some African graduates are only partially acceptable in the society and not as a 'whole', as they are corrupted by anti-social behaviours which are rampant among them. On this backdrop, this paper examined factors affecting moral value acquisition among secondary school students in Oyo state and grades 11- 12 in Gauteng province of South Africa. Two hundred and fifty senior secondary school and grades 11- 12 within the age bracket of thirteen to sixteen years, and seventy teachers participated in the study. A questionnaire indicating teachers' perception of science (TPSQ) with reliability coefficient of 0.76 was used to collect data. Multiple regression analysis was used to analyse the data collected. It was discovered that globalisation is the major factor affecting value acquisition in the classroom. There is a wide gap between what students were exposed to outside the classroom and what is being taught as moral values in classrooms. This paper argued that if science could be taught holistically; perceived beyond not just the content but creating balance between cultures and content and draw lessons from humanities, local knowledge and aboriginal system; encouraging cooperation between societal values and science, that the existing gap could be shrinked or closed totally. Recommendations and suggestions are stated in the paper.

**Keywords:** Moral value acquisition, traditional African society, globalisation, classroom practices

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## Sınıf Öğretmeni Adaylarının Fen Bilimleri Dersine İlişkin Tutumları ve Öğrenme Stilleri Arasındaki İlişki

Hasan AYDEMİR, SümeYra AKKAYA, Fehmi DEMİR, Burak GÜLDEN

Öğrenme stillerinin oluşumunda birçok faktör etkilidir. Öğrencilerin Fen Bilimlerine karşı tutumları, fen bilgisi eğitiminde rol oynayan temel faktörlerden biridir. Öğrencilerin Fen Bilimleri dersine ilişkin tutumlarında öğrenme stillerinin etkili olup olmadığının saptanması bu derse ilişkin uygun öğrenmelerin sağlanması açısından önem taşımaktadır. Bu araştırmanın amacı sınıf öğretmeni adaylarının Fen Bilimleri dersine ilişkin tutumları ve öğrenme stilleri arasındaki ilişkiyi ortaya koymaktır. Bu çalışmada nicel araştırma yöntemlerinden genel tarama modeli kullanılmıştır. Diğer yandan sınıf öğretmeni adaylarının Fen Bilimleri dersine ilişkin tutumları ve öğrenme stilleri arasındaki ilişkinin birlikte değişip değişmediğini, birlikte bir değişim varsa bunun da ne şekilde olduğunu tespit etmeye çalışırken ilişkisel tarama modeli kullanılmıştır. Araştırmanın evrenini 2013-2014 eğitim-öğretim yılında İnönü Üniversitesi Eğitim Fakültesi Sınıf Öğretmenliği 4. Sınıf öğrencileri oluşturmaktadır. Araştırmada öğretmen adaylarının, fen bilimlerine yönelik tutumlarını ölçmek amacı ile Moore ve Foy (1997) tarafından geliştirilen ve Demirbaş ve Yağbasan (2006) tarafından Türkçeye uyarlanan Fen Bilimlerine Yönelik Tutum Ölçeği (Scientific Attitude Inventory, SAI II), öğrenme stillerini belirlemek için Gregorc (1979) tarafından geliştirilen ve Ekici (2002) tarafından Türkçe'ye uyarlanan "Gregorc Öğrenme Stilleri Envanteri" kullanılmıştır. Araştırmanın verileri betimsel istatistiki hesaplamalar (aritmetik ortalama, frekans) t testi, Tek Yönlü Varyans Analizi (ANOVA), Kruskal Wallis H testi ve korelasyon analizleri gibi yöntemler kullanılarak analiz edilecektir. Analizler sonucu elde edilen bulgular yorumlanacak ve araştırmanın sonucuna dayalı önerilerde bulunulacaktır.

**Anahtar Kelimeler:** tutum, öğrenme stilleri, öğretmen adayları

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### 7. Class Science and Technology Course “Structure of Atom” Subject Readiness Improvement Test

*İtir Zeynep Yaşar, Elif İnce and Fatma Gülay Kırbazlar*

The aim of this study is to improve valid and reliable test in order to determine readiness of 7<sup>th</sup> class students about learning “Structure of Atom” course at Science and Technology course. First of all, concepts and acquisitions which are basis for the subject were determined and acquisitions were classified according to revised Bloom Taxonomy. Then, literature review was done in order to determine misconceptions and learning difficulties of students and item pool including 33 multiple-choice items was created. After creating table of specifications, the test was presented to the evaluation of chemistry instructors and Science teachers for validity. According to the feedbacks, the test was reduced to 26 items for pilot study and applied on 336 students at 7<sup>th</sup> class. According to item analysis result, it was determined that discrimination index of 9 items was below 0.2. These items were excluded from the test and a readiness test of 17 items was prepared. Reliability coefficient of this test was found 0.78.

**Keywords:** *Revised Bloom Taxonomy, readiness test, structure of atom*

### Determination of Seventh Grade Students’ Understanding of Some Chemistry Concepts

*Filiz Avci, Burçin Acar Şeşen and Fatma Gülay Kırbazlar*

The purpose of science education is not only helping students to gain knowledge, but also providing them to acquire skills in establishing relations between scientific concepts. For effective learning, concepts, which are the building blocks of knowledge, should be correctly constructed in the mind of the learner. In this study, it was aimed to determine 7<sup>th</sup> grade students’ understanding of some chemistry concepts. For this reason, according to Turkish Science and Technology Curriculum, a valid and reliable concept test was developed related to the concepts of measurable properties of matter, heat and temperature, pure matter and mixture, particulate nature of matter, elements and compounds, elements and symbols, and structure of atom. During the development of the test, literature was reviewed and then item pool consists of multiple-choice items was formed according to learning objectives determined by Ministry of National Education. After the test was validated by a group of chemistry educators, it was applied to 217 seventh grade students. The coefficient alpha of the last version of the test, consists of 32 items, was found as to be 0.80. The results of students’ responses indicated that they commonly had misconceptions such as atoms can be seen under microscope, different elements consist of the same atoms, there are no space between particles in atoms, atoms only include nucleus. It was also found that students confused mixture and element, compound and molecule, melting and solubility, and they could not distinguish the substance that include molecules.

**Keywords:** *Chemistry Concepts, Science and Technology Curriculum, Misconceptions.*

### An Action Research to Overcome Undergraduates’ Laboratory Anxiety

*Burçin Acar Sesen and Ayfer Mutlu*

The laboratory has been given a central and distinctive role in science education, and science educators have suggested that rich benefits in learning accrue from using laboratory activities. Although learning is restricted to its cognitive dimension in general, students’ positive or negative feelings affect students’ laboratory performance. One of these negative feelings is laboratory anxiety, and it is important to determine and overcome students’ anxiety for an effective laboratory instruction. In this study, it was aimed to determine and overcome undergraduates’ laboratory anxiety. For this purpose, Laboratory Anxiety Questionnaire (LAQ) was developed by researchers. Firstly, 40 undergraduates were required to list their laboratory anxiety. According to their high frequencies responses and literature review, LAQ including four items were developed. The items were related to anxiety about using chemicals, laboratory materials and equipments, laboratory accidents and making mistake during experimental process. LAQ was applied to 92 undergraduates as a pre-test and focus group interviews were performed to determine their laboratory anxiety. An action research related to laboratory safety, laboratory rules, providing against laboratory accidents, first aid for laboratory accidents, working chemicals especially acids and bases, laboratory materials and equipments, sources of experimental errors and scientific excursion was conducted by researcher. During this process, information about aforementioned subjects was given to undergraduates, brainstorming sessions were conducted, some experiments were performed using demonstration, showing and practicing and group work methods. After the instruction was accomplished in ten weeks, LAQ was applied as post-test. According to results, it was found that undergraduates’ laboratory anxiety related to working chemicals especially acids, using laboratory materials and equipments, laboratory accidents and making mistake, which were determined in the pre-test, were overcome in highly percentages. Consequently, it can be claimed that action research that applied in this study is very effective to overcome undergraduates’ laboratory anxiety.

**Keywords:** *Action research, laboratory anxiety*

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## Current Issues of Teaching Mathematics in Economic Faculties of Universities

*Rustam Sh. Mardanov and Asiya Yu. Khasanova*

Important problems of teaching mathematics at the universities, where mathematics is not the students' major, include: (i) professionally oriented teaching of mathematical disciplines; (ii) optimal combination between course size and its content in the context of the accepted educational standards; (iii) the simplicity and clarity, without prejudice to rigorism of presentation; (iv) persuasion of learners in the necessity of studying mathematical methods for their use in the future career. To solve these problems it is necessary to meet the following objectives: (i) clear arrangement of learners' self-study process with the use of multimedia and electronic educational resources; (ii) consistency of mathematical education; (iii) intensification of educational process by introducing interactive forms of learning; (iv) developing students' ability to solve arising economical problems on the basis of the mathematical knowledge received; (v) comprehensive monitoring of the educational process and objective assessment of the knowledge received. **Significance of the research:** At the age of rapid technological development modern economy places high demand on the education of specialists of economic profile. Future highly qualified economists need serious mathematical training that would allow them to use economic-mathematical methods to study a wide range of economic problems.

**Keywords:** *Mathematical education, professionally-oriented education, self-study, electronic resources, interactive method, monitoring*

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## Pre-Service Science Teachers' Use of Self-Regulation Strategies

*Burcu Senler and Semra Sungur-Vural*

The aim of this study was twofold: first, to examine the relationship between use of self-regulation strategies and academic performance; and second, to analyze gender differences in use of self-regulation strategies. For the specified purposes, 1794 senior pre-service science teachers (876 males, 905 females, and 13 no response) participated in the study. The Motivated Strategies for Learning Questionnaire was used to assess pre-service science teachers' self-regulation in terms of their motivation and learning strategy use. The Achievement Goal Questionnaire was used to assess pre-service science teachers' achievement goals. Pre-service science teachers' average GPA out of 4 was taken as an indicator of their academic performance. Correlational analysis showed that GPA was significantly but not strongly associated with task value, metacognitive self-regulation, effort regulation, peer learning, mastery approach, performance approach, and mastery avoidance. One-way multivariate analyses of variance (MANOVA) indicated that pre-service science teachers' scores of task value, metacognitive self-regulation, effort regulation, mastery approach, and mastery avoidance differ in terms of their gender. More specifically, female pre-service science teachers gave greater value to task, used metacognitive skills like planning, monitoring, and evaluating in their own learning, and managed their effort more. Additionally, female pre-service science teachers focused on improvement and deep understanding where male pre-service science teachers avoided being erroneous and doing incorrectly relative to task. The aim of this study was twofold: first, to examine the relationship between use of self-regulation strategies and academic performance; and second, to analyze gender differences in use of self-regulation strategies. For the specified purposes, 1794 senior pre-service science teachers (876 males, 905 females, and 13 no response) participated in the study. The Motivated Strategies for Learning Questionnaire was used to assess pre-service science teachers' self-regulation in terms of their motivation and learning strategy use. The Achievement Goal Questionnaire was used to assess pre-service science teachers' achievement goals. Pre-service science teachers' average GPA out of 4 was taken as an indicator of their academic performance. Correlational analysis showed that GPA was significantly but not strongly associated with task value, metacognitive self-regulation, effort regulation, peer learning, mastery approach, performance approach, and mastery avoidance. One-way multivariate analyses of variance (MANOVA) indicated that pre-service science teachers' scores of task value, metacognitive self-regulation, effort regulation, mastery approach, and mastery avoidance differ in terms of their gender. More specifically, female pre-service science teachers gave greater value to task, used metacognitive skills like planning, monitoring, and evaluating in their own learning, and managed their effort more. Additionally, female pre-service science teachers focused on improvement and deep understanding where male pre-service science teachers avoided being erroneous and doing incorrectly relative to task.

**Keywords:** *Pre-service science teachers, self-regulation, gpa, gender*

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## Determination of University Students' Misconceptions about Light Using Concept Maps

Blizak Djanette, Chafiqi Fouad and Kendil Djamaie

In recent years the concept map has become a teaching tool for teachers and learning tool for students. It engages students in active learning in different contexts of science. For this reason, we believe that concept map has the power to be relevant and effective to reflect the design of a poly- functional tool to teach. This work stands as arguments in favor of renewal didactic tools used in the process of science education in general and especially in teaching GO (geometric optics). Our main goal is to show that the concept mapping is a very effective way to reveal the misconceptions of students in the first university year in the case of the GO. To achieve our objective we ask 52 students, enrolled in the first university year in the SNV(life science and nature) option, to draw a conceptual maps witch concern the concepts of GO. This was in two times: before and after the formals sequences of teaching .Our results concerning the misconceptions of students about light are in accord with the results of other research. Also, traditional teaching strategy used for teaching GO is not effective for conceptual change. In conclusion, As well as being a method of learning and teaching, the concept map can also be used to evaluate a sequence or a teaching strategy

**Keywords:** Concept map, misconception, light

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## Fen Bilimleri Öğretmen Adaylarının Yaratıcılık Düzeylerinin Belirlenmesi: Ben Zoru Severim Projesi Örneği

Alper Çorapçıgil, Eda Demirhan, Canan Laçın Şimşek ve İsmail Önder

Günümüzde ortaokulda okutulan fen bilimleri dersinin içeriği gereği fen bilimleri dersi öğretmenlerinin ve öğretmen adaylarının yaratıcılıkları önem arz etmektedir. Bu nedenle bu çalışmada fen bilimleri öğretmen adaylarının yaratıcılık seviyelerinin belirlenmesi amaçlanmıştır. Çalışmada 2013-2014 bahar dönemi, fen bilgisi eğitimi 3. sınıf öğrencilerinden Fen Laboratuvarı Uygulamaları II dersinde projeye dayalı öğrenme kapsamında, yedi hafta süreyle, 10 adımdan oluşan tepkime makineleri yapmaları istenmiştir ve bu sürecin sonunda öğrencilerin yaratıcılıklarının belirlenmesi amaçlanmaktadır. Çalışmada karma desen benimsenmiştir. Bu desenin nicel kısmında araştırmacılar tarafından öğrencilerin yaratıcılıklarının belirlenmesine yönelik geliştirilen bir rubrik kullanılacaktır. Nitel kısmında ise seçilen öğrencilerle yapılan yarı yapılandırılmış görüşmeler ve araştırmacıların gözlemleri sonucunda elde edilen verilere içerik analizi ile değerlendirilecektir.

**Anahtar Kelimeler:** Projeye dayalı öğrenme, yaratıcılık, fen bilgisi öğretmen adayları

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## GeoGebra'nın Önlisans Matematik Öğretiminde Akademik Başarıya ve Matematik Dersine Karşı Tutuma Etkisinin ve Görüşlerinin İncelenmesi

Abdullah Özkale ve Muhammed Demirbilek

Bu çalışmanın amacı dinamik bir geometri yazılımı olan GeoGebra programının önlisans düzeyindeki öğrencilerin parabol konusundaki başarılarına ve matematik dersine karşı tutumlarına etkisinin ve bir dinamik geometri yazılımı olan GeoGebra hakkındaki görüşlerinin incelenmesidir. Çalışma için Türkiye'nin Güney Batısında bulunan büyük bir üniversitenin meslek yüksek okulu öğrencilerinden 22 kişilik deney; 24 kişilik kontrol grubu oluşturulmuştur. Dört hafta süren dersler kontrol grubunda anlatım tekniği ile işlenirken deney grubunda GeoGebra ile bilgisayar destekli olarak işlenmiştir. Çalışma sonunda yapılan başarı analizlerinde deney ve kontrol grupları arasında anlamlı bir fark ortaya çıkmamıştır. Grup içi başarı durumlarında da çalışma öncesi ve sonrasında anlamlı bir fark yoktur. Yapılan tutum ölçeklerinin analizinde çalışmanın deney grubu öğrencilerinin matematiğe ve GeoGebra yazılımına karşı tutumlarını pozitif yönde etkilediği görülmüştür. Fakat deney ve kontrol grupları arasında matematik dersi başarısı açısından herhangi bir önemli fark bulunamamıştır.

**Anahtar Kelimeler:** GoeGebra, bilgisayar-destekli öğretim, matematiğe karşı tutum, matematik başarısı

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## İlköğretim Öğrencilerinin Matematik Öz Kavramları Üzerine Bir İnceleme

Fatma Erdoğan ve Sare Şengül

Matematik başarılarını etkileyen bir çok faktör bulunmakla birlikte, öğrencinin matematik dersine karşı ilgisi, becerisi, dersi sevip sevmemesi ve başarısı hakkında kendini değerlendirmesi olarak tanımlanan matematik öz kavramı ön plana çıkmaktadır. Öğrencinin matematiği anlamak için kendi yeteneklerine güvenmesi şeklinde açıklanabilen matematik öz kavramı, matematik eğitiminde önemli bir yapı olarak görülmektedir. Bu bağlamda yapılan araştırmada, ilköğretim öğrencilerinin matematik dersine ilişkin öz kavram düzeylerini sınıf seviyesi ve cinsiyet değişkenlerine göre incelemek amaçlanmıştır. Araştırmada betimsel araştırma kapsamında olan "İlişkisel Tarama" modeli kullanılmıştır. Araştırma, 2013-2014 öğretim yılı bahar döneminde İstanbul ili Avrupa Yakasında bulunan bir ilkokul ve ortaokulda gerçekleştirilmiştir. Araştırma örneklemini 4, 5 ve 6. sınıflarda okuyan toplamda 281 öğrenci oluşturmuştur. Veriler Marsh (1992) tarafından geliştirilen, Türkçe'ye Yıldız ve Fer (2008) tarafından uyarlanan Öz Kavram Envanteri'nin Matematik Öz Kavram boyutu kullanılarak elde edilmiştir. Verilerin çözümlenmesinde karşılaştırmalar, t testi ve ANOVA ile analiz edilmiştir. Elde edilen bulgulara dayalı olarak, sınıf seviyesi ve cinsiyet değişkenlerine göre öğrencilerin matematik öz kavram düzeyleri arasında anlamlı bir farklılık olduğu görülmüştür. Sınıf seviyesi yükseldikçe öğrencilerin matematik öz kavram düzeylerinde düşüş olduğu belirlenmiştir. Ayrıca, öğrencilerin cinsiyetlerine göre matematik öz kavram düzeyleri incelendiğinde erkeklerin lehine anlamlı bir farklılık olduğu ortaya çıkmıştır. Elde edilen bulgular ışığında hem öğretmenler hem de araştırmacılar için çeşitli çıkarımlar yapılarak önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Matematik, matematik eğitimi, matematik öz kavramı, ilköğretim

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## The Relationship between the Quality of the Argument and Conceptual Understanding of Science

Cüneyt Ulu and Hale Bayram

The purpose of this study is to explore the effects of the argument quality generated by students in the science classrooms using the SWH approach on the students' conceptual science understanding. The Science Writing Heuristic (SWH) approach is an argument-based inquiry approach. SWH was developed to facilitate science learning from inquiry activities through the use of written and oral argumentation. Several research studies have shown that the SWH approach is effective for improving student conceptual understanding in science and SWH approach is useful in assisting students to develop reasonable arguments. In addition to these studies, the purpose of this study is meaningful in that the relationship between the qualities of the student generated argument and students' conceptual science understanding in the primary school setting. The study took place during the teaching of "Force and Motion" with of the Science and Technology lesson and lasted for five weeks. The single group pre-test post-test design was used. The sampling of the study was consists of the students from a primary public school in Yalova, Turkey. The students were 7th graders in the academic year 2012-2013. A total of 34 students participated in our study. While, the Force and Motion Unit Conceptual Test (FMUCT), a two-tier multiple choice instrument, was used as the science conceptual understandings measurement tool, students' written argument reports were used to evaluate the quality of students' arguments. Results of this study showed that students who produced high quality arguments, achieved high conceptual understanding.

**Keywords:** Argument-Based Inquiry Approach, Science Writing Heuristic, Conceptual Understanding

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## Miracle or Cruelty? The Sophomore Prospective Science Teachers' Perspective of Chicken Embryonic Development

Eda Demirhan

This study aims to find out the sophomore prospective science teachers' opinions about chicken embryonic development in biology laboratory experiment. Study is designed with the phenomenological design which is a qualitative research method. The sample consisted of 60 sophomore prospective science teachers. The data was collected through a questionnaire which is developed by the researcher and unstructured observations of dissection sessions. The data was analyzed through qualitative descriptive analyzes. Findings are presented along with first-person narrative description of the experience from researchers' perspectives. According to the result of the study, while 69.4% sophomore prospective science teachers were feeling positive feelings, 30.6% sophomore prospective science teachers felt negative feelings.

**Keywords:** Animal dissection, prospective science teachers, perceptions, emotions, disgust

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## University Students' Solution Processes In Systems of Linear Equation

Deniz Kardes Birinci, Ali Delice and Emin Aydin

Systems of linear equation which is one of the essential topics of linear algebra may be seen as an area of putting knowledge and skills into practice with respect to symbol, language and operations. Observing how knowledge and skills are used throughout solution processes of systems of linear equation might show the facts by and beyond the written works on the paper. The purpose of this study is describing students' performances in solving systems of linear equation and exploring the role of their knowledge and skills on these processes. The study was designed as a case study which follows a qualitative paradigm. The participants of this study were 41 second year mathematics departments' students at public university taking the linear algebra course and were selected using an appropriate sampling technique of non-probability sampling. As an instrument for data collection, Linear Algebra Test consisting of nine questions was applied. Descriptive statistics was used to analyze the data. Results showed that students' performances in solving systems of linear equation are at the middle level and concept, rule, operation, interpretation and language expression were observed in the solution processes as categories to shape the solution processes. As seen in other studies, students with poor conceptual background had difficulties in solving questions involving operational knowledge and, moreover, students who understand procedurally had more difficulties than those who understand conceptually. The reason beyond students' performances might be discussed in terms of concept images that students use their informal definitions stemmed from their concept images rather than the accepted meaning of the matrix concepts. They also tend to use their pre-university knowledge and seem to have difficulties in making use of the symbolization given the lectures. In their solution students tend to go for the easy option which are the methods in which using "+, - & x" operations are sufficient rather than using the 'new' methods.

**Keywords:** Systems of linear equation, solution process, performance, linear algebra, procedural knowledge, conceptual knowledge

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## Fen Bilimleri Programının Girişimci Özellikler Açısından İncelenmesi: Kazanımlar ve Etkinlikler

İsa Devenci ve Salih Çepni

2013 yılında yenilenen ortaokul fen bilimleri programında yaşam becerileri adı altında "girişimcilik" kavramının yer aldığı görülmekte ve öğrencilere girişimci özelliklerin erken yaşlardan itibaren kazandırılması hedeflenmektedir. Ancak programın içeriğinde doğrudan girişimci özelliklere ait kazanım, öğrencilerdeki girişimci özellikleri harekete geçirecek etkinlik yada öğretmenlere bu konuda rehberlik edecek bir materyalin yer almadığı bilinmektedir. Bu araştırmada 2013 fen bilimleri programında yer alan kazanımların, ders ve çalışma kitabı etkinliklerinin girişimci özelliklerden hangisi/lerini geliştirme potansiyeline sahip olduğunun uzman görüşleriyle ortaya konması amaçlanmaktadır. Bu amaçla 5-8 sınıf fen bilimleri programında yer alan kazanımlar, ders ve öğrenci çalışma kitabı etkinlikleri incelenmiştir. Araştırmada betimsel bir yol izlenmiş ve veriler, önceden belirlenmiş temalar ışığında doküman incelemesiyle analiz edilmiştir. Araştırma sonucunda programda yer alan kazanımların büyük bir bölümünün iletişim kurma, fırsatları görme ve yaratıcı düşünme gibi girişimci özellikleri geliştirmeye yönelik olduğu, kazanımların küçük bir bölümünün ise başarı ihtiyacı, kendine güven, çıkarım yapma, tahminde bulunma ve yenilikçi olma özelliklerini geliştirmeye yönelik olduğu görülmektedir. Kazanımların risk alma, takım çalışması yapma ve zamanı iyi kullanmaya yönelik özellikleri yansıtmadığı dikkat çekmektedir. Etkinliklere bakıldığında, etkinliklerin daha çok yaratıcılığı geliştirmeye yönelik olduğu, çok az bir kısmında fırsatları görme, kendine güven duyma ve yenilikçi olma özelliklerinin geliştirilmek istendiği görülmektedir. Etkinliklerdeki en büyük eksiklik ise, risk alma, zamanı iyi kullanma, grup çalışması, etkili iletişim kurma ve değişime uyum sağlama özelliklerini geliştirmeye yönelik olmamasıdır. Bu sonuçların 2013 yılından sonraki fen bilimleri alanında gerçekleştirilen program geliştirme çalışmalarına ışık tutacağı düşünülmektedir.

**Anahtar Kelimeler:** Fen bilimleri programı, girişimci özellikler, kazanım, etkinlik

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## Ortaokul Öğrencilerinin Aritmetik Performans Puanları ve Matematik Okuryazarlığı Arasındaki İlişkinin Bazı Değişkenlere Göre İncelenmesi

Melek Masal ve Gülçin Yılmaz

Bu çalışmada ileri matematik eğitiminin başlangıcı olan 7. Sınıf öğrencilerinin; aritmetik performans puanlarının düzeyini dikkate alarak bu puana göre matematik okuryazarlıkları düzeyinin ne durumda olduğunu belirlemek ve öğrencilerin aritmetik performansları ve matematik okuryazarlıklarının başka hangi değişkenler tarafından etkilendiğini belirlemek amaçlanmıştır. Çalışma grubunu 2012-2013 ve 2013-2014 Eğitim-Öğretim yıllarında Sakarya'nın Serdivan İlçesi Zübeyde Hanım Ortaokulu'nda öğrenim görmekte olan 7. Sınıflar arasında seçkisiz örnekleme yoluyla seçilen 298 öğrenci oluşturmaktadır. Çalışma nicel bir çalışma olup araştırmada ölçme araçları olarak; kişisel bilgi formu, öğrencilerin aritmetik performanslarını ölçmek amacıyla Aritmetik Tempo Test (Tempo Test Rekenen, TTR; De Vos, 1992) ve matematik okuryazarlıklarını ölçmek amacıyla Milli Eğitim Bakanlığı (MEB) tarafından yayınlanmış örnek PISA sorularından 7. Sınıf eğitim programına göre seçilmiş sorulardan oluşan bir matematik okuryazarlığı sınavı uygulanmıştır. Gerekli istatistiksel analizler yapıldığında; öğrencilerin cinsiyetleri ile matematik okuryazarlıkları ve aritmetik performansları arasında erkekler lehine anlamlı düzeyde ilişki bulunmuştur. Anne eğitim düzeylerine göre incelendiğinde anne eğitim düzeyi arttıkça öğrenci puanları da artmakla birlikte anlamlı düzeyde ilişki bulunmamıştır. Baba eğitim düzeyine göre incelendiğinde ise baba eğitim düzeyi üniversite düzeyine doğru arttıkça anlamlı bir farklılık ortaya çıkmıştır. Öğrencilerin okul öncesi eğitimleriyle matematik okuryazarlıkları ve aritmetik performans puanları arasındaki ilişkiye bakıldığında anlamlı düzeyde ilişki bulunmamakla birlikte okul öncesi eğitim alan öğrencilerin puanları daha yüksek çıkmıştır. Öğrencilerin aritmetik performans puanları ve matematik okuryazarlıkları farklı eğitim durumlarına göre incelendiğinde dershaneye giden öğrenciler ile okuldan başka hiçbir eğitim kurumuna gitmemiş öğrenciler arasında anlamlı düzeyde fark bulunmuştur. Öğrencilerin aritmetik performans puanları ile ailelerin aylık gelir düzeyleri arasında yüksek gelir düzeyi ile düşük gelir düzeyi arasında anlamlı düzeyde farklılık bulunmuştur. Matematik okuryazarlıkları ve aritmetik performans düzeyleri arasında ise orta düzeyde farklılık bulunmuştur. Bu sonuçlar ışığında öğrencilerin aile eğitim düzeyi arttıkça kendi başarılarının da arttığı, aile gelir düzeyi arttıkça yine başarı düzeyleri arttığı, dershanelerin öğrenci başarısını artırmada bir etken olduğu söylenebilir.

**Anahtar Kelimeler:** Matematik okuryazarlığı, aritmetik performans puanları

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## Multiple Representations of the Particulate Nature of Matter in Middle School Science Textbooks

Hasan Özgür Kapıcı and Funda Savaşçı-Açıkalm

Multiple representations are successful educational tools for students in order to deal with complex concepts (Ainsworth, 1998). Because of the fact that they enable students to visualize scientific concepts or events more than one level, they may facilitate learning. Multiple representations may be visual, auditory and touchable as videos, pictures, photos, graphs, animations and diagrams (Nakhleh & Postek, 2008). Johnstone (1993) introduced three basic levels in science education especially in chemistry one. These are macroscopic level, sub-microscopic level and symbolic level. In macroscopic level, an individual may observe concept or events with a naked eye such as colors, shapes and size. In the another level, sub-microscopic one, it is impossible to see with a naked eye like atoms, molecules, structure of matters and so on. The last one, symbolic level, consist of equations of chemical reactions, symbols of elements and compounds. All in all, multiple representations are formed by compositions of these levels. Furthermore, textbooks are main sources for them at schools and they are one of the fundamental parts of educational context. In the study, done by Weiss, Banilower, McMahon and Smith (2001), 85% of 5765 teachers in US use textbooks as primary source in their classes. The aim of this study is to examine multiple representations of the particulate nature of matter used at middle school science textbooks. The topic determined as the particulate nature of matter due to it constitutes essentials of many other chemical topics. Research questions were identified as below; 1) How does the number of representations of the particulate nature of matter change by grade levels? Is there any relation between amounts (numbers) of representations of particulate nature of matter at middle school science textbooks and class levels? 2) How is the connection among representations of the particulate nature of matter at middle school science textbooks? Findings of the study indicate that the seventh grade science textbooks have the most number of representations (418) while the eight grade science textbooks have the least number of representations (157). In addition, 252 representations were detected in sixth grade science textbooks. Based on the data analyzed in terms of second research questions, it is found that 70% of multiple representations in the sixth grade science textbooks have enough overarching between sub-levels. Besides, although 20% of multiple representations have lack of association between basic levels, 10% of them have no connection between themselves in the same grade level's textbooks. For the seventh grade level textbooks, 65.8% of multiple representations have appropriate connections between sub-levels. On the other hand, 23.7 of multiple representations do not have any relations between primary levels. Finally, half of the multiple representations (50%) have sufficient links between their sub-levels and %25 of multiple representations have inadequate interrelation between their sub-levels.

**Keywords:** Multiple representations, science textbooks, particulate nature of matter

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### **Pre-Service Kindergarten Teachers' Conceptions of Play, Science, Mathematics and Education**

*Alicia Fernández-Oliveras and María Luisa Oliveras*

It is widely known that mathematics and science are among the subjects that present the most learning difficulties for students. Another well-supported finding is that playing is one of the most important ways in which small children learn. In this context, a subject matter was newly developed in the final year of a Bachelor's Degree in Early Childhood Education, at the University of Granada (Spain), with the aim of applying play to the teaching of science and mathematics to children. The idea is to take advantage of the beneficial aspects of playing for the learning process, in order to improve science and mathematics education from early childhood. A study using both quantitative and qualitative methods was conducted to examine the pre-service teachers' conceptions of play, science, mathematics, and education. An open-ended questionnaire with four parts was used. The first and second parts were related to play and its social and educational implications, while the third part dealt with scientific and mathematical thinking. The last part concerned the relationships among play, science, mathematics, and education. After a qualitative analysis, on average, 17 emerging categories were found in each query and 18% of them was provided by each student teacher. The quantitative analysis of the data reveals that 79% of pre-service teachers referred to learning when asked about play, and also 71% alluded to social interactions among the children and the learning opportunities, concerning the social and educational implications of playing. For the student teachers, to interpret reality through abstractions (35%) and to experiment (29%) are the main characteristics of mathematics and science, respectively, and 29% emphasized daily-life aspects, too. The most relevant aspect (56%) regarding the relationships among play, science, mathematics, and education was that playing could develop scientific and mathematical thinking.

*Keywords:* Teaching, science teachers, teacher conceptions, pre-service kindergarten teachers, learning through play, scientific thinking, mathematical thinking

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### **Professional Skills Related To Creativity and Critical Capacity in Optics and Optometry: Assaying a Teaching Approach For Undergraduate Training**

*Alicia Fernández-Oliveras, Paz Fernández and María Luisa Oliveras*

Higher-education quality does not have an established and closed pattern. Its value lies in the ability to control, review, critique, and continuously update training. After the university training, excellent professionals ought to be upgraded throughout their entire professional life. Creativity and critical capacity become essential for successful lifelong learning. Methodologies that foster creativity and critical capacity in the learning process and, subsequently, in the acquisition of professional skills were the keystone of a teaching-innovation project that we developed at the University of Granada (Spain). Here, we present one of the teaching approaches proposed and applied in the context of this project. The subject-matter involved, related to optics knowledge in undergraduate students, was "Optical and Optometric Instrumentation" (Bachelor's degree in Optics and Optometry). In the curriculum, the subject was described as "Design, manufacturing, quality control and adaption of optical instruments". Quality control and adaptation, which requires a great amount of critical thinking and creativity, were tackled essentially in the laboratory sessions. The activities of our project were undertaken in the laboratory sessions, and a technique based on protocols of control and change was introduced. The procedure was aimed at prompting the students to adopt the role of the professionals and to pose questions to themselves concerning the practical content of the subject from that professional role. At the end of our activities, a series of enquiries were delivered to the students. The analysis and statistical treatment of the surveys are shown in detail in this work. Most students recognized the activities as helpful, as a notable contribution to the development of their skills, and as useful for their future as professionals. The results of the approach undertaken, which was focused on the professional skills related to creativity and critical capacity, were quite successful and pleasing also to us as teachers.

*Keywords:* Teaching methodologies, professional skills, creativity, critical capacity, optics knowledge in undergraduate students

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## Investigating Chemistry Students' Skills to Mentally Manipulate (Rotation and Reflection) 2D Symbolic Molecular Representations

Lemonia D. Antonoglou, Theodora N. Kostelidou, Nickolas D. Charistos and Michael P. Sigalas

The use of two-dimensional (2D) symbolic representations to describe, communicate and reason about phenomena and concepts is common practice in Chemistry. Fluency with chemistry representations is closely related to molecular visualization ability and particularly the recognition of diagrammatic or graphic conventions, the perception of spatial information and the manipulation of spatial relations in molecular representations. In addition, many researchers have shown that there is a positive correlation between visuospatial ability and chemistry understanding. The aim of this study is the exploration of chemistry students' skills to visualize and mentally manipulate (operate rotation and reflection) molecular structures by the observation of two-dimensional representations as well as the examination of their general visuospatial ability. The examination of students' visuospatial ability was based on the Purdue Spatial Visualization Test: Rotation (PSVT: R test). In this work we describe the design and the implementation to chemistry students of the computerized version of PSVT: R test and the two prototype «visualization» instruments dealing with rotation (MRot test) and reflection (MRef test) of 2D symbolic molecular representations. The participants in this research were 37 first-year undergraduates from the Chemistry Department of Aristotle University of Thessaloniki. The findings of this pilot project were derived from the analysis of participants' performance, response times, and wrong answers in PSVT: R test, MRot test and MRef test. This research has been co-financed by the European Union and Greek national funds through the Research Funding Program: Thales.

**Keywords:** *Molecular visualization, chemical representations, two-dimensional symbolic representations, visuospatial skills*

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## Preservice Science Teachers' Metacognitive Awareness

Behiye Bezir Akçay and Seda Usta

The aim of this quantitative study is to figure out preservice science teachers' metacognitive awareness according to gender and grade level. For these purpose 166 preservice science teachers (135 female, 31 male) from a state university education faculty's science education department participated to the study. The study conducted out in 2013-2014 academic year. Data collected by Turkish version of Metacognitive Awareness Inventory (Akın, Abacı, & Cetin, 2007) which have two main subscales including knowledge of cognition and regulation of cognition. Knowledge of cognition has three subdimensions: (a) procedural knowledge, (b) declarative knowledge, and (c) conditional knowledge. Regulation of cognition has five subdimensions: (a) planning, (b) monitoring, (c) evaluation, (d) debugging, and (e) information management. The Cronbach alpha reliability of the inventory is .95. Results of the study showed that preservice science teachers had a high metacognitive awareness. However, there weren't any statistically difference between girls and boys as well as between grade level variable. All subscales showed positive correlation with total score. There were found statistical differences according to some subdimensions. Procedural knowledge and conditional knowledge subdimensions showed statistical difference in favor of boys. Procedural knowledge and monitoring subdimensions showed meaningful difference in favor of sophomore preservice teachers, knowledge of cognition subdimension showed in favor of senior students.

**Keywords:** *Metacognitive awareness, preservice science teachers, teacher education, metacognition*

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## The ERASMUS Programme Applied To Improving the Training of Geological Engineers in Germany: An Intensive Course on Natural Hazards

Paz Fernandez, Alicia Fernández-Oliveras and María Luisa Oliveras

In this paper, we present a pioneering initiative in the European teaching cooperation for the university training of geological engineers. This activity was carried out within the framework of the ERASMUS programme for lecturers; the first author, who is a lecturer at the University of Granada (Spain), travelled to the TFH George Agricola University in Bochum (Germany), with the aim of teaching Engineering Geology undergraduates for a week. The theme of the course was Geological Hazards and Risk Management, which is a "hot topic" due to the great number of disasters that have been happening around the world and the importance of their consequences (human and material losses). This course was considered very appropriate, as it is broadly related to the Engineering Geology Degree and there were no contents concerning Natural Hazards in these studies. We describe the parts of the intensive course and present the evaluation-test results. This test was focused on the students' opinion and acquired knowledge, in terms of connecting the course contents with other topics and real life. Moreover, the innovative didactical method used was much appreciated, including the techniques that stimulate responsibility, group cooperation, educational self-management and the students' awareness and control over their own knowledge. The planning and development of the course led to productive and interesting debates among several lecturers from different European universities who attended the classes. As a result, an international network of university lecturers was also constituted and currently continues working.

**Keywords:** *Educational innovation, portfolio learning, ERASMUS programme, geological hazards, international network*

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## Didactic Innovative Proposal for Mathematic Learning at the University by the Blended Model

Paz Fernandez, María del Carmen Rodríguez-Ponce, Gilda Vega-Cruz and María Luisa Oliveras

This work presents a didactic innovative proposal to teach mathematics in the university by means of the Blended Model. The proposal has been developed from a previous study of the limitations identified in the materials existing for this learning modality. It includes the structures as well as didactic characteristics of its elements. The model elements are a Calendar Planning that contains the sequence of the activities, student's and teacher's Guides, Classroom Activities (AP) and Non-Classroom Activities (ANP), including the independent work orientations, book use patterns and the use of Moodle platform. The proposal has been applied in some courses in university technical degrees in Latin America. As an example of the didactic model application developed, we present the results found by applying it to the Differential Equations topic. The results are based on a students' questionnaire answers and the control-activity marks of the topic inside the subject. The results show an improvement in the learning process, and evidence that the students have reached the self-management of the contents supported by the orientations contained in the didactic proposal. Moreover, the proposal has been validated by an international expert panel. The results of this evaluation are good and confirm the learning improvement that the proposal represents.

*Keywords:* Innovation in university teaching, mathematics, independent work, blended learning, class attendance and distance learning

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## 8.Sınıf Öğrencilerinin Yaratıcı Düşünme Becerileri ile Problem Çözme Becerileri Arasındaki İlişkinin Bazı Demografik Değişkenler Açısından İncelenmesi

Ceren Aras ve Ercan Masal

Bu çalışmada 8.sınıf öğrencilerinin yaratıcı düşünme becerileri ile problem çözme becerileri arasındaki ilişkinin düzeylerinin; cinsiyet, okul öncesi eğitimi alma, yazı yazmada kullanılan el ve anne - baba eğitim durumlarına göre nasıl değiştiğini incelemek amaçlanmıştır. Çalışma örneklemini, 2012 - 2013 yılında Konya ili Selçuklu ilçesinde bulunan ve basit seçkisiz örnekleme yöntemiyle seçilen ilköğretim 8.sınıfta öğrenim gören 966 öğrenci oluşturmaktadır. Çalışma nicel bir araştırma olup, bu çalışmada betimsel ve anlam çıkartıcı istatistik teknikleri kullanılmıştır. Veri toplama araçları olarak; Kişisel Bilgi Formu, Whetton&Cameron (2002) tarafından geliştirilen ve Aksoy (2004) tarafından Türkçe'ye uyarlanan "Ne Kadar Yaratıcısınız? (How creative are you?)" isimli yaratıcılık ölçeği ile Serin, Bulut Serin ve Saygılı (2010) tarafından geliştirilen "Çocuklar İçin Problem Çözme Envanteri" kullanılmıştır.

*Anahtar Kelimeler:* Problem Çözme Becerisi, Yaratıcı Düşünme Becerisi

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## The Effects of Problem Based Learning Approach on Students Understanding in a University Mathematics Classroom

Yusuf Aydın

Research studies in Education Faculties and various reports of the related branches of The Minister of National Education, and news of Social Media in Turkey call attention mainly to the educational problems of K-12 levels. The University Mathematics classroom is almost a forgotten territory. We know that many university freshman students have insufficient backgrounds in mathematics and must take additional care to succeed at university level work. As we know, the success rate of freshman students in calculus is alarming. For many students to transit from high school mathematics to calculus is difficult. They are more comfortable with structured problems involving rote calculations of high schools. In calculus, we stressed the conceptual understanding rather than manipulation of symbols. Freshman students resist making the transition to a more conceptual approach to mathematics in calculus. But in a Problem Based Learning Approach (PBLA) which we applied, the real world problems assist students in this transition by providing physical examples of concepts to which they can relate to their major such as Business or Economy. By PBLA, we combined activities and problems with interactive group teaching. The activities provide intensive treatment of a particular concept such as function, graphing, exponential growth, integral. Etc. through student discovery and also give students problem solving experience. Today a large number of universities are accepting students from a much wider range of academic backgrounds. The student readiness differs greatly in the first year calculus classes. The calculus is often taught to the "middle level of the class" leaving part of the class disengaged. The collaborative aspects of PBLA meet this challenge as students are provided a more customized teaching of calculus through personal interactions with group members and the instructor. PBLA is an effective means for teaching mathematical concepts in calculus. Students generally enjoy working on the real world problems related to their majors.

*Keywords:* Problem based learning approach, conceptual understanding, collaborative teaching, interactive teaching, calculus, functions, graphs

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## How Do Prospective Teachers Develop Mathematical Models? A Case of "Who Wants to Be a Millionaire?" Activity

Aysel Şen Zeytun, Bülent Çetinkaya and Ayhan Kürşat Erbaş

One of the common complaints voiced by students regarding mathematics education is the lack of relevance to their lives. Modeling process could be seen as a bridge between real world problems and school mathematics and thus could be a solution to this problem. In modeling activities the aim is to help the development of students' learning by providing meaningful real-life situations. On the other hand, effective applications of modelling activities in classes depend heavily on the teachers. Therefore, it is necessary to include modeling courses in prospective teacher education programs to provide opportunities for future teachers' learning various dimensions of modeling. The purpose of this study was to investigate how prospective teachers develop mathematical models while they were engaged in a modeling activity. Working in groups, the participants completed a model-eliciting activity, Who Wants to be a Millionaire. This research study was conducted as part of a fourteen-week long "mathematical modeling" course aiming to improve prospective teachers' mathematical modeling abilities. In this regard, six PTs were selected among nineteen PTs by for in-depth analysis. The data set used in this study consists of audio and video recordings of each group during the modeling activity, audio-recorded interviews with each participant upon completion of the activity, and the participants' solution papers. The results showed that PTs modeling processes consisted of four main stages: understanding the modeling problem, devising a solution plan, performing the plan, and interpreting and verifying the model. The results indicated that the nature of prospective teachers' modeling process is result-oriented approach with a single modeling cycle. The factors that have some bearing on PTs modeling processes and the implications for teacher education will be discussed in the presentation.

**Keywords:** Mathematics teacher education, prospective teachers, knowledge base for teaching, mathematical modeling process, mathematical modeling activities

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## The Relationship between Mathematics Anxiety with Parenting Styles and Goal Orientation

Firouzeh Sepehrian Azar and Abdollah Babaei

Math anxiety is an important variable which cause failure in useful performance in math class. Not only poor teaching and poor experiences in math cause it but also other factors such as Goal orientation and parenting styles can be effect on it. Parenting styles explains the relationship between specific actions of parents and later behavior of children. Baumrind (1991) cited that the majority of parents display one of three different parenting styles (authoritarian, Permissive - indulgent and authoritative parenting style). Goal orientation describes the reasons why students engage in their academic work. Two terms are used in this entry. The first type is called a mastery goal. The second type is called a performance goal. This research aimed at studying the relationship between parenting styles and math anxiety of student with regard to the meditational effects of goal orientation. Study samples were 380 students at sixth grade that were chosen by multistep cluster sampling from elementary school. The students answered the math anxiety, goal orientation questionnaires and their parents answered the parenting style questionnaire. The results of structural equations modeling methods show that mastery goals have negative significant correlation with math anxiety. Approach-performance goals and authoritarian parenting style has a direct effect on math anxiety. And the authoritarian and Permissive - indulgent parenting style has a direct effect on approach-performance goals. Authoritative parenting style has direct effect on mastery goals. The step-by-step regression analysis results in this research show that performance orientation of 12% of changes explains the math anxiety and the mastery goals of the 7% of the variance explain the math anxiety and Permissive - indulgent parenting style also predicts 1% of the changes of this variable. Mastery orientation and authoritative parenting style have effects on reducing the math anxiety of the students.

**Keywords:** Mastery goals, math anxiety, parenting styles, performance goals

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## Discussing Ethnomathematics: Is Mathematics Culturally Dependent?

O. Arda Çimen

Starting with its presentation by Ubiratan D'Ambrosio, ethnomathematics has been a prominent sub field of mathematics education research. In this paper, I will first discuss how different researchers, who study ethnomathematics, define it. Second, I will summarize the ideas, philosophies and stances ethnomathematicians share. I will then critique the thesis presupposing mathematics is culturally dependent, which is shared by most researchers studying ethnomathematics. I will name this thesis as the Cultural Relativity Thesis (CRT). My counter thesis to CRT that I name as Culturally Independence Thesis (CIT), presupposing the cultural independency and universality of mathematics, will be detailed in four aspects: etymological, socio-pedagogical, historical-anthropological and universal applicability of mathematics.

**Keywords:** Ethnomathematics, mathematics education, cultural relativity thesis, culturally independence thesis

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## Yenilenen 5.Sınıf Fen Bilimleri Dersi Öğretim Programına Yönelik Öğretmen Görüşleri

Zeynep Demirtaş, Serhat Arslan, İsmail Yarar ve Ömer F. Tutkun

Araştırmanın amacı, 2013-2014 öğretim yılında uygulanmaya başlayan 5. sınıf fen bilimleri dersi öğretim programının öğretmen görüşlerine göre incelenmesidir. Araştırmada nitel araştırma yöntemlerinden görüşme tekniği kullanılmıştır. Araştırmacılar tarafından hazırlanan yarı yapılandırılmış görüşme formu uzman görüşleri doğrultusunda oluşturulmuştur. Açık uçlu altı sorudan oluşan görüşme formunda, öğretmenlere yenilenen programla ilgili bilgilendirme çalışmalarına, yeni programa yönelik genel görüşlerine, programda uygulanması öngörülen kazanımlar, içerik, öğrenme-öğretme süreci ve ölçme-değerlendirme yöntemlerine, programın uygulanmasında yaşadıkları problemlere ve bu problemlerle ilgili kendi çözüm önerilerine, yeni programla birlikte değişen ders kitapları ile ders materyallerine ilişkin görüşlerine ve yeni programda yapmak istedikleri değişikliklere yönelik sorular yer almaktadır. Amaçlı örnekleme yöntemi ile İstanbul ili Büyükçekmece ilçesinde Milli Eğitim Bakanlığına bağlı on dört ortaokulda görev yapan 28 öğretmene ulaşılarak görüşmeler yapılmıştır. Araştırmada elde edilen veriler betimsel analiz yöntemiyle çözümlenmiştir.

**Anahtar Kelimeler:** Fen bilimleri dersi öğretim programı, fen öğretimi, öğretmen, eğitim programı, ortaokul

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## Pre-Service Elementary Teachers' Motivations to Become a Teacher and Its Relationship with Teaching Self-Efficacy

Ibrahim Bilim

This study investigated 341 pre-service elementary teachers' motives to become a teacher using Factors Influencing Teaching Choice (FIT-Choice) theory as a basis. It then investigated how these motivations change as candidates follow their training and these motivations' relationship with teaching self-efficacy. The results suggests that Altruistic motives (make social contribution, shape future of children and enhance social equity) were the most influential followed by prior teaching and learning experiences, work with children/adolescents, and job security. Intrinsic motives (perceived teaching ability and intrinsic career value) came next. ANOVA results suggest that the motivations for choosing this profession remain stable between Freshman, Sophomore and Senior candidates. Teaching self-efficacy was positively related to intrinsic motives and negatively related to "fallback career" motives of elementary teacher candidates. Implications of the results are further discussed.

**Note:** I sent this abstract to ISFTE 2014 and has been accepted but I did not have a chance to attend and present my paper there I would like to present my full paper in your organization.

**Keywords:** Pre-service teachers, elementary education, motivation to become a teacher, self-efficacy

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## Determination of Pre-Service Science Teachers' Knowledge Level on Genetic Concepts

Çiğdem Çıngıl-Barış

Developments in the field of genetics era in our country while trying to watch, Science teacher what their level of knowledge regarding the genetic issues that are not certain. Relevant developments in the world and in our country is still new in the undergraduate programs that train teachers are not given enough considering genetic issues, science teacher competence in this matter is of special importance. This study has been conducted to determine the knowledge level of pre-service science teachers on genetic concepts. The sample of this study was composed of 168 pre-service science teachers attending in education faculty, department of primary science education in Istanbul University. In this study, a knowledge test which was prepared by Koçakoğlu (2002) was administered to pre-service science teachers. The test consists of 18 questions that are related with gene, DNA, chromosome, nucleus, allele, genetic information, genetic code, genetic copying terms, genetic engineering. Data of the study was analyzed by using SPSS 16.00. The percentage and frequency of pre-service science teachers' responses to the knowledge test were calculated. Obtained from the research findings, in line with genetic issues related to pre-service science teachers' knowledge level is low, genetic issues involved in the curriculum of the science education department take place in the importance of accurate and adequate manner is clearly revealed.

**Keywords:** Genetic, biology education, pre-service science teacher

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### Mathematics Anxiety of Secondary School Students: A Case Study for Kocaeli Area

Hülya Kodal Sevindir, Cüneyt Yazıcı and Vildan Yazıcı

In this study we investigate elementary school students' mathematics anxiety in Kocaeli. Depending upon our aim, in this study we have used qualitative research method. According to the purposive sampling and typical-purposive sampling procedures, nine public primary schools in Kocaeli were selected. 482 pupils in the sampling were questioned. The data obtained were then analyzed by using SPSS program. Descriptive statistical methods and inferential statistical methods such as t-tests and one way ANOVA were used to analyze the research data. The results will be discussed hoping that this study can be useful for teachers, pupils and parents to recognize the reasons of mathematics anxiety and to overcome it.

**Keywords:** Mathematics anxiety, demographic factors, SPSS, ANOVA, t-test

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### Mathematics Anxiety: A Case Study for Kocaeli University

Hülya Kodal Sevindir, Cüneyt Yazıcı and Vildan Yazıcı

In this study we investigate mathematics anxiety of Kocaeli University's students. Depending upon our aim, we have used qualitative research method. According to the purposive sampling and typical-purposive sampling procedures, four departments' students, namely Mathematics, Physics, Chemistry and Biology, from Faculty of Arts and Sciences were selected. 217 students in the sampling were questioned. The data obtained were then analyzed by using SPSS program. Descriptive statistical methods and inferential statistical methods such as t-test and one way ANOVA were used to analyze the research data. The results will be discussed hoping that this study can be useful for teachers and students to recognize the reasons of mathematics anxiety and to overcome it.

**Keywords:** Mathematics anxiety, demographic factors, SPSS, ANOVA, t-test

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### Examining The Factors Affecting The Selection of Mathematics Profession: A Case Study

Hülya Kodal Sevindir and Cüneyt Yazıcı

The importance of selection of profession and university cannot be overemphasized in one's life. It is one of the most important decision stages of a student. This stage must be carefully managed since it determines profession of students in the future. Failure to do so can bring many negative effects. Many undergraduate students state that they have not properly managed the selection of the departments they are part of. In the case of failure, students have shown this as one of the main reasons. The factors influencing one's career choice has always been a controversial issue. In general poor presentation of universities and departments, misguidance of college candidates during high school years, inefficiently informed parents can be listed as main reasons for mispreference of students' department selection. There are many factors that are important in preference of mathematics department as in the all profession groups. This paper will critically demonstrate the main ones. In this study, factors which have effect on department preferences of students at Mathematics Department of Kocaeli University were evaluated and reasons and manner of students' preferences were researched.

**Keywords:** Department selection, Department gladness, Reconstruction Process of Education (RPE), Bologna Process

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### Misconceptions of Elementary School Students about Comparing Decimal Numbers

Deniz Mehmetlioglu

In the current study, it was aimed to investigate the misconceptions regarding comparing the decimal numbers. One hundred and eighty-three elementary students (101 female and 82 male) from 6th, 7th, and 8th year of an elementary school in Elmalı (Antalya) constituted the sample group of the study. A one-page Decimal Comparison Test (Moloney & Stacey, 1996) was used for data collection and results were analyzed based on the misconceptions mentioned in the related literature: "whole-number rule", "fraction rule", and "zero rule". Descriptive and inferential statistics were conducted. Post-hoc comparisons using the Tukey HSD test indicated that 6th year students (M= 10.60, SD= 3.54) had significantly less number of misconceptions than 7th year students (M=8.87, SD= 3.03) and 8th year students (M= 8.06, SD=3.32). 7th year students did not differ significantly from 8th year students. According to results of the study, for the whole number misconception, 6th year students had less number of misconceptions compared to others. 7th year students had less number of zero rule misconceptions than the others. On the other hand, for the fraction rule misconception, 7th year and 8th year students had more misconceptions than 6th year students.

**Keywords:** Misconception; elementary; decimal numbers

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## The Views of Mathematics Teachers about Software That Are Used in Mathematics Education

Gül Kaleli Yılmaz

Technological progress and changes oblige to have a radical change in the mathematics education as in all other branches. Consequently new software that can be used in mathematics education is added or the features of the software are revised according to modern technology. However it is known that the important parts of mathematics teachers in Turkey are not able to get benefit from technology in desired level yet. One of the base causes of this problem is that the teachers have less knowledge about the software used in mathematics education or they do not have any. In this context, it is aimed for the scope of this study to inform the teachers about the software using in mathematics education, perform an example application about how to use software and to determine the views of teachers about the software. 10 mathematics teachers who work in secondary school in Bayburt have joined in this study. In this study Cabri Geometry, Derive, Graphic Calculus and Geogebra software is presented and example applications are done about software. The open-ended interview forms are used as a data collection tool in this study. Teachers' views about each software are investigated in detail and analyzed with qualitative data analysis. As a result of analysis it is seen that most of the teachers generally find the software useful and think that software has highly usability in mathematic lesson but they have problems because of software language, complicated tool bar so it is a need to add practical toolbar for making operation in a sort time and have a detailed tutorial in each toolbar and so on. At the end of the research some advices are given according to teachers opinions to the researchers who are going to make a study about this topic.

**Keywords:** Computer technology, mathematics education, mathematics teachers, software, views of teachers

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## Developing A Belief Scale According To Using Computer Technology in Mathematics Teaching

Gül Kaleli Yılmaz

The beliefs which consist of teachers' terms, ideas and value system have a powerful effect in teaching and teachers' believes have an important role in technological integration. Beside the belief about the importance of technology is one of the most important factor that effect the frequency of technology usage. In that case firstly the teachers' believes according to technology need to be determined to use the technology in mathematic lesson effectively. However, when the literature is investigated, no evaluation instrument which has detailed information about teachers' believes according to using technology in mathematical education can be found. In this context, it is aimed to develop a valid and reliable evaluation instrument to define the believes according to using technology in mathematical education. The sample is formed with 216 candidate teachers. While forming a scale those steps are followed having item tool, taking expert opinion, practicing, computing validity and reliability, performing the scale. At the end of the analysis scale is formed with 31 items, four factors (learning, teaching, content and assessment and evaluation) and four factors' variance ratio are %44. Cronbach Alpha internal integrity coefficient is calculated as 0,895 for the whole scale. In line with findings "the belief scale according to using computer technology in mathematics teaching" is improved and it is decided as a valid and reliable evaluation instrument.

**Keywords:** Believes, belief scale, computer technology, mathematics teaching, mathematics teachers

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## Fen Bilgisi Öğretmen Adaylarının Çevre Bilinci Düzeyleri

Meltem Kuvaç ve Işıl Koç

İnsanoğlunun, doğaya verdiği zararın geri dönüşü olmayan boyutlara ulaştığını fark etmesi ve bu nedenle çevre bilinci ve çevresel duyarlılığa her zamankinden daha fazla ihtiyaç duyması çevre eğitimi önemli bir alan haline getirmiştir. Erken yaşlarda başlanan çevre eğitiminin, bilinçli bireyler yetiştirmede anahtar rol oynadığı düşünülmektedir. Bu noktada, çevre konusunun ilköğretim fen bilimleri dersi kapsamında yer alması fen bilgisi öğretmenlerine önemli görevler yüklemektedir. Çevre bilgisi ve çevre bilincinden yoksun öğretmenler, öğrencilerini bilinçli bireyler olarak yetiştirmede yetersiz kalacaktır. Bu bağlamda, yapılan araştırmada fen bilgisi öğretmen adaylarının çevre bilinci düzeylerinin belirlenmesi ve çeşitli değişkenler açısından incelenmesi amaçlanmıştır. Çalışmanın örneklemini, 2013-2014 eğitim-öğretim yılı bahar döneminde İstanbul Üniversitesi, Hasan Ali Yücel Eğitim Fakültesi, İlköğretim Bölümü, Fen Bilgisi Eğitimi programında öğrenim görmekte olan 197 öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak Kişisel Bilgi Formu ile Milfont ve Duckitt (2006) tarafından geliştirilen, Ak (2008) tarafından Türkçeye uyarlanan "Çevre Bilinci Ölçeği (ÇBÖ)" kullanılmıştır. Elde edilen verilerin analizi PASW Statistics 18 programı kullanılarak yapılmıştır. Araştırma bulgularına göre, fen bilgisi öğretmen adaylarının çevre bilinci düzeyleri genel olarak yüksek bulunmuştur. Cinsiyet değişkeni açısından; ÇBÖ toplam ve doğanın tadı, çevresel eylemler, çevresel tehdit, nüfus artış politikalarına destek alt boyutlarında kız öğretmen adayları lehine anlamlı farklılık belirlenmiştir. Bununla birlikte, sınıf seviyesi açısından ÇBÖ toplam ve bazı alt boyutlarda son sınıf öğretmen adaylarının lehine anlamlı farklılık tespit edilmiştir. Ayrıca yaş, mezun olunan okul türü, anne-baba eğitim durumu, yerleşim yeri değişkenleri açısından ÇBÖ toplam ve alt boyut puanlarının anlamlı bir farklılık göstermediği saptanmıştır. Araştırmadan elde edilen sonuçlar tartışılarak önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Çevre eğitimi, çevre bilinci, fen bilgisi öğretmen adayları, fen eğitimi, öğretmen yetiştirme

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## Fen Bilgisi Öğretmen Adaylarının Üstbilişsel Farkındalık Düzeyleri

Meltem Kuvaç ve Işıl Koç

Üstbiliş (metacognition), son yıllarda eğitimde çokça araştırılan ve merak edilen bir konu olarak dikkat çekmektedir. En geniş tanımıyla, bireyin kendi bilişsel süreçlerinin farkında olması ve yönetmesi olan üstbiliş, anlamlı ve etkili öğrenmede büyük önem taşımaktadır. Yapılan çalışmalarda üstbilişin, öğretmenlerin hem alan bilgisi hem de pedagoji bilgisi üzerinde olumlu etkiye sahip olduğu belirlenmiştir. Bu çalışmada, fen bilgisi öğretmen adaylarının üstbilişsel farkındalıklarının belirlenmesi ve çeşitli değişkenler açısından incelenmesi amaçlanmıştır. Çalışmanın örneklemini, 2013-2014 eğitim-öğretim yılı bahar döneminde İstanbul Üniversitesi, Hasan Ali Yücel Eğitim Fakültesi, İlköğretim Bölümü, Fen Bilgisi Eğitimi programında öğrenim görmekte olan 188 öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak Kişisel Bilgi Formu ile Schraw ve Dennison (1994) tarafından geliştirilen Akın, Abacı ve Çetin (2007) tarafından Türkçeye uyarlanan Üstbilişsel Farkındalık Envanteri (ÜFE) kullanılmıştır. Elde edilen verilerin analizi PASW Statistics 18 programı kullanılarak yapılmıştır. Araştırmanın bulgularına göre, fen bilgisi öğretmen adaylarının üstbilişsel farkındalık düzeyleri genel olarak yüksek bulunmuştur. Bununla birlikte, cinsiyet değişkeni açısından hata ayıklama alt boyutunda kız öğretmen adayları lehine anlamlı farklılık tespit edilmiştir. ÜFE toplam ve alt boyut puanları sınıf seviyesi değişkenine göre incelendiğinde ise, durumsal bilgi ve hata ayıklama boyutları dışındaki alt boyutlarda anlamlı farklılık belirlenmiştir. Ayrıca, ÜFE toplam ve alt boyut puanlarının yaş değişkeni açısından anlamlı bir farklılık göstermediği saptanmıştır. Araştırmadan elde edilen sonuçlar tartışılarak önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Üstbiliş (metacognition), üstbilişsel farkındalık, fen bilgisi öğretmen adayları, fen eğitimi, öğretmen yetiştirme

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## Fen Bilgisi Öğretmen Adaylarına Yöneltilen Açık Uçlu Soruların Bilimsel Yaratıcılık Açısından Değerlendirilmesi

Sibel Demir ve Fatma Şahin

Toplumsal yaşamın her alanında gelişim için yenilik zorunludur. Bilgi toplumlarında eğitimin görevi toplumu yeniden üretmek değil “yeni toplum” üretmektir. Bilimsel bilgi kısmen hayal gücü ve yaratıcılık ürünüdür. Yaratıcı düşünme herhangi bir olay, durum veya günlük hayatta karşılaşılan sorunlara özgün, farklı fikirler ortaya koyma ve çok yönlü çözümler getirme; farklı durum, kavram ve nesnelere arasında ilişkiler kurarak onları birleştirme; böylece yeni yaşantılar ortaya koyma ve herkesin takip ettiği alışılmış yollardan ayrılma gibi özellikler yaratıcı düşünmenin unsurları arasında bulunmaktadır. Yaratıcılık bilimselliği ve günlük yaşamı içermektedir. Nitekim problem çözme, hipotez oluşturma, deney tasarımı, teknik yenilik bilime özgü yaratıcılığın belirli bir biçimini gerektirmektedir. Bilimsel yaratıcılık; bilimsel araştırma için motivasyon, bilgi ile araştırma problemlerini formüle etme, bilimsel bir problemin çözümü için kapsamlı genel bir alan oluşturma, nedenlerine ve benzerlerine uygun arama yeteneği ve ayrıntılı bir arama sabrı ve dayanıklılığı olarak ifade edilmektedir. Araştırmanın amacını; fen bilgisi öğretmen adaylarının açık uçlu sorulara vermiş oldukları yanıtların bilimsel yaratıcılık açısından değerlendirilmesi oluşturmaktadır. Bu amaçla, fen bilgisi öğretmen adaylarına 3 adet açık uçlu soru sorulmuştur. Araştırmadan elde edilen veriler uzman geçerliliği de sağlanarak bilimsel yaratıcılık boyutlarının “akıcılık, esneklik ve orijinallik ve bilimsel bilgi” boyutları bakımından incelenmiştir. Araştırmadan elde edilen nitel veriler, sayısallaştırılmış nicel veriler olarak da sunulmuş ve kendi içlerinde karşılaştırmalı yorumlamaları yapılmıştır. Araştırmanın sonucunda elde edilen bulgulardan, fen bilgisi öğretmen adaylarının açık uçlu sorulara ilişkin bilimsel yaratıcılık değerlendirilmesi yapılmış ve bilimsel yaratıcılık becerisi üzerine çeşitli öneriler getirilmeye çalışılmıştır.

**Anahtar Kelimeler:** Bilimsel yaratıcılık, yaratıcılık, öğretmen adayları

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## Fen Bilgisi Öğretmen Adaylarının Bilişötesi Ve Yaratıcılık Algıları ile Geliştirilen Bilimsel Oyuncakların Bilimsel Yaratıcılık Açısından Değerlendirilmesi

Sibel Demir ve Fatma Şahin

Yaratıcılık insanda mevcut olan bir yetenek olmasıyla birlikte ortaya çıkması ve geliştirilmesi için özellikle küçük yaşlardan itibaren bazı olanakların sunulması gerekmektedir. Bunlar, kendi başlarına ve birlikte çalışmaları için fırsat verilmesi, dinleme, düşünme ve odaklanma gibi becerilere zaman ayrılması, sorularına karşı ciddi bir tutum sergilenmesi gibi beceriler olarak belirtilebilmektedir. Yaratıcılığın gelişmesindeki temel koşullar; “güvenli bir ortam, psikolojik özgürlük, özgürleştirilen bir disiplin, entellektüel tartışma yöntemleri, eleştirel ve yaratıcı düşünmeyi düşünme, otantik bir değerlendirme” olarak tanımlanabilmektedir. Yaratıcı düşünmek için, bireyin bilinç baskısından ve sınırlamalarından kurtulması gerekmektedir. Kişi, bilinçaltının yüzeye çıkmasına izin verdikçe daha rahat düşünebilecek, olayları daha iyi algılayıp, var olan ilişkileri daha sağlıklı değerlendirebilme yetisine ulaşacaktır. Bilimsel yaratıcılıkta ise bir ihtiyaç, bir gereksinim ya da bir problemi çözmeye isteği öne çıkmaktadır. Problem çözme, hipotez oluşturma, deney tasarımı ve teknik yeniliğin bilime özgü yaratıcılığın belirli bir biçimini gerektirdiğini düşünülürken; bilimsel yaratıcılık; hayal etme, düşünme, akıcılık, esneklik, orijinallik, bilimsel bilgi, bilimsel problem, bilimsel olgu ve teknik üretim elemanlarından oluşan bir süreç olarak da tanımlanmaktadır. Araştırmanın amacını, fen bilgisi öğretmen adaylarının bilişötesi ve yaratıcılık algıları ile geliştirilen bilimsel oyuncakların bilimsel yaratıcılık açısından değerlendirilmesi oluşturmaktadır. Araştırmadan nitel ve nicel olarak elde edilen veriler birbiriyle karşılaştırmalı olarak değerlendirilmiştir. Araştırmadan elde edilen nicel veriler yüzdelik oran ile ortaya konulurken, bilimsel oyuncaklardan elde edilen veriler ilse bilimsel yaratıcılık boyutunun “akıcılık, esneklik, orijinallik ve bilimsel bilgi” boyutları bakımından değerlendirilmiştir. Araştırmadan elde edilen nitel ve nicel bulgular neticesinde, fen bilgisi öğretmen adaylarının bilişötesi ve yaratıcılık algıları ile geliştirilen bilimsel oyuncakların bilimsel yaratıcılığın dört boyutu bakımından sonuçları ortaya konmuş ve öneriler sunulmuştur.

**Anahtar Kelimeler:** Bilimsel yaratıcılık, yaratıcılık, öğretmen adayı, bilişötesi, farkındalık

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## Comparison of Turkish and Indonesian Secondary Mathematics Curriculum; Reflection of the Paradigms

Ali Delice and Budy Sugandi

This study focuses on the Reflection of Paradigms by comparing Turkish and Indonesian Secondary Mathematics Curriculum. Educational challenges which are faced with neighboring countries by the two countries are very competitive. Turkish territory which is adjacent to the continent of Europe, where many European countries have good qualities such as Germany, the Netherlands and France and Indonesia which is competing with good countries in Asia such as Singapore, Malaysia, China, Japan and even other neighboring countries which are located on the continent of Australia make these two countries continue to develop themselves. The study begins by outlining the general state of education in both countries, and providing information about the field of comparative education. The goals and aims of this study are to compare the secondary school mathematics curriculum between Turkey and Indonesia with respect to the paradigm embedded into them. In the implementation of education system in both of those countries, Turkey since 2005 and Indonesia since 2007 have run into paradigm transformation which started from behaviorists and then changed to constructivist. It seems the paradigm in two countries shifted from what to teach to how to teach, however the problem is preparedness for the policies and the related situations. We argue that it is supposed to be the government of Turkey and Indonesia can compare the differences curriculum that exist and use them for the sake of the need for improving the quality of education in the two countries.

**Keywords:** Comparative education, Turkish Education System, Indonesian Education System, secondary mathematics curriculum, paradigms

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## Investigation of Students' Ability to Transform and Translate 2D Molecular Diagrammatic Representations and Its Relationship to Spatial Ability and Prior Chemistry Knowledge

V. G. Koutalas, L. D. Antonoglou, N. D. Charistos and M. P. Sigalas

Students' understanding of molecular structure through the use of two dimensional diagrammatic representations is essential in chemistry learning. However several researches suggest that students often exhibit difficulties in understanding, manipulating and translating between 2D representational forms. The aim of this study was to investigate students' ability to interpret, translate and transform 2D molecular diagrammatic representations. This study is focused on three forms of diagrammatic representations: Newman projections (NP), Fisher projections (FP) and Dash-Wedge diagrams (DW). The research questions were how do students relate 2D diagrammatic representations and whether individual differences in cognitive factors, such as spatial ability and prior chemistry knowledge affect students' performance in interpreting and relating 2D diagrams. In order to address the first research question, a set of three computer based questionnaires which consist of diagram matching items were designed, developed and implemented to 33 undergraduates from our chemistry department. The examined tasks were transformations between 2D diagrams (NPtoNP, FPtoFP and DWtoDW) and translations from NP or FP to DW. In order to address the second research question, students' visuospatial skills were examined with the use of the Purdue Spatial Visualization Test: Rotation and the Greek Spatial Ability Test. Both spatial tests were computerized and distributed to the same students. Additionally, the European Chemistry Test, developed by the European Chemistry Thematic Network Association, was used in order to evaluate students' knowledge and skills in Chemistry. The findings of this pilot study were derived from the analysis of participants' performance (scores and response times) in the matching diagrams tests, the spatial tests and the Chemistry test. Correlation and regression analysis were also performed in order to investigate the relationships between the examined cognitive factors and students' performance in matching diagrams. This research has been co-financed by the European Union and Greek national funds through the Research Funding Program: Thales.

**Keywords:** Two-dimensional molecular representations, representational competence, cognitive factors, diagrammatic reasoning

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## Fen Bilgisi Öğretmen Adaylarının Bilişim Teknolojilerine Yönelik Öz-yeterlik Algılarının İncelenmesi (Sakarya Üniversitesi Eğitim Fakültesi Örneği)

Muhammed Doğan Balçın, Ebru Ari, Yasin Erdoğan ve Berna Yalkın Şentuna

Bu araştırmanın amacı fen bilgisi öğretmen adaylarının bilişim teknolojilerine yönelik öz-yeterlik algılarını tespit etmektir. Araştırmada nicel yöntem kullanılmış olup, tarama modellerinden ilişkisel tarama modeli benimsenmiştir. Çalışmanın evrenini, Sakarya Üniversitesi eğitim fakültesinde öğrenim görmekte olan 1., 2., 3. ve 4. sınıf fen bilgisi öğretmen adayları oluşturmaktadır. Araştırmada örneklem alınma yoluna gidilmiş, "kolay ulaşılabilir örnekleme yöntemi" kullanılmıştır. Örneklemine ise 2013-2014 öğretim yılı bahar döneminde, Sakarya Üniversitesi eğitim fakültesi, 1., 2., 3. ve 4.sınıfta öğrenim görmekte olan 176 fen bilgisi öğretmen adayı oluşturmaktadır. Çalışmada, Ekici, Taşkın-Ekici ve Kara (2012) tarafından geliştirilen "Öğretmenlere Yönelik Bilişim Teknolojileri Öz-yeterlik Algısı Ölçeği" kullanılmıştır. Ölçek tek boyutlu olup ve 27 maddeden oluşmaktadır. Ölçeğin Cronbach-Alfa iç tutarlık katsayısı  $\alpha=0,97$  dir. Veriler, 176 fen bilgisi öğretmen adayından gönüllülük esasına dayalı olarak toplanmıştır. Ölçekten elde edilen verilerin değerlendirilmesinde ise SPSS.18 (Statistical Package for the Social Sciences) paket programı kullanılmıştır. Tüm maddelere dayalı Cronbach-Alfa güvenilirlik katsayısı 0,937 olarak bulunmuştur. Analizlerde, fen öğretmen adaylarının "bilişim teknolojileri öz-yeterlik algıları" ile cinsiyetleri, sınıf düzeyleri, başarı durumları, ekonomik gelirleri, günlük internet kullanma süreleri, sahip oldukları sosyal ağlar, bilgisayar ve diğer bilişim teknolojileri araçları, aldıkları bilgisayar dersi sayısı ve bilgisayar kursuna gidip gitmeme durumları arasında anlamlı bir fark bulunmazken, günlük bilgisayar kullanım süreleri, internete sahip olma durumları ve bilişim teknolojilerine yönelik yıllık harcamaları arasında anlamlı bir fark bulunmuştur.

**Anahtar Kelimeler:** Fen ve teknoloji, bilişim teknolojileri, öz-yeterlik algısı

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## How Do the Pupils Build Their Knowledge in the Lesson of Biology to Approach Constructively by Interactive Training?

Matanat Aliyeva

This article is devoted to the how do pupils build their knowledge in which kind of training and condition. In the time of devolpment of information technology each person remaining at front of flowing of information. To select and remember of them is very difficult. This solution of the problem teaching learning pupils by teachers side seems to be builder of their own knowledge. How to solve this problem in the framework of the school program?

Education reforms in the Azerbaijan are carried out from year 2007. The national curriculum has been created and his training strategy is active training. The teachers of 1-6 class have passed active training courses during these years times and they have raised to the professional levels. But result that pupils got in the process of active training does not answer to demands of technological century. Pupils in the modern time should be not carrying of knowledge, but they must be person know-how and updating of knowledge. This means that the pupil must learn thinking and what he learns must update his learn. This is demands a new approach to the training - to approach constructively. To use the interactive training by constructive approach During the process of training the pupils are changing to the builder of their knowledge. This building is carrying on during the lesson and also is carrying on in the contact with the lessons of after the lessons sphere. If thought structure is built that is about knowledge in the thinking, then this joins knowledge about the system with him. This is possible to see how to effective be much in the example of the lesson of biology showing. Be in the interactive activities of the pupils very important when use the constructive training. When turn over to the discussing objects in the interactive activity the Logical questions and tasks putting at the front of the pupils by the teacher the pupils are learning more than they used. Process of to acquire knowledge in the discussion to build knowledge in the team goes at the stronger. The reason of this is observed to follow the rule of the carrying out of the training activity. Each pupil builds the form of creative thought in the lessons of biology where I carried out in the form of constructive training gradually and this applies the place thought manner another discipline when comes. But this brought and takes out to the building and creation of the new knowledge.

**Keywords:** Constructive approach, logical questions, creation of the knowledge, interactive activities, mental activities, overturn

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## Expert Recurrence of Linear Problem Posing Process

Eva Patakova

According to Pelczer and Gamboa (2009) the Mathematical problem posing process of the skilled problem posers (teachers, mathematically gifted students) is usually cyclic whilst the novices usually pose problems in a linear way. (Cyclic model means that the skilled problem poser is able to switch between the phases of problem posing, to learn from his / her mistakes, to transform the idea that is not suitable. Linear model is just a simple straight way.) In my study I come with an expert category. (Expert = professional in problem posing, preparing problems for Mathematical competitions such as Mathematical Olympics). With respect to previous statements the hypothesis would be that the experts will show nearly no signs of linear problem posing process. But this is not true – there is some recurrence of linear problem posing in the expert group. The signs of the problem posing process are seemingly the same as in the novices' case. But the background is different. The expertness lies in the fact that the expert is so experienced that he / she is able to come with an idea that needs no transformations.

**Keywords:** Mathematical problems, problem posing, expert, novice comparison

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## First Robotik Turnuvalarının İlkokul ve Ortaokul Öğrencileri Üzerindeki Etkisi

Ayşegül Kınık

Yurt dışında FIRST LEGOLeague (FLL) ismiyle bilinen ve küresel, birleştirici, eşitleyici, her senesi muhteşem maceralara gebe, özgüven sahibi, sorgulayan, takım halinde, toplumsal anlamı olan çözümler üreten bir gençlik yetiştirme için vitamin görevi gören bu turnuvayı; ülkemiz2005 yılından beri düzenlemekte ve her sene farklı şehirlerden yüzlerce takımı kendi içerisinde yarıştırmaktadır. Bu yıl 9. Sezonu yapılan turnuvalar sayesinde 8. sezona kadar 22 ilden 5.200 gence ulaşılmıştır. Bu araştırma, 2013-2014 öğretim yılı boyunca turnuvaya katılan ve 10-14 haftalık süreç içerisinde, 3 farklı deneyim yaşayan 500 öğrenci, 150 takım koçu, 200 veli ve 100 gönüllü üzerinde yürütülmüştür. Yapılan betimsel araştırma verileri alanında uzman 3 öğretim üyesi ile geliştirilen anketlerle toplanmış ve analiz edilmiştir. Uygulanan anketlerle öğrenci, gönüllü, takım koçu ve veliler üzerinde çalışmanın etkisini ortaya çıkaracak bütün alt boyutlar ortaya konulmaya çalışılmıştır.

**Keywords:** Robotik, fen, matematik, bilimsel süreç becerileri, takım çalışması

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## İntegral Hacim Problemleri Çözüm Sürecindeki Bireysel İlişkilerin Uygulama Topluluğu Bağlamında İncelenmesi

Özkan Ergene ve Ali Delice

Problem çözme becerilerinin kazanılmasını sağlayan, bireyin dış dünya ile olan bağlantısını farklı gözle görmesine aracılık eden matematik eğitimi, eğitim-öğretim süreci boyunca üzerinde düşünülmesi gereken özel bir alandır. Bireylerin etkin öğrenmesini sağlamak amacıyla kuramlar geliştirilmiş zamana bağlı değişimler sonucunda kuramların uygulanması ile eğitim-öğretim sürecinde değişiklikler olmuştur. Öğrenme üzerine farklı görüşler sunan durumlu öğrenme teorisi ve sosyal öğrenme teorisi, uygulama topluluğu gibi öğrenmeye aracılık eden kavramların ortaya çıkışına etken olmuştur. Ortak kaygı, ilgi, problemleri paylaşan ya da bir konu hakkında süreç boyunca bilgileri geliştiren ve bu alanlarda uzmanlaşma olanağı sağlayan uygulama topluluğu kavramı birey, kurum ve karşılıklı ilişki boyutları üzerine temellendirilmiştir. Uygulama temelli kurallara odaklanan kuramsal ilişki ve onun kısıtlanan kuralları, bireylerin kurum içerisinde öğrendiği matematiksel kavramların bireyin kişisel ilişkileri ile gelişiminde önemli rol oynamaktadır. İlgili alan yazın incelendiğinde uygulama topluluğu ve kişisel ilişki kavramlarının yer aldığı araştırmaların az olduğu gözlemlenmektedir. Bu araştırmada bireylerin problem çözme sürecinde kavram, kurum ve çevre ile ilişkisi uygulama topluluğu dahilinde kişisel ilişkileri bağlamında incelenmiştir. Araştırmada çalışma grubu olasılıksız örneklem yöntemiyle seçilmiştir. İstanbul ilinin bir devlet üniversitesinde bulunan matematik, mühendislik, ilköğretim matematik öğretmenliği bölümlerinde okuyan 120 öğrenciye uzman görüşü alınarak, belirtke tablosundan yararlanılarak hazırlanmış "İntegral Hacim Testi" uygulanmıştır. Araştırma sonucunda bireylerin içerisinde buldukları topluluklara göre problem çözüm becerileri şekillenmiş, öğretim planı içerisinde yer alan konular ile ilgili öğretilen bilgilerin kullanılmadığı gözlemlenmiştir. Çözüm becerileri, sınavlar, kavram imgeleri, görsel becerileri gibi çözüm sürecinde ilişkileri sıcak tutan faktörler olduğu görülmüştür. Yapılan görüşmeler önyargı ve ön bilgi ile tecrübe eksikliğinin de çözüm süreci ilişkilerini şekillendirdiğini göstermiştir. Konu ve kavramdan kaynaklanan ve bireye göre değişme gösterebilen gerekçelerin kurum çerçevesinde farklılaşması problem çözüm sürecindeki bireysel ilişkilerini etkilemiştir. Bireylerin konu-soru ile ilişkilerinin sınav odaklı olduğu ve sınav sonrasında ilişkilerin bittiği gözlemlenmiştir. Topluluklara öğretilen konuların kısa bir süre geçtikten sonra kullanılmaması matematik öğretim programı hazırlama aşamasında ve süreç değerlendirilmesi esnasında dikkate alınmalıdır.

**Anahtar Sözcükler:** Matematik eğitimi, problem çözümü, integralde hacim, uygulama topluluğu, kişisel ilişki

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## 8. Sınıf Öğrencilerinin Bilimin Doğası Algılarını Yordamada Fen Başarısı, Fene Yönelik Tutum ve Motivasyonun Yeri

Ragıp Çavuş, İsmail Önder ve Aysun Öztuna Kaplan

Fen ve Teknoloji dersi, öğrencilerin olaylara farklı açılardan bakmasını sağlayan bir araçtır. Ülkemizde yapılandırmacı yaklaşım temel alınarak hazırlanan, bilimsel tutum ve düşüncenin çocuklara tecrübe yoluyla öğretilmesini savunan 2004 Fen ve Teknoloji Dersi Öğretim Programının vizyonu "Bireysel farklılıkları ne olursa olsun bütün öğrenciler fen ve teknoloji okuryazarı olarak yetişmelidir" şeklinde tanımlanmıştır. 2013 itibarıyla yenilenen Fen Bilimleri Öğretim Programının vizyonu da fen okuryazarı bireyler yetiştirmeye yöneliktir. Fen okuryazarlığının boyutları arasında yer alan bilimin doğası; bilgiyi elde etme yöntemi, bilimsel bilginin gelişim sürecinde yer alan inançlar, değerler olarak tanımlanmaktadır. Öğrencilerin bilimin doğası algılarının öğretim sürecinde yer alan etkinlikler, akademik başarı, sınıf düzeyi, ailenin gelir ve eğitim düzeyi, öğrencilerin fene yönelik tutumu ve öğrenmeye yönelik motivasyonu gibi çeşitli değişkenlerle ilişkili olduğu alanyazında belirtilmiştir. Bu araştırmada, 8. sınıf öğrencilerinin fen başarısı, fene yönelik tutumu ve motivasyonunun bilimin doğasına yönelik algılarının yordayıcıları olup olmadığını belirlemek amaçlanmıştır. Bu amaçla araştırmanın problem cümlesi "8. sınıf öğrencilerinin fen başarısı, fene yönelik tutumu ve motivasyonu bilimin doğasına yönelik algılarını anlamlı bir şekilde yordamakta mıdır?" şeklinde belirlenmiştir. Araştırma ilişkisel tarama modelinde desenlenmiştir. İlişkisel tarama modeli, iki ya da daha fazla değişken arasındaki birlikte değişimin varlığını veya derecesini belirlemeyi amaçlayan araştırma modeli olarak ifade edilmektedir. Araştırmanın evrenini 2013 - 2014 eğitim - öğretim yılında Kocaeli'de İzmit, Derince, Başiskele, Gölcük, Darıca, Dilovası ve Karamürsel ilçelerinde öğrenim görmekte olan 8. sınıf öğrencileri oluşturmaktadır. Araştırmanın örneklemini de bu ilçelerdeki ortaokullarda öğrenim görmekte olan 300 sekizinci sınıf öğrencisinden oluşmaktadır. Araştırmada veri toplama aracı olarak fen ve teknoloji dersine yönelik akademik başarı testi, fene yönelik tutum ölçeği, fene yönelik motivasyon ölçeği ve bilimin doğası ölçeği kullanılmıştır. Verilerin analizinde betimsel analiz ve çoklu regresyon analizi kullanılmış ve veriler PASW 18.0 paket programı ile analiz edilmiştir. Araştırmanın sonucunda fene yönelik akademik başarı ile bilimin doğası algısı arasında pozitif ve yüksek düzeyde, fen ve teknoloji dersine yönelik motivasyon ile bilimin doğası algısı arasında pozitif ve orta düzeyde, fen ve teknolojiye yönelik tutum ile bilimin doğasına yönelik algı arasında pozitif ve düşük düzeyde bir ilişki olduğu tespit edilmiştir. Öğrencilerin bilimin doğası algıları üzerinde etkisi olduğu düşünülen fene yönelik akademik başarı, fen ve teknoloji dersine yönelik motivasyon ve fene yönelik tutum değişkenlerinin öğrencilerin bilimin doğası algılarını ne şekilde yordadığını ortaya koymaya yönelik yapılan çoklu regresyon analizi sonucunda ise akademik başarı, motivasyon ve tutum değişkenlerinin öğrencilerin bilimin doğası algılarını anlamlı bir şekilde yordadığı görülmüştür.

**Anahtar Kelimeler:** Bilimin doğası algısı, tutum, motivasyon, akademik başarı, 8. sınıf öğrencileri

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## Fen Bilgisi Öğretmen Adaylarının Elektromanyetik Kirliliğe İlişkin Görüşlerinin Belirlenmesi

Nesibe Köklükaya, Ezgi Güven ve Mahmut Selvi

Bu çalışmanın amacı, fen bilgisi öğretmen adaylarının elektromanyetik kirliliğe ilişkin görüşlerini belirlemektir. Fen bilgisi öğretmen adaylarının elektromanyetik kirliliğe ilişkin görüşlerine ait veriler 2013-2014 eğitim-öğretim yılı bahar döneminde Ankara'da bulunan bir devlet üniversitesinin 2. sınıfında öğrenim gören toplam 20 fen bilgisi öğretmen adayından toplanmıştır. Çalışmada katılımcıların seçiminde, araştırmacıya araştırma sorularına yanıt bulabileceğini düşündüğü kişileri seçme imkânı veren amaçlı örnekleme tekniğinden yararlanılmıştır. Çalışmada nitel araştırma desenlerinden fenomenolojik yöntem kullanılmıştır. Veriler, araştırmacılar tarafından geliştirilen açık uçlu sorular yolu ile toplanmıştır. Araştırmanın sonuçlarına göre, öğretmen adaylarının elektromanyetik kirlilik hakkında yeterince bilgi sahibi olmadıkları belirlenmiştir. Öğretmen adaylarının bu konuda bilinçlendirilmesi gerekliliği önerilmiştir.

**Anahtar Kelimeler:** Elektromanyetik kirlilik, öğretmen adayı, fen bilgisi, çevre sorunu

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## Farklı Epistemolojik İnanışlara Sahip 8. Sınıf Öğrencilerinin "Genetik" Temalı Sosyo-Bilimsel Konulara Bakış Açıkları

Ragıp Çavuş ve Aysun Öztuna Kaplan

Günümüzde toplumların gelişim seviyeleri bilimsel alanlardaki ilerlemelerine bağlı olarak belirlenmektedir. Bilimsel alanlarda ilerlemek amacıyla ülkelerde uygulanan eğitim stratejilerinde araştırma, sorgulayan, eleştirel düşünme, yaşam boyu öğrenme becerisine sahip, öğrendiklerini gündelik yaşama uyarlayabilen bireylerin yetiştirilmesi hedeflenmektedir. Bu amaçla ülkelerin fen bilimleri öğretim programlarında da fen okuryazarı bireylerin yetiştirilmesine vurgu yapılmaktadır. Fen okuryazarı bireylerin özellikleri incelendiğinde yeni bir bilgiyi nasıl tanımladıkları, zihnindeki diğer bilgilerle nasıl birleştirdikleri, nasıl değerlendirdikleri ve nasıl bir sonuca ulaştıkları yani epistemolojik inanışları büyük önem taşımaktadır. Öte yandan fen okuryazarı olarak nitelendirilen bireyler hem kendilerini hem de toplumu ilgilendiren sosyo-bilimsel konularda fikir sahibi olabilecek düzeyde bilimsel bilgi sahibi olabilmeli, bilgiye ulaşabilmeli, bilgiyi yorumlayabilmeli ve karar verme sürecine katılabilmelidir. Bu bağlamda araştırmanın problemini "Farklı epistemolojik inanışlara sahip 8. sınıf öğrencilerinin genetikle ilgili sosyo-bilimsel konulara bakış açıları nasıldır?" sorusu oluşturmaktadır. Araştırmada nicel ve nitel araştırma yöntemlerinin bir arada kullanıldığı karma desen yaklaşımı benimsenmiştir. Araştırmanın nicel boyutu anlık durum saptamasını içeren tarama deseninde, nitel boyutu ise bireylerin bir olguya ilişkin görüşlerinin tespit edilmesi amacıyla fenomenolojik desende tasarlanmıştır. Araştırmanın ilk aşamasında 464 8. sınıf öğrencisinin epistemolojik inanışları tespit edilmiş, ardından epistemolojik inanışları bakımından 25'i sofistike (gelişmiş), 24'ü naif (gelişmemiş) inanışa sahip toplam 49 kişilik çalışma grubu belirlenerek grubun genetikle ilgili sosyo-bilimsel konulara yönelik görüşleri belirlenmiştir. Araştırmada veri toplama aracı olarak özgün formu Schommer (1990) tarafından geliştirilen ve Deryakulu ve Büyüköztürk (2005) tarafından Türkçeye uyarlanan "Epistemolojik İnanç Ölçeği", genetikle ilgili sosyo-bilimsel konulara yönelik görüşlerinin tespitinde ise araştırmacılar tarafından geliştirilen açık uçlu sorular, örnek olay değerlendirmelerinden oluşan form kullanılmıştır. Nicel veriler betimsel istatistiklerle, nitel veriler ise içerik analiziyle çözümlenmiştir. Araştırma sonucunda öğrencilerin genetik mühendisliği uygulamaları konusuna ilişkin görüşleri incelendiğinde sofistike öğrencilerin genetik mühendisliği uygulamaları sosyo-bilimsel konusuna ilişkin farklı görüşlere ve detaylı ifadelere yer verdikleri belirlenmiştir. Bu sonuçtan yola çıkarak sofistike öğrencilerin genetik mühendisliği uygulamaları sosyo-bilimsel konusuna ilişkin görüşlerinin naif öğrencilere göre daha kapsamlı olduğu ve naif öğrencilerin bu sosyo-bilimsel konuya ilişkin fazla bilgiye sahip olmadıkları söylenebilir. Genetik hastalıklara yönelik yapılan çalışmalar sosyo-bilimsel konusunda yer alan genetik hastalıkların teşhis ve tedavisi için yapılan çalışmaların hızla artmasının sebebine veriler incelendiğinde hem sofistike hem de naif öğrencilerin benzer yanıtlara farklı sıklıkta yer verdikleri görülmüştür. Ayrıca sofistike öğrencilerin açıklama içeren, naif öğrencilerin ise kısa ifadelerden oluşan yanıtlara yer verdiği de elde edilen diğer bir sonuçtur. Araştırmada her iki öğrenci grubunun da besinlerin büyük bir kısmının GDO içerikli olduğunu ve insanların çoğu tarafından GDO içerikli ürünlerin tüketildiğini düşündükleri sonucuna ulaşmıştır. Sofistike öğrenciler naif öğrencilerden farklı olarak ürün satın alırken ürünün mevsiminde tüketilmesine, rengine ve boyutlarına dikkat edilmesi gerektiğine vurgu yapmakta ve GDO'ların üretim amaçlarında ürünlerin raf ömrünün uzatılmasının önem taşıdığını belirtmiştir. GDO'ların yaygın kullanım alanlarına yönelik her iki öğrenci grubunda da tarım ve hayvancılık uygulamalarının ön plana çıktığı ve GDO'ların risklerine yönelik olarak insan ve hayvan sağlığı ile doğal çevrenin tehlike altında olduğunu düşündükleri sonucuna ulaşmıştır. Araştırmada GDO'lu ürünlerin tüketilmesinin sağlığa zararlı olduğu ve bu ürünlerin tüketilmemesi gerektiği görüşü sofistike öğrenciler tarafından naif öğrencilere göre daha fazla sıklıkla vurgulanmıştır. Öte yandan GDO içerikli besinlerin tüketilmesine ilişkin yanıtlarında sofistike öğrencilerin konuyla ilgili hem olumlu hem de olumsuz boyutu ele alarak değerlendirdiği görülmüştür.

**Anahtar Kelimeler:** Epistemolojik inanış, sosyo-bilimsel konular, genetik, fen ve teknoloji öğretim programı, 8. sınıf öğrencileri

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## İkiyüzlü Matematiksel Kelimeler

Büşra Sür ve Ali Delice

Bilinçli ya da bilinçsiz olarak etkileşimde bulunulan yaşantıların ürünü olan öğrenme sonucunda bireyde bilişsel değişimlerin ortaya çıktığı bilinmektedir (Keleş&Çepni,2006). Literatürde “bilişsel öğrenme” olarak isimlendirilen bu değişim süreçleri, öğrenme kuramları çerçevesinde değerlendirilmektedir. Bilişsel öğrenme kapsamındaki kuramlardan biri insan beyninin çalışma yapısını bilgisayara benzeterek öğrenme sürecinin nasıl gerçekleştiğini açıklayan “Bilgi-İşlem Yaklaşımı”dır (Baki,2008,s.172). Bir bilişsel öğrenme çeşidi olan dil öğretiminde bilgi-işlem yaklaşımını temel almak mümkündür. Çünkü bireyler anlamakta zorlandıkları yeni dili önceden bildiği ve anladığı dile kurgulama çabası içerisinde. İki dil arasında bağ kurulması esnasında anlamsal (semantic) bellekteki bilgilerin geri getirilmesinde sözcüklerin baş harfleri, pegging sistemleri ya da bellek materyalleri etkili olabilir (Demirel,Erdem,Koç,Köksal&Şendoğdu,2002). O halde evrensel bir dil olarak ele alınan matematiğin öğretiminde de günlük konuşma dili ile anlamsal bağlar kurulabilir. Freudental tarafından “matematikleştirme” olarak tanımlanan bu süreç gerçek bir modelden matematik kavramına ulaşılması şeklinde gerçekleşmektedir(Altun,2011,s.22). Ancak matematiksel kavram, tanım, sembol, simge ve şekillerin günlük hayatla bağlantısını kurmak her zaman mümkün olmayabilir. Matematik anlamı ile günlük hayat anlamı farklılık gösteren kelimelerin varlığından söz edilebilir. Bu farklılıkların anlamsal ve bağlamsal yapısını ortaya koymak amacıyla yapılan çalışmada 60 lise öğrencisine iki sorudan oluşan görüşme formu uygulanmış ve öğrencilerin kavram imgeleri ortaya çıkarılmaya çalışılmıştır. Daha sonra öğrencilerle yarı yapılandırılmış görüşmeler yapılarak öğrencilerin anlamsal farklılıkların öğrenmeye etkisi hakkındaki görüşleri incelenmiştir. Elde edilen veriler kategoriler oluşturularak betimsel istatistik yöntemi kullanılarak değerlendirilmiştir. Öğrencilerin yaklaşık %60’ı kelimelerin öğrenme üzerine etkisi olduğunu düşünürken bir kısmı da etkisi olmadığını belirtmektedir. Söz konusu kelimelerin örneklendirilmesi aşamasında benzer kelimelerin kullanılması anlam çeşitliliği açısından birkaç kelimeyi ön plana çıkarmıştır. Öğrencileri okulda öğrendikleri benzer kelimeleri örneklendirmesi ders ortamındaki iletişim süreçlerinin öğrenci öğrenmesi üzerindeki etkisi olarak yorumlanabilir.

**Anahtar Kelimeler:** Matematikleştirme, anlamsal farklılık, matematiksel ifadeler, bilgi-işlem yaklaşımı

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## Constructive Management of Mathematical Knowledge of Students at Upper Grades

Narmina Safarova

This Article discusses the method of constructive management of mathematical knowledge of schoolchildren of upper grades. Generally, schoolchildren get mathematical knowledge, and do mathematical calculations and solve mathematical problems by applying it. This knowledge is automatically learned during the processes of regular repetitions and practicing. However, this knowledge lacks interconnection, as it is learned separately or at best, together with any connection. In this didactical approach, the knowledge gained by schoolchildren is learned in isolation and by taking a form of fake knowledge. In this prospect, the schoolchildren have difficulty in interconnecting their knowledge, and doing mathematical calculations and solving mathematical problems in separate combinations, as well as presenting variant thinking style. In order to solve this problem at a classroom level, (F.Bunyatova AZE) has suggested the ‘Constructive management of knowledge by curriculums’ approach, where:

- Fundamental transformation methods of each learned subject is researched;
- A new knowledge element is added logically when the knowledge to be learnt is reached; and
- A student basing on these provisions makes his/her new knowledge.

In this process, the previously gained knowledge interconnects with each other, and starts to act dynamically once getting transformed. These connections, which are generally 4 to 5, get interconnected with each other and as a result, create an integrity scheme of the knowledge. This integrity scheme (J.Piaget) acts as an indicator of the comprehensive formation of the knowledge in cognitive structures from the psychological perspective. In order to check the result of this approach, the same section was taught through a traditional and constructive approach at parallel grades in an interactive training and this result was tested through key questions of the cognitive taxonomy of J.Bruner. Differences between the tests were at the creative and analytical levels. At the grade where the lessons were taught through the constructive management of knowledge, the students approached doing mathematical calculations and solving mathematical problems by using several combinations. And at the pilot grade, all the students solved the mathematical problems by applying the knowledge they gained, and did not make any deviations. There was an important difference between solving of analytical and creative exercises. The independent thinking was clear here. In this comparison, we can see that studying of knowledge, by arranging them systematically and interchanging them rationally, play an important role in development of cognition. The difference here was made by interactive action of students and their interconnected learning of knowledge intentionally.

**Keywords:** Repetitions and practicing, analytical and creative exercises, constructive management of knowledge, development of cognition, integrity scheme, makes knowledge, analytical and creative exercises, cognitive taxonomy of J.Bruner

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## Examining Assessment Approaches in Graduate and Undergraduate Programs: Case of a Mathematics Professor

*Derya Demiroglu, Ali Delice ve Emin Aydın*

This study is a part of a larger research about assessment approaches and classroom practices in undergraduate and graduate programs of mathematics, physics, mathematics education and physics education departments. Otantic assessment approach of a lecturer who has been teaching at undergraduate and graduate programs in mathematics department is investigated. For this purpose, semi-structured interview was conducted with the lecturer. Moreover Algebra II (undergraduate) and Algebra (graduate) courses were observed and videotaped. Interview data were analysed by using content analysis and observation data were analysed by descriptive analysis. Results indicate that assessment approaches of the lecturer have differences depending on teaching at undergraduate or graduate programs. Interestingly he constructs his own assessment model by without knowing the assessment approaches.

**Keywords:** *Mathematics Education, Higher Education, Assessment*

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## Software Engineering: What Do Students Reflect On?

*Ljiljana Brankovic, Huilin Ye and Michael Reynolds*

Reflective learning has long been used in software engineering education and practice, and it has been recognised that software engineering students and practitioners can greatly benefit and speed up their learning cycle by reflection on their own creative process. In this paper we share our experience in teaching a capstone software engineering project where we used reflection as one of the teaching methodologies.

**Keywords:** *Software engineering, reflective learning*

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## Flipped Classroom: Improving Learning and Satisfaction of STEM Students

*Ljiljana Brankovic, Michael Reynolds and Huilin Ye*

It is well recognised that a traditional stand-and-deliver lecturing style is less efficient than teaching approaches that actively engage students. For example, a recent study by Freeman et al provides evidence that students taught by traditional teaching methods achieve significantly worse grades than those who actively engage in the classroom. In this paper we present an experience with a course taught at the University of Newcastle in 2013. The course was based on the flipped classroom approach and had a mixture of traditional and on-line assessment. We present the results of the student survey that show overall high satisfaction with these teaching methods.

**Keywords:** *Flipped classroom; active learning; active learning approach*

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## Ortaöğretim Öğrencilerinin Matematik Problemi Çözmeye Yönelik Tutumları

*Çiğdem Arslan, Yasemin Deringöl Karataş ve Güneş Yavuz*

Öğrencilerin öğrenmesini etkileyen pek çok faktör vardır. Öğrenme bilindiği gibi bilişsel, duyuşsal ve psikomotor alanlarda gerçekleşmektedir. Son zamanlarda duyuşsal alan hem eğitimin bir parçası olarak kabul edilmiş hem de araştırmaların odak noktası olarak görülmüştür. Duyuşsal özelliklerin genel olarak okullardaki öğrenmelerde önemli rolleri vardır. Bu duyuşsal özelliklerden biri de öğrencilerin derslere karşı tutumlarıdır. Ne yazık ki, okullarımızda küçük yaşlardan başlayarak öğrencilerin matematiğe karşı olumsuz tutum geliştirdikleri gözlenmektedir. Bu bağlamda çalışmanın amacı, ortaöğretim öğrencilerinin problem çözmeye yönelik tutumlarını incelemektir. Araştırmanın, çalışma grubunu ortaöğretim öğrencileri oluşturmaktadır. Veri toplama aracı olarak, ortaöğretim öğrencilerinin problem çözmeye yönelik tutumlarını ölçmek amacıyla Çanakçı ve Özdemir (2011)'in geliştirdiği "Matematik Problemi Çözme Tutum Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Veri analizleri devam etmekte olup sonuçlar ilgili literatür doğrultusunda tartışılarak sunulacaktır.

**Anahtar Kelimeler:** *Matematik Eğitimi, problem çözme, problem çözmeye yönelik tutum, ortaöğretim öğrencileri*

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## Ortaöğretim Öğrencilerinin Problem Çözme Becerilerine Yönelik Algı Düzeylerinin Bazı Değişkenlere Göre İncelenmesi

Güneş Yavuz, Yasemin Derinçöl Karataş ve Çiğdem Arslan

Matematik ve fen problemlerinde, öğrencilerin bilgiyi ezberleme yerine kavrayarak öğrenmeleri çok önemlidir. Bu nedenle, bu becerinin kazanılması diğer becerilerin kazanılmasında da anahtar role sahiptir. Problem çözme, matematik ve fen programlarının merkez kavramıdır. Problem çözme, çeşitli yeteneklerin, inançların, tutumların sezgilerin, bilgilerin ve önceki kazanımların bileşimini ve koordinasyonunu içermektedir. Bu nedenle matematik öğretiminde önemli bir yere sahiptir. Bu bağlamda çalışmanın amacı ortaöğretim öğrencilerinin problem çözme algı düzeylerini ortaya koymaktır. Bu inceleme sonucunda ortaya konulacak önerilerin öğretim programlarına ışık tutacağı düşünülmektedir. Çalışma grubunu 5., 6., 7. ve 8. sınıflarında okuyan ortaöğretim öğrencileri oluşturmaktadır. Ortaöğretim öğrencilerin problem çözme algı düzeylerini ortaya koymak amacıyla Ekici ve Balım (2013)'ün geliştirdiği "Problem Çözme Becerilerine Yönelik Algı Ölçeği" ve "Kişisel Bilgi Formu" kullanılmıştır. Veri analizleri devam etmekte olup sonuçlar ilgili literatür doğrultusunda tartışılarak sunulacaktır.

**Anahtar Kelimeler:** Problem çözme, problem çözmeye yönelik algı, ortaöğretim öğrencileri

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## Fen Bilgisi Öğretmen Adaylarının Sürdürülebilir Kalkınma Göstergelerini İlişkilendirebilme Düzeyleri

Arzu Saka ve Ayşe Şahintürk Uysal

Bilgi ve teknoloji yüzyılında, doğanın önlenemez tahribatının devam ettiği günümüzde son yıllarda önem kazanan sürdürülebilir kalkınma kavramı gündemde olan disiplinler arası konulardan biridir. Sürdürülebilir kalkınma bugünün ihtiyaçlarını, gelecek kuşakların da kendi ihtiyaçlarını karşılayabilme olanağından ödün vermeksizin karşılamaktadır. Bu bağlamda Brutland Raporunda bahsi geçtiği üzere gelişmenin sürdürülebilir olması için gelecek kuşakların kendi gereksinimlerini karşılayabilme yeteneğini tehlikeye atmadan bugünün gereksinimlerinin karşılanması gerekmektedir. Ortaokul fen ve teknoloji dersi öğretim programı incelendiğinde programın amaçları arasında; "Birey, çevre ve toplum arasındaki karşılıklı etkileşimi fark etmek ve toplum, ekonomi, doğal kaynaklara ilişkin sürdürülebilir kalkınma bilincini geliştirmek" ifadesinin yer aldığı görülmektedir. Sürdürülebilirliğin anlaşılması ve bu yönde gelecek nesillerin yetişmesi şüphesiz eğitimle gerçekleşmektedir. Bu noktada karşımıza öğretmen eğitimi çıkmaktadır. İlgili literatürde fen ve teknoloji öğretmenliği öğretmen adaylarının sürdürülebilir kalkınma göstergelerini ne düzeyde bildiklerine ve sürdürülebilirlikle ne derecede ilişkilendirebildiklerine dair bir çalışmanın yer almaması araştırmanın orijinalliğini oluşturmaktadır. Bu çalışmanın amacı; öğretmen adaylarının, sınıf seviyelerine göre, sürdürülebilir kalkınmayı ne düzeyde anladıkları ve üç boyutu olan sosyal, çevresel ve ekonomik boyutlarda, Birleşmiş Milletler tarafından belirlenen göstergeler açısından nasıl ilişkilendirdiklerini değerlendirmektir. Göstergeler Birleşmiş Milletler raporunda yer alan sürdürülebilir kalkınma raporundan derlenmiş toplam 55 maddeden oluşmaktadır. Çalışma gelişimci araştırma yöntemlerinden enlemesine (cross-sectional) araştırma yöntemi seçilerek yürütülmüştür. Gelişimci araştırmalar tanımlayıcı bir özelliğe sahiptir ve ne idi ne oldu gibi soruları araştırmaktadır. Bu çalışma 2013-2014 eğitim-öğretim yılı bahar döneminde Karadeniz Teknik Üniversitesi ve Artvin Çoruh Üniversitesi'nde yürütülmüştür. Örnekleme; birinci sınıftan 50; ikinci sınıftan 59; üçüncü sınıftan 60; dördüncü sınıftan 71 olmak üzere toplam 240 fen ve teknoloji öğretmenliğinde öğrenim gören öğretmen adayları oluşturmaktadır. Sürdürülebilir kalkınma göstergelerinden oluşan maddeleri sürdürülebilirlik ile ilişkili olanları işaretleyerek ne açıdan ilişkilendirdiklerini açıklamaları istenmiştir. Bunu gerçekleştirmek için açık uçlu sorular sorulmuştur. Ayrıca öğretmen adayları, konu ile ilgili daha detaylı görüşlerini belirlemek ve anket bulgularını doğrulamak adına mülakat yapılmıştır. Anketin ve mülakatın analizinde nitel veri analizi kullanılmıştır. Çalışma sonunda öğretmen adaylarının sürdürülebilir kalkınma göstergelerini beklenen düzeyde ilişkilendiremedikleri, açık uçlu sorulara verilen cevapları genel olarak Türkiye'yi göz önüne alarak doldurdukları ve sadece çevresel ya da sadece ekonomik boyutta ilişkilendirdikleri tespit edilmiştir. Sınıf seviyelerine göre değerlendirildiğinde 1. ve 2. sınıfta öğrenim gören öğretmen adaylarının ilişkilendirme düzeylerinin 3.ve 4. sınıfta öğrenim gören öğretmen adaylarına göre daha düşük seviyede kaldığı gözlenmiştir. 3. sınıfta öğrenim gören öğretmen adayları çevre konularına vurgu yaparken; 4.sınıfta öğrenim gören öğretmen adaylarının ekonomik boyutta ilişkilendirmelerinin yoğunlaştığı sonucuna ulaşılmıştır. 3. sınıf öğretmen adaylarının araştırmanın yapıldığı dönemde çevre eğitimi dersi almaları ve 4.sınıfta öğrenim gören öğretmen adaylarının ise mezun durumda olmalarının bu sonuca götürdüğü düşünülmektedir. Bu sebeple bütüncül bir yaklaşımla verilecek sürdürülebilir kalkınma eğitimi için, gerek öğretmen eğitiminde gerekse ilköğretim düzeyinde sürdürülebilir kalkınma için eğitime yönelik materyaller geliştirilmesi önerilmektedir.

**Anahtar Kelimeler:** Fen Bilgisi Öğretmen Adayı, Sürdürülebilir Kalkınma, Sürdürülebilir Kalkınma Göstergeleri

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## Öz-değerlendirme ve Serbest Öğrenme Becerileri, Öğrenme Başarılarını Ne Kadar Açıklayabilmektedir?

M. Ali Çorlu ve M. Sencer Çorlu

Öğrencilere, öz-değerlendirme becerilerinde tutarlı olup olmadıklarını göstermek; öz-değerlendirme becerilerinin önemini ve eksiklerini fark etmelerini sağlayacak bir öz-değerlendirme modeli tasarlamak, çalışmanın ilk amacını oluşturmaktadır. Bu modele göre öğrenciler, kendilerini daha doğru ve daha gerçekçi olan değerlendirme becerilerini geliştirirken; modelden yararlanan öğretmen, sınıftaki kavram yanlışlarının ve/veya sınıfın öğrenemediği kavramların farkına varmaktadır. Öz-değerlendirme, başarı ve motivasyon arasındaki ilişkiler hakkında çok sayıda araştırma olmakla birlikte; Öz-değerlendirme Beceri Basamaklarını Tanılama ve Tanımlama konusunda istatistik verilerle desteklenen nicel yayınlara rastlanmamıştır. Bu değerlendirme modeli, üniversite öğrencileri ((N=180) için on beş kuvvet kavramı sınav sorularına eklenen on beş öz-değerlendirme sorusundan oluşmaktadır. Ek olarak Ryan ve Deci'nin on soruluk serbest öğrenme puanları ile sınav notları ve öz-değerlendirme becerileri arasında ilişkiler aranmıştır. Araştırmacılar, kavram sorularının Cevap Seçenekleri ile öz-değerlendirme seçeneklerinin sentezinden Öz-Değerlendirme Beceri Basamakları oluşturmuşlardır. Öz değerlendirme seçeneklerini sorgulayan on beş soruluk testin iç tutarlılığı için alfa Cronbach 0,856 iken; "madde-toplam korelasyonları (0,40) ve daha büyüktür. Öz-değerlendirme becerilerinin kavramları öğrenme başarısını açıklama başarısı ( $R^2 = \% 80$ ) oldukça yüksek çıkmaktadır. Kendini Yönetme Teorisi ve onun bir türevi olan Serbest Öğrenme Teorisine göre; Deci ve Ryan'ın SRL ölçeğinden elde edilen puanların, öğrenme başarılarını ve hatta öz-değerlendirme becerilerini yeterince açıklayamadığı görülmektedir.

**Anahtar Kelimeler:** Öz Değerlendirme Beceri Basamakları, Serbest Öğrenme Becerileri, Asansörde Kuvvet Kavramları Teşhis Testi

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## Hücre Bölünmesi ve Kalıtım Ünitesine İlişkin Öğretmen Görüşlerinin İncelenmesi

Zeynep Özbudak ve Muhlis Özkan

Bu çalışmada, fen bilimleri öğretmenlerinin 8.sınıf "Hücre Bölünmesi ve Kalıtım" ünitesi hakkındaki görüşlerinin incelenmesi amaçlanmıştır. Çalışmanın örneklemini, Kocaeli ili ve merkez ilçelerinde görev yapan 100 fen bilimleri öğretmeni oluşturmaktadır. Öğretmenlerin "Hücre Bölünmesi ve Kalıtım" ünitesinin öğretimi sırasında ihtiyaç duydukları hedef ve kazanımların uygunluğu, öğrenme-öğretme etkinliklerinin, materyallerin, ölçme ve değerlendirme etkinliklerinin neler olduğunu belirlemek için 100 Fen Bilimleri öğretmenine "8.Sınıf Hücre Bölünmesi ve Kalıtım Ünitesi Değerlendirme Anketi (ÜDA)" uygulanmıştır. Aynı form aracılığıyla açık uçlu sorular da yöneltilerek öğretmenlerin görüşleri alınmıştır. Elde edilen bulgulara göre; öğretmenler, öğrencilerin üniteyi anlamakta zorlandığını, kavram yanlışları yaşadıklarını ifade etmektedirler. Öğretmenler, kazanımların etkin öğrenme sağlanmasına ve bilimsel yöntemle çalışma becerisi kazanılmasına uygun olduğunu düşünmelerine rağmen, amaçların ünitenin yapısıyla uyum göstermediğini ifade etmektedirler. Öğretmenler, konuların, yakın çevreden uzağa, somuttan soyuta, basitten karmaşığa işlendiğini ifade etmelerine rağmen analiz sonuçları, öğretmenlerin bu üniteyi rahatça işleyemediklerini ortaya koymaktadır. Gerekçe olarak, ünitenin deney ve gözlem yapmaya yeterince uygun olmayışı, sürenin yetersizliği, ünitenin öğrenciler için yeterince ilgi çekici olmayışı, öğrenciler tarafından güncel hayatta yeterince ilişkilendirilmeyişi olduğu ifade edilmiştir. Öğretmenlerden alınan görüşlerin değerlendirilmesinin, "Hücre Bölünmesi ve Kalıtım" ünitesinin işlenişi, öğretim süreci ve değerlendirme öğelerinin geliştirilmesine katkı sağlayacağı düşünülmektedir.

**Anahtar Kelimeler:** Hücre bölünmesi ve kalıtım, fen bilimleri öğretmenleri

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## 8. Sınıf Öğrencilerinin Problem Çözme Becerileri, Soyut Düşünme Düzeyleri ve Akademik Başarıları Arasındaki İlişkiler

Gülay Ağaç ve Ercan Masal

Bu çalışmada, ortaöğretim sekizinci sınıf öğrencilerinin matematiğe yönelik soyut düşünme düzeyleri ve problem çözme becerilerinin, hem birbirleri arasındaki hem de matematik başarıları arasındaki ilişkinin incelenmesi amaçlanmıştır. Matematik öğretiminin amacına ulaşmasında soyut düşünme ve problem çözme becerisi büyük önem taşımaktadır. Bu çalışma her ikisi de üst düzey becerilerden olan ve matematik öğreniminde önemli yeri olan soyut düşünme ve problem çözme becerisinin hem birbirleri arasındaki hem de akademik başarıyla olan ilişkisini ortaya çıkarma ve böylelikle genel bir görüş elde etme açısından önemlidir. Bu ilişkiyi ortaya çıkarma adına bu çalışmada, nicel araştırma modellerinden olan ilişkisel tarama modeli kullanılmıştır. Çalışma grubunu, 2012 - 2013 yılında Sakarya ili Hendek ilçesinde sekizinci sınıfta öğrenim gören ve basit seçkisiz örnekleme yöntemiyle seçilen 527 öğrenci oluşturmaktadır. Veri toplama araçları olarak; "Problem Çözme Ölçeği" ve "Matematik Soyut Düşünme Testi" kullanılmıştır. Yürütülen istatistiksel analizler sonucunda elde edilen bulgular; öğrencilerin matematiğe yönelik soyut düşünme düzeyleri ve problem çözme becerileri ile başarı notları arasında ve soyut düşünme düzeyleri ile problem çözme becerileri arasında pozitif yönlü bir ilişki olduğunu göstermektedir. Sonuç olarak, öğrencilerin soyut düşünme düzeyleri ve problem çözme becerileri matematik başarılarını etkilediği görülmüştür. Yani bu üst düzey becerilerin herhangi birinde meydana gelen artış matematik başarısını arttırmaktadır. Ayrıca öğrencilerin üst düzey beceri olarak nitelendirilen soyut düşünme düzeyleri arttıkça diğer bir üst düzey beceri olan problem çözme becerisinin de arttığı araştırma bulgularında ortaya çıkmıştır.

**Anahtar Kelimeler:** Matematik eğitimi, problem çözme, soyut düşünme, akademik başarı

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## 2013 Fen Bilimleri Dersi Öğretim Programı Kazanımlarının Fen-Teknoloji-Toplum-Çevre Bağlamında Analizi

Mehmet Özbekler ve Aysun Öztuna Kaplan

Fen okuryazarlığı günümüzde entelektüel bir gereklilikten öte artık toplumsal bir zorunluluk halini almıştır. 20. yüzyılın sonlarına doğru gelişmeye başlayarak birçok ülkenin fen programının temelini oluşturan fen okuryazarlığı, doğal fenomenler hakkında fikir üretme, eleştirel ve bağımsız düşünme ve bu düşüncelerini toplumu ilgilendiren sosyo-bilimsel konuları tartışmada ve bilimsel politikaların belirlenmesinde kullanma, olayların alternatif açıklamalarını ele alma, problemlerle akla uygun bir şekilde başa çıkma becerilerinin bir bütünü olarak ifade edilebilir. Fen okuryazarlığının boyutları incelendiğinde fen ve teknolojinin toplum üzerindeki etkilerine yönelik vurguların yer aldığı görülmektedir. Bilimin işleyişini, anahtar kavramları ve terimlerini anlamının ve fen teknolojinin toplum üzerindeki etkisini değerlendirmenin, yaygın olarak fen okuryazarlığının üç boyutunu oluşturduğu düşünülmektedir. Bu bağlamda bilimin bilinçli tüketicisi olan sağlıklı bireylerin yetiştirilmesinin ne kadar önemli sonuçlarının olacağı ve Fen öğretim programlarının bu vizyonun sağlanmasında önemli bir anahtar konumunda olduğu söylenebilir. Ülkemizde Fen-Teknoloji-Toplum-Çevre (FTTÇ) etkileşimi, fen okur yazarlığı vizyonu altında bir öğrenme alanı olarak 2004 Fen ve Teknoloji Öğretim Programıyla birlikte fen öğretim sürecine girmiştir. Ardından 2013'te yenilenerek kademeli olarak uygulanmaya başlanan Fen Bilimleri Öğretim Programında bilgi, beceri ve duyuş öğrenme alanlarının yanında dördüncü öğrenme alanı olarak yerini bulmuştur. Bu araştırmada 2013 Fen Bilimleri Öğretim Programı kazanımlarında FTTÇ etkileşimine yer verilme durumunun tespit edilmesi amaçlanmıştır. Bu amaçla öğretim programı içerik analizine tabi tutulmuş, MaxQDa programının yardımıyla analiz edilmiştir. Programdaki kazanımlar yine aynı programda FTTÇ'nin alt boyutları olarak belirlenen sosyo-bilimsel konular, bilimin doğası, bilim ve teknoloji ilişkisi, bilimin toplumsal katkısı, sürdürülebilir kalkınma ve fen ve kariyer bilinci boyutlarına göre kapalı bir şekilde kodlanmıştır. Bazı kazanımlar birden fazla koda dahil edilirken, bazı kazanımlar hiç bir kodlamaya dahil olmamıştır. Örneğin, "8.5.4.1.Günümüzdeki biyo-teknoloji uygulamalarının olumlu ve olumsuz etkilerini, araştırma verilerini kullanarak tartışır" kazanımı hem bilim ve teknoloji ilişkisinin hem de sosyo-bilimsel konuların öğretilmesinde kullanılabilir bir kazanım olduğu için her iki kod sistemine de dahil edilmiştir. Bulgular 3. sınıftan 8. sınıfa kadar tüm kazanımların incelenmesi sonucunda betimsel olarak örneklendirilerek sunulmuştur.

**Anahtar Kelimeler:** Fen-teknoloji-toplum-çevre, 2013 fen bilimleri dersi öğretim programı, içerik analizi

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## Innovative changes in the teaching of chemistry in high school.

Rimma Huseynova

This article focuses on the changes taking place in the learning process of students. Traditional lesson was built mainly on the acquisition of knowledge of information character. These include the concepts, rules, facts, ie, our, students acquire knowledge of declarative character. On this stage there organized lessons that are based on cognitive performance that is cognitive activity. In these lessons students are formed the ability to understand, explain, analyze give examples. F. Bunyadova's constructive approach to interactive learning. Allows you to build a learning process based on existing knowledge of students. Basing on I. Piaget's cognitive theory and S. Kagan's cooperative learning the teacher, creating an overall picture of the lesson, take into account along with educational activities of students their intellectual activities too. On comparing traditional and interactive learning, with a constructive approach, changes are observed not only in the aim of the lesson of teachers and students, but also in the results of training. So, the traditional teaching focuses on memory. The students gain knowledge of information character and try to remember them. Results learning outcomes depend on the ability to use the gained knowledge. There are three main directions in this training:

1. Gaining by the students social and academic skills during the interactive learning.
2. Gainig logical thinking skills in the process of intellectual activity.
3. Opening during logical training in each student internal creative potentials.

In the first part of the tutorial on the subject teacher asks logical questions. The students answering these questions, demonstrate their knowledge on the subject and share them in the classroom with their classmates. While expanding students' knowledge there develop a new direction. For deepening the knowledge the teacher uses an interactive lecture-conversation if the teacher with students. The students use procedural and contextual knowledge in practice. To consolidate the knowledge the students do the tasks. In the second part of the tutorial the reciprocal relation. It is created possible to identify the performance of tasks to perform in workers sheets. After doing the tasks team representatives make a presentation. Questions to the reciprocal communication consist of keywords cognitive theory J.Burner. These questions focused on cognitive performance, ability to learn, to explain, to give examples of use in practice, analyze. These questions reveal the level of development of students. They are indicators of learning, and cognitive performance.

**Keywords:** Constructive learning, cognitive theory of Piaget, declarative knowledge, cooperative learning S. Kagan, intellectual activity, social and academic skills, logical thinking, interactive lecture; the reciprocal link

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## Simulation of Planetary Motion and Detection of Near Earth Objects (Neos)

Hassan Yar, Muhammad Faris Khan and Muhammad Waqas

In this research work, motion of planets around their trajectories was simulated and NEOs were detected. In the first phase, Numerical Integration techniques were used to solve non-linear differential equations. These equation of motion were used to simulate the motion of all the planets around their trajectories. It is important to note that barycentric model was followed. The second phase covers the detection of near earth objects. Current efforts to detect and identify NEO's use moderate-size telescopes combined with image processing algorithms to detect the motion of these objects. Detection of NEOs is quite important to ensure the safety of our planet. As of March 05, 2014, 10770 Near-Earth objects have been discovered and most of them have been classified as Potentially Hazardous Asteroids (PHAs). We analyzed three Near Earth Objects (NEOs) consisting of two asteroids (2013 UQ4, 2013 UP8) and a comet (2013 US10) using numerical integration techniques (Ode45, RK4 and higher order methods). It is a useful way to detect NEOs utilizing minimum resources. While solving the differential equations using numerical techniques, performance of MATLAB integrators and other higher order methods is also compared. The simulation results were compared with NASA and both results were found matching.

**Keywords:** Near earth objects detection, barycentric model, planetary motion, simulation, numerical integration

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## Var Ama Yok: Matematik Dili Öğretim Programının Neresinde?

Zuhal Altıngöz, Fatmagül Kara, Ömer Yaşın ve Ali Delice

Öğrencilerden yaptıklarını ve düşündüklerini tanımlamaları ya da yazmaları istendiğinde bu, yalnızca kendi anlamlarını berraklaştırmak ve geliştirmekle kalmaz, aynı zamanda anlama düzeylerini öğretmene iletebilmelerini de sağlar. Birçok araştırmacı "matematiğin bir dil" olduğundan bahsetmektedir. Sınıf içi matematik dilinin öğrenilmesi ve iyi kullanımı öğrenci, öğretmen ve matematik arasındaki iletişimi arttırabilir. Öğretmenlerin, öğrencilerin nasıl algıladığını ve algıladıklarını matematiksel olarak nasıl yansıtabildiklerini bilmek sınıf içi iletişimi geliştirebilmek adına önemlidir. Öğretmen ve öğrenciler arasındaki iletişim problemlerinden dolayı eğitim öğretimde istenilen öğrenme gerçekleşmeyebilir. Bu çalışmada okullarda sınıf içi matematik öğretiminde gerçekleşen, öğretmen öğrenci arasındaki iletişim problemleri ve iletişimin öğretim programındaki yeri araştırılmıştır. Araştırmamız nitel paradigmayı yansıtır olup, derinlemesine öğretmen ve öğretmen adaylarının matematik dilinin öğretim programındaki yeri hakkında görüşlerinin araştırıldığı ve öğretim programı/ders kitapları doküman analizini içerdiği için karma yöntem yaklaşımının kullanıldığı bir durum çalışmasıdır. Öğretmenlerin matematik öğretiminde kullanılan dile yönelik görüşleri öğrencilerin öğrenmesini etkileyebilir. Öğretim programı ve ders kitapları incelenerek doküman analizi yapılmıştır. Nitel veriler betimsel istatistik kullanılarak analiz edilmiştir. Bulgular matematik derslerinde öğretmen ve öğrenci arasında istenilen iletişimin gerçekleşmediği vurgusunu ortaya çıkarmıştır. Bunun gerekçesi olarak öğrencinin üniversiteye kadar hiçbir eğitim aralığında matematiği bir dil olarak nasıl kullanacağını gösterilmemesi ortaya çıkmaktadır. Ayrıca bu durumun yansımaları olarak, kaynak kitap olarak kullanılan ders kitaplarında matematik dili ve iletişimi konusunun konu, ünite veya başlık olarak yer almadığı tespit edilmiştir. Son yıllarda daha başarılı bir eğitim için diğer disiplinlerde olduğu gibi matematik için de öğretim programlarında reform hareketleri görülmektedir. Ancak buna rağmen matematiksel iletişim, matematik ve dil hala kendine yer bulamamıştır.

**Anahtar Kelimeler:** Matematik eğitimi, matematik ve dil, iletişim

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### Perceived Versus Actual Reading Strategies of Tertiary-level EFL students

Zahia Mebarki

This study presents a qualitative and quantitative investigation designed to provide a concrete picture of the reading comprehension processes and strategies used by the low-level and high-level graduates in their academic reading by adopting a triangulated approach which uses three research instruments, namely a test, a questionnaire and a think aloud procedure. The test aims at a quantitative measurement of the product of reading i.e. comprehension, and a depiction of the comprehension level of the students. The test results also help split the participants into high and low achievers for the sake of comparing the findings of the two sub-groups. The students questionnaire –a retrospective method provides information about the students' perception about strategies use and their general reading habits. Finally, the think aloud reports – an introspective technique– aims at gathering actual strategy use and investigating the way in which learners process texts. The results confirmed that subjects with higher reading ability are more purposeful and efficient than subjects with lower reading ability in the sense that they read in a way that allows them to understand the writer's message without spending too much time in the process by using effective strategies. Furthermore, much of low-achiever's attention resources are spent on decoding words in print which disrupted their comprehension. The readers' less developed word recognition skills and strategies also caused them to read less effectively than high-achievers and to read the text in isolated units rather than as meaningful sentences. Henceforth, the construction of the text's meaning was not executed effectively.

**Keywords:** *academic reading, reading strategies, triangulation, introspection, retrospection*

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### A Peaceful Pedagogy: Teaching Human Rights across the Curriculum

Julie McLeod

The Universal Declaration on Human Rights and the UN Convention on the Rights of the Child identify the essence of what it means to be human and provide a foundation through which schools can become peacebuilding learning communities. An examination of the publications of the United Nations enables the definition of a set of knowledges, values and skills that underpin the enactment of human rights through peace education. UNESCO argues that 'human rights education implies the *learning and practice* of human rights ... and that they are taught through both *content transmission and experience*' (Statement of Values, 2000). The United Nations High Commissioner for Human Rights argues that 'teaching *about* human rights is not enough. The teacher will want to begin, and never to finish, teaching *for* human rights.' (UN, 2003:21). This paper examines a variety of established perspectives on peace education and considers how the knowledge, values and skills of human rights can become the core consideration for teachers' curriculum planning and teaching. A rationale for a 'peaceful pedagogy' is developed which that is about growing the knowledge, values and skills to enable teachers and learners to engage in socially just action based on human rights within and beyond the school. A model of a human rights curriculum is developed from the UN Convention on the Rights of the Child. In this model, the transmission of content, the epistemologies of human rights, can be seen as **learning about** the human rights, values and skills that enable peace. The experience of learning through 'peaceful pedagogy' can ideally be seen as **learning through** human rights. Enacting learning within the classroom, throughout the school or beyond the school can be seen as **learning for** human rights. This paper will demonstrate, through case studies, how an issue of the learners' context becomes the catalyst for peaceful learning for both teacher and student through content transmission and experience. The generator of the human rights curriculum is the process of reflection which occurs throughout the planning, implementation and evaluation of the curriculum. Case studies illustrate the contextualised implementation of the human rights curriculum where schools have become the peacebuilders of their communities.

**Keywords:** *Human rights, education, peaceful pedagogy*

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## The Type and Functions of the Listening Activities in Turkish and English Language Teaching Coursebooks

*Derya Tuzcu Eken and Şükran Dilidüzgün*

Along with globalization, in our era, international communication has gained importance and thus the first aim of foreign language teaching has been to equip students with communicative competence. In order to communicate effectively and adequately in a foreign language, the students should be provided with real situations in which they would expose to language use and four skills, listening, reading, speaking and writing must be taken as a whole and given equal importance. Nevertheless, from past to present, in foreign language teaching methods, which are shaped according to the aims/requirements of foreign language learning, listening skills have been usually neglected. It is a fact that in the process of mother language acquisition the children stay silent and listen at first and then they start speaking, so it is natural to give place to listening comprehension from the very beginning in foreign language teaching. As the aim of this study is to determine the amount of importance given to the listening skills in Turkish language teaching and to make a contribution to teaching Turkish as a foreign language, a comparative study by taking the Common European Framework of Reference (CEF) as basis has been done at the basic level (A1-A2) using Turkish as a foreign language coursebook 'Yeni Hitit 1 (A1-A2)' and English language teaching coursebooks 'New Headway Beginner (A1)' and 'New Headway Elementary (A1-A2)' as sample in terms of listening comprehension exercises. This qualitative study has been realized via documentary analysis developing categories taking into account the listening activities in CEF and other studies in the field. The findings have been given in numbers in a quantitative manner, therefore mixed research method can be said to have been used.

**Keywords:** *Basic level listening exercises, English language coursebooks, Turkish language coursebooks, Common European Framework*

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## Advertising Language as a Means of Forming Students' Cross-Cultural Competence

*Yuliya Gorelova*

The process of globalization changes the requirements to the competences of university graduates. It is no longer sufficient to be a professional in a certain field. That is why many universities in the Russian Federation are aimed at changing and enlarging their curriculum so as to include the courses that can add to the linguistic and cross-cultural competence of students, making them more competitive on the labour market. With this in view, the university administration supports the introduction of programs for additional professional education which enable undergraduates to acquire several qualifications simultaneously. "Translator in the professional sphere (namely, economics) is an example of such program which is organized in the Kazan Federal University at the department of foreign languages in the field of economics, business and finance. The program curriculum includes the "Advertising language" and the purpose of the article is to describe the cross-cultural potential of the course mentioned and determine its significance for the would-be translators. Cross-cultural competence is viewed as a vital component of translating competence as the process of translation can not be implemented without the ability to interact cross-culturally. The article uses the method of communicative and pragmatic analyses, general scientific methods of deduction and comparison to analyze the content of the course and its cross-cultural potential. As a result of completing the course students form cross-cultural competence, enlarge their linguistic and translating skills; gain the ability to distinguish cultural differences and specific cultural traits, the ability to cope with these differences. The article consists of five parts, including the introduction which states the importance of the analyzed problem for the higher education; theoretical framework specifying approaches to cross-cultural competence; description of the course content, the main teaching methods, and conclusion.

**Keywords:** *Advertising language, advertising copy, cross-cultural communication, cross-cultural competence, additional professional education, curriculum*

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## How to Be a Successful Foreign Language Learner in Late Adulthood – Strategies Recommended By U3a Students in Personal Narratives

*Monika Grotek and Grazyna Kilianska-Przybylo*

The article aims at presenting the profile of senior language learners (60+) attending courses organized at the University of Third Age. The paper discusses some cognitive and affective factors that influence the process of foreign language learning in late adulthood. The focus is to characterize senior students' motivation, including self-motivational strategies as well as strategies that they apply to cope with learning the language skills. The sample consists of 87 respondents, aged 58-83. The data were collected by means of personal narratives which included the subjects' reflection and evaluation of their own learning process.

**Keywords:** *Late adulthood, foreign language learning; personal narratives; 3rd Age University; language learning strategies*

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## The Effect of Metacognitive Therapy in Emotional Adjustment of 14-18 Years Adolescents

Ali Khademi and Mandana Abrumand

Emotions in adolescents is activeing on cognitive, social and physiological aspects and determine their performance in academic, familial, social, peers groups and morality dimensions. Weak control of emotions or weak emotional adjustment is causing disturbances in adolescents' performance. The aim of this research was to study the effect of metacognitive therapy in emotional adjustment of 14-18 years adolescents. 30 adolescents of Uromieh adolescents (14-18 years) were selected randomly. Individuals of sample were classifying randomly in experimental and control groups. Hatton & Wells metacognitive inventory and Bell emotional adjustment inventory were used for assessment of variables in states of pretest and post-test. After pretest assessment, metacognitive therapy were used in 8 session for subjects of experimental group and were conducted post-test for total subjects in experimental and control groups. Data analysis with the use of covariance analysis and t-test showed that there is significant difference in metacognitive skills and emotional adjustment among experimental & control groups, and among pretest and post-test mean in experimental group. Meta-cognitive therapy had significant effect in emotional adjustment of adolescents. After 1 month, subjects of experimental group were post- instruction follow-up and results showed that effect of metacognitive therapy were persistence. These results showed that instruction of metacognitive skills in schools; universities and mass media have positive effect in emotional adjustment of adolescents.

**Keywords:** *Metacognitive therapy, emotional adjustment, adolescents*

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## Language Learning Motivation: A Look at the Additional Program

Elena Galishnikova

University education in Russia strives to meet the needs of economic development but some obstacles hinder the process of integration into the world educational environment. Above all, it concerns foreign languages learning which has to satisfy international standards. This article deals with the problem of foreign language learning at the university from a motivational angle. It is the motive that is essential for the conscious acquisition of foreign language competence. The lack of motivation depends on disparity between increasing demands of society for the foreign language learning and the reduction of the number of foreign language classes at the university leading, in its turn, to the loss of learner's interest. The motivation growth towards the target language learning is discussed on the example of the additional program "Translator for professional communication". Data is collected from empirical research, method of involved observation, interviews. The research confirms that there are several types of effective motivation in language learning process, such as professional aspiration through the development of intellectual abilities and intellectual tools in language leaning, as the most important ones. This paper helps to understand that one of the boosters is "example influence force". It is the author's view that defines it as a domino effect which explains the learner's enthusiasm towards English classes due to the example of their classmates. The next motivation is "engagement activity" implying that the more learners study the more they are interested in learning. Its growth is achieved by means of the immersion learning through the verbal environment. The research enables us to conclude that teacher's verbal encouragement helps learners overcome self-doubt and focus on achieving their objectives instead. The above listed motives are fundamental to the success of the program "Translator for professional communication."

**Keywords:** *Foreign language learning, motive, intellectual abilities, intellectual tools, professional aspiration, learning language targets, self-esteem*

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## English Language Training Volunteer Program As a New Reality for Russia and Its Social Benefits

Khusainova Anisa Amirovna and Rahmatullina Albina Rustamovna

The aim of this research paper is to define the achievements of educational project as volunteer intangible legacy of the 27<sup>th</sup> World Summer University Games, taking place July 6-17 in Kazan, Russia and to prove its positivity. The sample of volunteers training educational project "English4U" is explored to identify how volunteering experience generates public investment. The uniqueness of the project is that in addition to the promotion of the ideas of volunteering the "English 4U" program enriched academic and educational process. It provides evidence of a volunteering legacy in the field of language learning, being the question proposed for solution in the country. Combined methods as questionnaire survey, in-depth interviews, documentary research and on-site observations were used for the investigation. Findings indicate that mega sport event gives the opportunity to generate wide social capital. Research and educational experience pointed out external evaluation of the project: the participants' qualification and the organizers' professionalism, development of each member of the project in accordance with his individual capacity, the character of communication of the project participants, the potential opportunity to generate wide social capital, a focus on improving people's chances on the job market through qualifications and skills development, external evaluation of the project as relevance and importance of the project when hosting major sport event.

**Keywords:** *English language training, educational project, social benefits, volunteer's legacy, University Games, volunteering*

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### Examining Preservice Teachers' Conceptions of Language and Teaching Beliefs over the Practicum

Meliha R. Simsek

Despite being commonly regarded as a figure of speech, metaphor is also used in language teacher education for facilitating the comprehension of key concepts and developing trainees' insights into their own educational experiences. Therefore, metaphor analysis was undertaken in this study to discover student teachers' present perceptions about the profession and to evaluate their progress in knowledge acquisition by the end of their training. 26 English teacher candidates (FLED, METU) wrote about their language and teacher metaphors before their practicum started; and updated their teacher metaphors at the end of the practicum. The metaphors of language and teaching were analyzed by Cameron and Low's methodology (1999); and within the frameworks of Oxford et al. (1998), and Richards and Rodgers (2002). The metaphor analysis revealed that 50% of the participants held functional and interactional views of language, and there was only a 7% increase in the number of English teacher candidates that supported a learner-centred view of language teaching (61%). It is disappointing that only one student teacher (4%) favoured a participatory view, while 35% of them maintained the behaviourist view of teaching by the end of the practicum. It is worth-noting that 42% of the participants categorically transformed their teacher metaphors, only about 27% of which could be said to have improved.

**Keywords:** *Metaphor analysis, language teacher education, language views, teaching beliefs*

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### Regional Languages in Economic Sphere (The Case of the European Countries and the Republic of Tatarstan)

Kalганова Gulnara Faritovna

Languages cover different spheres of human activity. Financial and economic domain is the least studied and applicable in the context of sociolinguistic approach. The object of the study is the languages of the countries that have ratified the European Charter for Regional or Minority Languages and the Tatar language as one of the regional languages of the Russian Federation in terms of their functioning in economic sphere. In the context of socio-economic issues the reports on the implementation of the commitments of more than 20 European countries have been analyzed. In respect of the Tatar language the relevant legal framework was analyzed, a sociolinguistic survey of experts for the use of Tatar in finance and economics was conducted and a content analysis of the websites of the relevant ministries and leading Tatarstan companies was implemented. The findings suggest that Spain, the UK, Austria actively use regional languages. In other countries and the Republic of Tatarstan this sector is not being used to the full extent. The reasons of non-efficiency and measures to further improvement of the situation in the region have been determined. The data obtained as a result of the sociolinguistic research have been introduced into scientific use for the first time and appeal to scientists in the field of language situations, specialists engaged in language policy and lecturers-sociologists.

**Keywords:** *The European Charter, legal framework, regional language, minority language, financial and economic sphere, sociolinguistic research*

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### Interaction between the Evolution of the English Language and Historical Development of the Country

Garaeva Almira

The history of the English language is closely connected with the way of life of people and historical changes of the country. Any notable historic event, as well as any new development or invention of the unknown devices cannot but have its linguistic impact on the language. A language has no existence apart from people who use it. And since the society is changing all the time, the language changes too, to keep up with it. The major issue of our investigation is predetermined with inability to trace the origin of some words, comment upon their semantic meanings and as a result failure in their appropriate usage. The significance of our study lies in highlighting peculiar aspects of the English word stock. The main connection between language and history is that language is used to report and represent history. The two are, therefore, intertwined with one another. This investigation will help to throw light on some linguistic items connected with their etymology and functioning in the language. The main objective of our study is to establish links between the development of the society and changes that occur in the language at its different stages. Analyzing alterations that happen in language during its evolution some emphasis will be made on their driving power. Various research methods will help us to develop an ability to obtain, organize, and analyze language related experimental data. Empirical methods are explored with some attention given to data-driven quantitative methods employed in natural language analysis. It will include language data collection, language corpora, information extraction and summarization.

**Keywords:** *Language, history, interaction, development, investigation, semantics, etymology*

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**The Impact of Remedial English on the Improvement of English Proficiency: the case of the United States International University – Africa**

*Tom Onditi Luoch*

This study probes the effect of a remedial English course in raising the level of English proficiency of freshmen at the United States International University. Using a quasi-experimental design, it tracks 46 underprepared students, admitted to the USIU in the Summer Semester of 2011 who failed to make the threshold for registration into university courses in an English placement test (pretest) and went through a remedial English course for 14 weeks. On completion of the course, they were given the same placement test (posttest). Comparisons between the scores in the pretest and those on the post-test are used to determine the significance of the change the treatment gives the students. Further comparisons are made between the scores in composition and in the grammar sections of the pretest and posttest and variation between the scores of students. T-tests establish a significant and positive difference at p value of  $p=0.00$  between overall performance between the pretest and posttest and between grammar and composition aspects of the tests. The conclusion is therefore that the remedial class raises the English proficiency of the students.

*Keywords: Remedial English, English placement test, language support unit*

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**Implementing New Global Business Trends to Intercultural Business Communication**

*Marcel Pikhart*

The paper describes current trends and with them connected needs of the global market regarding business communication which must be intercultural (intercultural business communication - IBC) so that various forces working in the global environment cooperate with each other. It also brings the ideas connected to implementing intercultural business communication in the university curriculum alongside with the case study bringing the information about the author's successful attempt to implement IBC in the Czech university curriculum.

*Keywords: Business communication, intercultural communication, global business environment*

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**Metacognitive Language Learning Strategies Use, Gender and Learning Achievement: a Correlational Study**

*Ahlam Bouirane*

This study investigates the use of metacognitive language learning strategies for learning English as a foreign language. Metacognitive language learning strategies are crucial for students of English as a foreign language to learn effectively. The theoretical issues with relation to the area of metacognitive language learning strategies in particular, and language learning strategies in general, and review of the research about the area are discussed. The practical research is carried at the English language department at Farhat Abbas University, Sétif, Algeria, with third year students learning English as a foreign language. It is hypothesized that the more the learners use metacognitive language learning strategies, the more successful they will be in language learning. The study is divided into two main parts following a qualitative design. The first part uses the Metacognitive Language Learning Strategies Questionnaire to account for differences in the reported frequency of metacognitive strategies use across all the students, and across gender differences. The second part uses interviews to account for the use of these strategies at the individual level, in their relation to the students' gender and achievement in language learning. The results of the first part revealed significant use of metacognitive strategies across all the students and significant differences between male students and female students in the frequency of use of these strategies. Moreover, the results of the second part reflected more significant differences in the use of Metacognitive strategies at the level of gender and learning achievement. The study concludes by bringing together key findings and some suggestions for further research.

*Keywords: Metacognitive language learning strategies, gender, learning achievement*

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## Language Teaching Content Renovation in the Context of Higher Education Internationalization, Globalism, Europeanization

Elena Grigoreva

This paper highlights the basic components of language teaching content renovation in the context of higher education internationalization. The new status of foreign languages in the world today requires scientific development of modern curricula and course content of the discipline. Integration of Russia into international economic and educational community, processes of internationalization which affect all spheres of modern society put forward new demands on the selection of the education content. Reforming language teaching content and introducing international component in curricula bring indispensable benefits for higher education institution. Language teaching content comprises interaction of three basic elements of educational system: teaching material – a faculty member – a student. Teaching methodology of foreign languages determines the basic components of language teaching content. When teaching to communicate professionally in a foreign language at the non-language high school, higher education internationalization requires a new approach to course content of the discipline. Under such approach course content is viewed as an integrative entire which is inseparably associated with all the objectives of higher education establishment. The author identifies the components and main trends of language teaching content renovation, those of globalism and Europeanization. Components of language teaching content renovation considered in the article encourage to develop students' communicative and cross-cultural competencies and to expand knowledge of human global problems. The following methods were used in this research: the theoretical analysis of pedagogical and psychological literature, the system and structural analysis of curricula.

**Keywords:** *Language teaching content, renovation, internationalization of higher education, globalism*

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## The Cultural Diversity as a Phenomenon of the Multicultural Society

Alena Josefova

The paper focuses on basic characteristics of multiculturalism and various means of solving multicultural problems in the global world of the 21 century. Multicultural society can be described by shared space and culture in particular places. It can create various benefits, but on the other hand, also problems and threats. The phenomenon of the multicultural society is inevitably cultural diversity. The paper brings the research which compares cultural variety in Germany and the Czech Republic and tries to find possible solutions the problems which can arise in any multicultural society and thus can bring new solutions to current problems.

**Keywords:** *Cultural studies, multiculturalism, intercultural society, culture, globalization*

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## The Issues of Modality in the Azerbaijani Linguistics and Study of Turkic Language (Turkology)

Elnara Abbsova

While sentences are classified according to the modality, not the purpose of expression but the style of expression is taken as a basis. In this case, the attention I paid on how the idea is expressed in the sentence – possibility, necessity, to show the reality and real, necessary and possible forms of the modality are differentiated. This feature is also noted in Turkology. For example, the modality forms in Uzbek language as: 1) ekan modality ; 2 ) bulmak modality ; 3 ) mokci modality ; 4 ) diqan modality ; 5 ) the kilmok verbal modality is formed with + *gu* suffix + singular of a third person. Obviously, the researcher had considered each form of modality expressed with verb forms as separate type of modality and named these verbs with the name of these verbs. Shows expression of various modal meanings of verb in Yakut language in three types: 1) with main verb forms, 2) with many auxiliary words; 3) with change of consonant in personal form of verb. The views and opinions of two well-known scientists on Turkic languages show that first of them defines the modality types only with forms of verb and second one with both verb and with aid of other means. Treating the issue on both ways, allows distinguishing many types of modality. To generalize modal meanings in a limited number of modal groups classified with certain criteria is more appropriate. It should be noted that the indicative modality reveals in different forms in Azerbaijani and Turkic languages. The reason for this is the wide variety of expressing time in the Turkish language. These forms have close relations to the indefinite future of Azerbaijani language. A study conducted shows that either in relative languages or in languages of various systems the similar and different features show itself in modality expression.

**Keywords:** *Modality, ekan, bulmak, mokci, diqan, kilmok, auxiliary*

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### **Possibilities of Distance Learning As a Means of Foreign Language Learning Motivation among Students of Economics**

*Marina Kudryavtseva*

The purpose of this paper is to examine global trends in higher education. A focused examination of the distance learning facilities as a means of raising academic motivation facilitates the identification of some of the issues confronting the process of training economists in Russia in general, and foreign language proficiency in particular. Motivation plays a vital role in learning. It helps to energize the behavior of the individual, to acquire knowledge, to direct the activity of a student towards specific goals; to develop socially important abilities and qualities, to improve performance, and to form a sense of discipline. Defining distance learning as a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place, the author points out the use of a variety of media; interactive communication; the possibility of occasional face-to-face meetings; and a specialized division of labour in the production and delivery of courses. The aim of the article is to find out how the advantages of distance learning (freedom from constraint, freedom of space, medium, access; flexibility, job-related goals and improvement of social status and others) could conduce enhancing students' motivation to learn.

*Keywords:* Distance learning, motivation, foreign languages

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### **Effects of Studying Vocabulary Enhancement Activities on Students' Vocabulary Production Levels**

*Mert Topkaraoğlu and Hakan Dilman*

The purpose of this study is to find out the difference between two groups of students as regards to vocabulary production levels. While the students in control group followed the regular curriculum including the second one thousand most frequent words in English, the students in experimental group had a fourteen-week schedule of vocabulary implementation with enhancement activities consisting of the second one thousand most frequent words in English integrated into the regular curriculum. The sampling of the study consists of the students from a vocational school in Yalova. A total of 88 male, second-grade students participated in the study in the academic year of 2010–2011. This study adopted Productive Vocabulary Levels Test (PVT) as an instrument to examine the students' vocabulary production levels. After the implementation period, it was observed that there was a significant difference between the experimental and the control groups in favor of the experimental group in terms of vocabulary production levels.

*Keywords:* Vocabulary production, vocabulary enhancement activities, vocabulary teaching

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### **The Development of Competency Model and Instrument for Competency Measurement: Research Methods**

*Nornazira Suhairom, Aede Hatib Musta'amal Jamal, Nor Fadila Mohd Amin and Noor Khairul Anuar Johari*

The main purpose of this paper is to outline a systematic procedure in developing and validating a competency model as well as instrument for measuring competencies among Chefs at Malaysian hotels. Reviewing previous studies in the development and validation of instrument as well as competency modeling had demonstrates that the methodological process starts with the identification of competency constructs and statements from literature review, document analysis and interviewing. The process is furthered by acquiring consensus from expert panel and questionnaire survey in order to test for the reliability of the instrument. The methodological proposal described in this paper will describe both qualitative and quantitative approach in identifying and measuring chef's competencies. The main purpose of this paper is to outline a systematic procedure in developing and validating a competency model as well as instrument for measuring competencies among Chefs at Malaysian hotels. Reviewing previous studies in the development and validation of instrument as well as competency modeling had demonstrates that the methodological process starts with the identification of competency constructs and statements from literature review, document analysis and interviewing. The process is furthered by acquiring consensus from expert panel and questionnaire survey in order to test for the reliability of the instrument. The methodological proposal described in this paper will describe both qualitative and quantitative approach in identifying and measuring chef's competencies.

*Keywords:* Culinary competencies, competency framework, instrument development, chefs

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### **A Non-Formal Education Program to Enhance Drug Abuse Resilience Quotient of Youth At-Risk of Drug Relapse**

*Methpiya Kerdphol*

The purpose of this study was to develop a non-formal education program based on transformative learning to enhance drug abuse resilience quotient of youth at-risk of drug relapse. The research was divided into three phases: 1) to study the learner's needs of program 2) to develop a non-formal education program to build drug abuse resilience quotient of youth at-risk of drug relapse 3) to study the impact of program application. The study design was quasi-experimental research approach with two- group pretest and posttest, which consisted of 30 drug addicted youths in the congested community in Klongtoey district, Bangkok, Thailand. The effects were compared between controlled and experimental group by using t-test. The results showed that the youths preferred interactive activities such as game, role play and media to lecture. The experimental group increased more drug abuse resilience quotient of youth at-risk of drug abuse than controlled group. In conclusion, non-formal education program based on transformative learning is suitable to enhance drug abuse resilience quotient of youth at-risk of drug relapse.

*Keywords: Non-formal education program, resilience quotient, youth at-risk of drug relapse*

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### **Developing Sustainable Thainess Indicators for Promoting Sustainable Thainess of non-formal Education Students**

*Nopparat Sripadriew, Wirathep Pathumcharoenwattana and Pattharapon Mahakantha*

The purpose of this study was to develop Thainess indicators for promoting sustainable Thainess of non-formal education students. Due to it is the duty of Thai education to promote sustainable Thainess for all Thai people in order to enable Thainess to exist in the world society with dignity especially non-formal education. The research was divided in to two steps: 1) developing Thainess indicators 2) developing program for non-formal education students of sustainable Thainess promotion. The design of this study was surveying and exploratory factor analysis using. The Results showed that the characteristics of sustainable Thainess comprises of 68 indicators in four components: 1) proudness of Thailand (Eigenvalues=18.43) 2) faithfulness of Thailand (Eigenvalues=12.17) 3) behaved Thailand (Eigenvalues=10.57) 4) culture of Thailand (Eigenvalues=6.86). The process of learning to achieve the sustainable Thainess consisted of experience investigation, paradigm shifting, the knowledge transmission planning, exchanged knowledge network building and knowledge integrating to their ways of life. In conclusion, the process of promoting sustainable Thainess should intense on proudness, faithfulness, behaved and culture of Thailand, Furthermore, each community should encourage and support establishment of learning center and network for sustainable Thainess to serve as Thainess information technological center. It might help to encourage the Thai youths have the sustainable Thainess manners.

*Keywords: Thainess, sustainability, non-formal education*

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## Sosyal Bilgiler Dersine İlişkin Araç-Gereç Yeterlilikleri Ölçeğinin Geliştirilmesi ve Ortaokul Öğrencilerinin Durumlarının İncelenmesi

*Hüseyin Çalışkan ve Saliha Sever*

İki temel amaç çerçevesinde yapılan çalışmada öncelikli “sosyal bilgiler dersine ilişkin araç-gereç yeterlilikleri ölçeği”nin geliştirilmesi amaçlanmıştır. Daha sonra ortaokul öğrencilerinin sosyal bilgiler dersine ilişkin araç-gereç yeterlik düzeyleri ve çeşitli değişkenlere göre durumları tespit edilmiştir. Genel tarama modellerinden kesitsel tarama kullanılarak veriler toplanmıştır. Araştırmanın çalışma grubunu, Tekirdağ ili; Kapaklı ilçesinde bulunan bir ortaokulda ve Saray ilçesinde bulunan başka bir ortaokulda 5. (n=109), 6. (n=162) ve 7. (n=155) sınıflarında öğrenim gören; 201’i (%47.1) kız, 225’i (%52.9) erkek olmak üzere toplam 426 öğrenci oluşturmaktadır. Öncelikle sosyal bilgiler dersinde kullanılacak araç-gereçlerin neler olduğuna dair alanda yapılmış olan araştırmalar ve kuramsal bilgiler incelenmiştir. Yapılan bu incelemelerde ortaokul öğrencilerin sosyal bilgiler dersinde kullanılacak araç-gereçleri kullanma yeterliliklerini ölçmeye yönelik herhangi bir ölçme aracının bulunmadığı tespit edilmiştir. Alan yazından elde edilen bilgiler doğrultusunda araştırmacı tarafından 35 maddelik bir madde havuzu oluşturulmuştur. Daha sonraki aşamada ise 35 madde Sosyal Bilgiler Eğitimi alanında uzman olan üç öğretim üyesine ve iki sosyal bilgiler öğretmenine anlaşılabilirlik, görünüş ve ifadelendirmeyi ne düzeyde ölçebildiği açısından incelenmiştir. Öğretmen ve öğretim üyelerinin değerlendirmeleri ve önerileri doğrultusunda maddelerde gerekli düzeltmeler yapılmıştır. Maddelerin kapsamı temsil edebilecek niteliğe sahip olduğu konusunda görüş birliğine varılmıştır. 35 madde beş basamaklı Likert tipi “Tamamen Katılıyorum (5), Katılıyorum (4), Biraz Katılıyorum (3), Katılmıyorum (2), Hiç Katılmıyorum (1)” bir derecelendirme ölçeği şeklinde yeniden yapılandırılmış ve bu maddeler üzerinden 426 öğrenciden elde edilen verilerle geçerlik ve güvenilirlik analizleri yapılmıştır. Yapılan açımlayıcı faktör analizi sonucunda toplam varyansın %50.97’sini açıklayan, 20 madde ve “harita bilgisi”, “materyal tasarlayabilme”, “teknolojik araç-gereçleri kullanabilme” ve “basılı materyalleri kullanma” yeterlilikleri olmak dört faktörden oluşan bir ölçme aracı elde edilmiştir. Ölçek maddelerinin faktör yükleri .38 ile .83 arasında değiştiği, madde toplam korelasyonlarının ise .23 ile .57 arasında olduğu belirlenmiştir. Ayrıca her bir madde için hesaplanan %27’lik alt-üst grupların ortalamaları arasındaki farkların anlamlı olduğu saptanmıştır. Ölçeğin bütünü için hesaplanan iç tutarlılık güvenirlilik katsayısının .86 olduğu belirlenmiştir. Bu sonuçlara göre geliştirilen ölçeğin amaca hizmet edebilecek nitelikte geçerli ve güvenilir bir ölçme aracı olduğu söylenebilir. Ayrıca ölçekle yapılan ölçümler sonucunda ortaokul öğrencilerinin sosyal bilgiler dersine ilişkin araç-gereç yeterlilik düzeylerinin orta düzeyde olduğu; cinsiyete göre kızlar lehine; sınıf düzeyine göre ise 7. sınıflar aleyhine anlamlı farklılaşmanın olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Sosyal bilgiler, araç-gereç, yeterlik, ölçek

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## An Analysis of Literary Products That Can Be Used at the Course of Kemalism and History of Turkish Revolution

*Ayten Kiriş Avaroğulları, Coşkun Şenjol and Yıldırım Aydın*

In order to facilitate instruction of Kemalism and History of Turkish revolution course and to encourage students to read history literary products containing historical content are used. The purpose of this study is to analyze literary products with historical content which may support teaching of Kemalism and History of Turkish revolution. Document analysis method which is one of the qualitative research methodologies has been employed. As a result of a search conducted via internet a total of 55 children books suitable for the eighth grades has been determined and 10 of them has been analyzed by the researchers. All of the books have been evaluated as satisfactory with levels above 50% satisfaction level and it has been concluded that they will support students’ historical knowledge and thinking in addition to being effective at acquiring values if they are used at instruction of Kemalism and History of Turkish Revolution course. In the study a control list developed by the researchers has been used. A control list consisting of 20 criteria has been created following review of the related literature. For the analysis of the data descriptive analysis methods has been employed.

**Keywords:** Kemalism and History of Turkish Revolution course, children literature, values

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### **Relationship between Quality of Work Life and Career Advancement among Iranian Academic Employees**

*Bitra Parsa, Khairudin Bin Idris, Bahaman Bin Abu Samah, Nor Wahiza Binti Abdul Wahat and Parisa Parsa*

Background and aims: Career advancement can lead to productivity and success of educational centers and universities. Academic employees have a significant role in the community education and social development. Success in universities depends on academic employee's career advancement and quality of workplace. Quality of work life (QWL) views the organizational environment in accordance with employees' needs (health and safety, economic and family, social, esteem, actualization, knowledge and aesthetic). This study investigated the relationship between QWL and career advancement among academic employees in Hamadan, Iran. Methods: The structured questionnaires were based on information of 307 randomly selected academics in two Hamadan public universities in year 2013. The data collection is based on a self-administered questionnaire including background characteristics, seven dimensions of quality of work life (16 questions) and four dimensions of career advancement (15 questions). Data analyzed with structural equation modeling (AMOS) method. Results: The mean age of respondents was 39.67 (7.4) years. Most of them had Ph.D (70%) and 30% had M.Sc. educational level. Majority of respondents perceived moderate level of QWL (73%) and perceived their career as successful (62.2%). The results of the AMOS analysis showed that quality of work life and career advancement was significantly and positively related ( $\beta=0.28, P=0.039$ ). Conclusions: It can be concluded that there was a positive and significant relationship between quality of work life and career advancement. The results of the study supported this idea that higher quality of work life lead to higher career advancement. Therefore, improving quality of work life of academics in universities might have high impact on educational and community development in country.

*Keywords: Career advancement, quality of work life, academic employees, Iran*

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### **The Application of Thai Wisdom in Self-Development Program to Enhance Potential in Lifelong Learning Management of Non-Formal Education Facilitators: An Opportunity of Sustainable Community Development**

*Lawaporn Sugiyama and Prasak Santiparp*

Recently a lifelong learning has been important factor in the knowledge-based economy and learning society. In Thailand, The National Act of 1999, the National Education Act of B.E.2542(1999), The Promotion of Non-Formal and Informal Education Act, B.E.2551(2008) and the Eleventh National Social and Economic Development Plan(2012-2016) indicated lifelong learning was one of the ways to sustain community development and conserved Thai way of life. The purpose of this study was to develop self-development program to enhance non-formal education facilitators' potential in lifelong learning management by applying Thai wisdom for sustainable community development. The design of this study was qualitative research, which was divided to 2 steps: 1) literature reviewing to find elements of lifelong learning process and self-development to enhance potential of non-formal education facilitators 2) surveying and observation of best learning center's lifelong learning management by applying Thai wisdom. The results showed that Thai lifelong center management consisted of educational services, fundamental education management, management for career and life education, management for society and community development and Thai wisdom conservation. It should be start from social capital and Thai wisdom. In conclusion, The sustainable community development by lifelong learning management starts from social capital leads to human and monetary capital. This will sustain community development not only social and economic development, but also resources using as necessary.

*Keywords: Lifelong learning, non-formal educator potential, self-development, Thai wisdom*

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### **Study of Post Graduate Students' Perception towards Challenges and Obstacles in Doing Research**

*Khaliza Saidin*

The purpose of this paper is to explore students' perception towards challenges and obstacles that students faced in completing their research projects and dissertations. Qualitative research with an open ended interview approach was used to explore the issues. The interviews were conducted with 12 full time post graduate students at Universiti Utara Malaysia during half day research clinic. Although individual factor played an important role in contributing to become a successful researcher, organizational factors seemed to be identified as the important factor for students to achieve their research objectives. Students perceived that discipline, focus and time management are the influencing factors in the completion of their researches. The study also found that universities play an important role in preparing and guiding students to be good researchers. The data indicated that students identified the process of collecting data as the most challenging stage of a research especially when they were dealing with new areas of research. Students blamed the lack of cooperation from their respondents and the attempt to conceal some confidential data by the authority as the obstacles in collecting their data. This reflected their lack of knowledge in carrying out a research. University as higher education institutions should prepare strategies to guide their students in doing researches. Although individual factors influenced students' capability in doing a research, universities must act as agents to produce competent student and capable future researchers. The paper provides data of full time post graduate students in University Utara Malaysia that will lead to further investigations of students' challenges and obstacles in carrying out a research which include participants from part time post graduate programme of the University.

*Keywords: Qualitative research, open ended interviews, challenges and obstacles in doing research*

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### **Literary Translation Workshop: Social Constructivist Approach Classroom Activities**

*Esra Birkan Baydan and Ayşe Banu Karadağ*

This paper intends to present the literary translation workshop, carried out as an integral part of the written translation course in the first term of 2013 with Marmara University, Translation and Interpreting Department third year translation students, and its outcomes. The workshop was designed according to the guiding principles of the "social constructivist" approach, which was adapted to translator training by Don Kiraly in his *A Social Constructivist Approach to Translator Education: Empowerment from Theory to Practice*. The first part of the paper explores briefly the key principles of the social constructivist approach, which are "collaborative/ co-operative learning" and "scaffolding" geared towards developing the "professional self-concept" in a classroom environment which is not teacher-centered. This approach considers translation as a social, dynamic and intersubjective process and seeks to empower future translators through learning and experience with real life translation activities. A collaborative learning environment, in which the translator trainer mainly acts as a facilitator, prepares students for lifelong learning by encouraging them to take the responsibility of their own learning. The second part of the paper explains the stages of assigning an authentic translation task, organizing the project, planning the classroom sessions and facilitating peer assistance and correction in the literary translation workshop. The significance of this workshop is its contribution to the development of translation and translator competence through real life experience and collaborative construction of knowledge. Literary translation workshop ended in the publication of stories translated by students in a literary magazine. The promise of getting their translated work published in a literary magazine at the start of the project, not only motivated the students but it also encouraged them to take the responsibility of their own work, and thereby contributed to the emergence of students' "professional self-concept".

*Keywords: Translator training, teaching literary translation, social constructivist approach, literary translation workshop, collaborative learning, authentic translation task*

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### **Unorthodox Forms of Capital in Organizations: Positive Psychological Capital, Intellectual Capital and Social Capital**

*İdil Tamer, Beliz Dereli and Mehmet Sağlam*

The physical or financial values were regarded as capital value in the past but nowadays alternative assets are also taken into consideration as capital. In this respect, intellectual assets regarded as the primary source of competitive advantage (Boulton et al., 2000; Lev, 2001; Low, 2000). Intellectual Capital is generally defined as the intellectual material – knowledge, information, intellectual property, experience – that can be put to use to create wealth (Stewart, 1997). Social capital is another facet of the so called physical value. It is the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance or recognition. (Bourdieu P. 1985). The psychological capital which is the positive psychological state of an individual is the newest form of capital. Psychological capital is characterized by a) having confidence-*self efficacy* b) making a positive attribution-*optimism* c) persevering toward goals and, when necessary, redirecting paths to goals-*hope* d) when beset by problems and adversity, sustaining and bouncing back and even beyond-*resilience* (Luthans, Avolio and Youssef, 2007). This study aims to investigate the affect of positive psychological capital on intellectual and social capital and the interrelationship among these three concepts. Beside this, the affect of social capital on intellectual capital is also investigated. In this context, the research was applied to managers and employees who work in various sectors and data are gathered by a questionnaire form and the structural equation model was used to analyze them. At the end of study the interrelationships among these concepts and their effects to each are expected to provide a useful contribution to academicians, professionals and business life.

**Keywords:** *Psychological capital, intellectual capital, social capital*

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### **The Main Elements of A Learning Model to Enhance Service Mind of Thai Police Officer: A Systematic Review Study**

*Saracha Chatthong*

The roles and responsibilities of Thai police were not only crime prevention and repression but also providing service to people. There were be different problems when people living together in different neighborhood such as rural and urban area; some might violate each other's right and freedom. The purpose of this study was to develop a learning model to enhance service mind of Thai police officer. The design of this study was qualitative study by systemic reviewing. The included documents were studies of police's service mind in different neighborhood. The results were that 1) the elements of learning model to enhance service mind in organization culture 2) the elements of learning model to enhance equality in service mind 3) the policy or strategy of learning model to enhance service mind. In conclusion, police's service mind is important for social calmness and peaceful. The learning model to enhance service mind of Thai police should emphasize on organization culture, equality and policy or strategy.

**Keywords:** *Learning model, service mind, Thai police officer*

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### **The Way a Student Selects a Specialization in Economic Higher Education Institutions**

*Natalia Lopukhova and Olga Bezdnyaya*

One of the most essential objectives of higher education system in Russia is creating favorable conditions for revealing and developing students' personality as much as possible together with formation of the knowledge system, leading graduates to self-improvement and timely adaptation in changing realities of a modern market. The majority of higher education institutions provide students with the opportunity to choose future special field out of fairly homogeneous prospects.

Following groups of factors may be distinguished by their impact onto the field selection:

- external factors: public attitude towards the special field; job rate in the country, region of residence, further employment opportunities;

- internal factors: rate of a higher education institution, its popularity; education process management and use of modern techniques and training methods; professionalism of teaching personnel; organizing research activities.

The peculiarities of educational process management in Kazan (Volga region) Federal University, KFU, open up the opportunities for the students to make the choice within economic special field during the first two years of training. During this period Business Accounting is studied on the second year among other common economic subjects. It is virtually the only specific discipline that all the students of Institute of Economics and Finance, IEF (KFU subdivision), go through until they make a choice regarding their future education course. Our research is dedicated to the evaluation of the given discipline contents impact, peculiarities of its teaching, educational process management, lecturer's personality and other factors. We have suggested a theoretical model of choosing economic special field after the second course of studying in our higher education institution.

**Keywords:** *Higher education, Russia, educational process management, business accounting, a theoretical model*

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**Ortaokul Öğrencilerinin Türkçe ve Türkçe Öğretmeni Kavramına İlişkin Algılarının Metaforlar Aracılığıyla Belirlenmesi**  
*Gülşen Oran ve Gökçe Demiryürek*

Bu çalışmanın amacı, ortaokul öğrencilerinin "Türkçe dersi" ve "Türkçe öğretmeni" kavramlarına ilişkin sahip oldukları algılarının metaforlar yoluyla belirlenmesidir. Bu amaç doğrultusunda araştırmancın çalışma grubunu Nevşehir merkezdeki üç farklı ortaokulun 5., 6., 7. ve 8. sınıflarında öğrenim gören toplam 450 öğrenci oluşturmaktadır. Araştırmada, nitel araştırma yaklaşımı kapsamında olgubilim yöntemi kullanılmış ve katılımcılardan "Türkçe dersi ... gibidir. Çünkü ..." ile "Türkçe öğretmeni ... gibidir. Çünkü ..." cümlelerini tamamlamaları istenmiştir. Uygulama sonucu elde edilen veriler betimsel ve içerik analizi tekniği ile kategorize edilerek yorumlanmıştır. Çalışmanın sonucunda araştırmaya katılan ortaokul öğrencilerinin Türkçe dersine ilişkin 133 metafora, Türkçe öğretmenine ilişkin ise 78 metafora sahip oldukları tespit edilmiştir. Türkçe dersine ilişkin metaforlar 21 farklı kategori altında toplanırken Türkçe öğretmenine ilişkin metaforlar 10 farklı kategori altında toplanmıştır. Bu bilgiler ışığında, öğrencilerin hem Türkçe dersine hem de Türkçe öğretmenine yönelik genel olarak olumlu algılara sahip oldukları tespit edilmiştir.

**Anahtar Kelimeler:** *Türkçe dersi, öğretmen, metafor, ortaokul öğrencileri*

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**Intercultural Learning and Communication in Time Bank Environment**

*Lukas Valek and Olga Tarasova*

This study aims to conduct preliminary research in the field of Time Banking and its use in solving of intercultural issues. Time Banking is a system of complementary time currency where sharing is the main element. The Time Banking is used often to solve various social problems and using it to tackle intercultural learning issues is at hand. The information about precise scope and activities of Time Banks over the world are hard to access, nevertheless main focus of this study is going to be to research the possible connections between intercultural learning and communication and Time Bank environment. Main methodology used is literature review combined with previous Time Bank research in order to determine the connection between aforementioned fields including search of other resources to determine whether the issue was, or is, already tackled. The latter proven to be very challenging, anyhow the results show that the Time Bank offers great opportunity for solving various intercultural issues especially by enabling the, skill and offer-demand based exchange without taking the cultural background much in consideration, therefore opening a way for the communication among different parts of populace.

**Keywords:** *Time Bank, intercultural learning, intercultural communication*

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**Geleceğin Turizmcilerinin Çevre Sorunlarına Yönelik Tutumlarının Ekosentrik ve Antroposentrik Bakış Açısıyla İncelenmesi**

*Seyid Ahmet Sargın, Furkan Baltacı ve Hakan Biçici*

Araştırmancın amacı, Akdeniz Üniversitesi, Alanya İşletme Fakültesi, Alanya Ticaret ve Sanayi Odası Meslek Yüksek Okulu ve Gazipaşa MRB Meslek Yüksekokulu öğrencilerinin çevre sorunlarına yönelik tutumlarını saptamaktır. Araştırmancın evrenini, Alanya İşletme Fakültesi, Alanya Ticaret ve Sanayi Odası Meslek Yüksek Okulu ve Gazipaşa Meslek Yüksekokulu 2013- 2014 öğretim yılı bahar döneminde öğrenimlerini sürdüren öğrenciler oluşturmuştur ve 100 öğrenci ile yürütülmüştür. Anket formunun oluşturulmasında Bjerke ve Katlenborn (1999) ile Aytaç ve Öngen (2012) tarafından geliştirilen çevre merkezci ve insan merkezci yaklaşım ölçeklerinden faydalanılmıştır. Yapılan çalışma neticesinde, katılımcıların genel anlamıyla çevre merkezci bir tutum sergiledikleri tespit edilmiştir. Buna karşılık katılımcılar arasında insan merkezci tutuma sahip bireylerde bulunmaktadır. Bu bireylerin büyük çoğunluğunu ise kadın katılımcılar oluşturmaktadır. Çalışmada elde edilen en çarpıcı bulgular, katılımcıların çevresel konularla çok fazla ilgilenmemesi, büyük çoğunluğun çevrenin korunmasına yönelik desteklerinin düşünsel anlamda kalması ve bunun davranışa dönüştürül(e)memesidir. Genç turizmcilerin çevresel duyarlılıklarının artırılmasını sağlamak için çevre koruma ve çevre duyarlılığı konularında uygulama ağırlıklı yeni dersler açılmalıdır.

**Anahtar Kelimeler:** *Alanya, çevresel tutum, turizm ve otelcilik*

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**The Presentation of Complementary and Alternatif Medicine (CAM) in The Turkish Press**

*Çiğdem Yel*

CAM use in Turkey as it is in all the world is increasing. This interest is not just about health, but also is related to lifestyle. The importance of media and its impact on society cannot be denied. This article has a different ideology in three newspapers (Hürriyet, Cumhuriyet, Zaman) in Turkey, which is given to the methods of CAM and CAM methods is discussed how it was served. In the conclusion, the exchange of health perception, consumer culture and alternative lifestyles are discussed.

**Keywords:** *Complementary and alternative medicine (CAM), health, body, well being, consumer culture, lifestyle*

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## Development of a Program based on Transformative Learning to Enhance Authentic Self-Esteem of Male Violent Juvenile Delinquents: A Systematic Review Study

*Metasit Meesuaisint and Prasak Santiparp*

Self-esteem was a basic need and part of healthy development. Some findings indicated that many juvenile delinquents often had high self-esteem but it tended to be more unstable. The supreme aim would be to develop a secure high self-esteem or authentic self-esteem which involved a two-factor of high worthiness and competence. One effective way to enhance authentic self-esteem is to design and implement transformative learning. The purpose of this study was to develop transformative learning process for enhancing authentic self-esteem of male violent juvenile delinquents. The design of this research was qualitative study by systematic reviewing. The result showed that the transformative learning process comprised of disoriented dilemma or experience, dialogue, critical reflection, holistic of rational and emotional transformation, awareness of context and acting on revision or exploratory premise. In conclusion, enhancing authentic self-esteem of male violent juvenile delinquents is necessary, this might be come from transformative learning process. The transformative learning process should emphasize on awareness of context and acting on revision. This will decrease a social problem of male juvenile delinquents.

**Keywords:** *Authentic self-esteem; transformative learning process*

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## Investment in Higher Professional Education in Russia: Value-Based Approach

*Andrei B. Ankudinov, Milyausha Kh. Biktemirova and Elvira I. Khairullina*

Over the last decade the number of university graduates in Russia has been growing rapidly. However, the relation between tertiarization of national economy and its competitiveness remains unclear; personal motivation and public efficiency of an individual attaining tertiary education act to a certain extent in different directions. The paper addresses different factors affecting the decision of an individual to opt for a particular level of professional education. Net present value and internal rate of return criteria are used to assess the economic attractiveness of investment in attainment of higher professional education. Our findings demonstrate positive private outcomes of attainment of tertiary degrees and are generally in line with the results of OECD analysis. However, cost-benefit analysis demonstrates that in most cases the more advanced type of tertiary degree is attained the lower are financial efficiency indicators both for men and women. The article consists of four parts, including the introduction which states the importance of the analyzed problem for the development of higher education; the body specifying tertiarization of national economy as a problem and economic efficiency of investment in attaining different levels of higher professional education, discussion section and conclusion.

**Keywords:** *Higher professional education; tertiarization of economy; cost-benefit analysis; discounted cash flows*

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## Human Values as Predictor of Meaning of Life

*Hakan Sariçam, Ramazan Akyol, Seval Hallaç, Ismail Çelik and Mehmet Melik Kaya*

The aim of this study is to examine whether there is a relation between meaning of life and human values in adolescents, or not. The participants of the research consist of total 359 junior high school and high school students in Istanbul, Turkey. 153 of these students are female, while 206 are male. Their ages range from 13 to 18. The Meaning in Life Questionnaire (10 items) was adapted by Akin and Taş (2011) and The Human Values Scale (42 items) was developed by Dilmaç (2007) for secondary school students (teenagers) were used to gather data for the research. t-Test was used to determine if there is any difference in life meaning and human values according to sex. Pearson's Moments Product correlation analysis and Linear Regression Analysis were used to determine if there is any relation between the variables. According to findings, there is a significant relationship between meaning of life and human values (Responsibility, Friendship/Amity, Pacifism, Respect, Tolerance and Honesty). In addition, there were not any differences levels of meaning of life. Although girls' scores of responsibility are higher than boys, boys' scores of friendship/amity are higher than girls. That's to say, points of human values varies according to sex. The findings were discussed in light of the related literature.

**Keywords:** *Values, human values, meaning of life*

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## Evaluation of Turkish Preschool Curriculum Objectives In Terms Of Values Education

Güler Duman

The acquisition of value-related knowledge and the development of values happens at the early stages of child development, especially during preschool education. Thus, a qualified preschool curriculum should also include value-related objectives in the affective domain which help social and emotional skills of children improve. In the related literature, there exist research studies determining the views of preschool teachers and parents on values education; however, to the best of the researcher's knowledge, the current preschool curriculum has not been investigated in relation to values education yet. As a matter of fact, such an investigation will provide preschool teachers with valuable insight into preschool curriculum. It will also aid curriculum development experts with the development of preschool curriculum in terms of values education. To this end, this study aimed to evaluate Turkish Preschool Curriculum objectives in terms of values education. In the study, social and emotional objectives were examined through document analysis based on values within the Framework for Action on Values Education in Early Childhood, Living Values: An Educational Program, and Ministry of National Education Circular 2010/53. The results revealed that out of 17 social and emotional objectives, 13 objectives were associated with 10 different values. In addition, these 10 different values were found to be insufficient when assessed depending on the aforementioned assessment criteria. Several recommendations were presented based on the results of the study.

**Keywords:** *Preschool education, preschool curriculum, values education, objective, document analysis*

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## Evaluation of Lower Saxony - Germany, "Values and Norms" Textbooks In Terms Of Civic Education

Ibrahim Turan and Şükrü Bilici

Social studies education is a multidisciplinary area of study. In many countries social studies has a broad scope integrating social sciences and humanities including history, geography, sociology, anthropology, archeology, philosophy, economics, law, political science, and religion. On the other hand in Turkey, social studies education includes only history, geography and civics education while mainly focusing on topics in history and geography. One of the main purposes of social studies education is to train active citizens who are aware of their rights and gained social identity. The essential point that should be questioned here is the proportion and quality of democracy and citizenship education topics that takes place in social studies textbooks prepared to address this goal. In this study, democracy and citizenship units in Germany's Lower Saxony middle school 5th, 6th and 7th grades "Values and Norms (Wert und Normen)" textbooks were examined to set an example for democracy and citizenship education under the framework of Social Studies curriculum in Turkey. Targeted textbooks units were analyzed with content analysis method in terms of their scientific content, design, visual presentation, language and narrative. In the light of the findings some evaluations and recommendations have been introduced to help the development of civic education conducted under social studies education framework in Turkey.

**Keywords:** *Democracy, social studies, civics, education, Germany, textbooks.*

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## Assessing Learning Outcomes through Students' Reflective Thinking

Ho YuekMing and Latifah Abdul Manaf

Assessing students' reflective thinking could reveal learning outcomes which summative assessment could not. Therefore, the researcher as course instructor decided to look into students' reflective writing for a more insightful feedback on their learning outcomes. One cohort of students in an environmental management course were requested to write reflection notes at the completion of each assignment, and towards the end of the course a piece of reflective essay. The students' reflective writings were then analysed for snippets of evidence that purportedly meets the course learning outcomes. These evidences of students' learning outcomes were gathered and examined for emerging patterns and trends in the students' reflective thinking that relates to the course objectives. The document analysis method was applied to identify and match the students' reflective writings with the learning objectives. Findings reveal students' achievement of learning outcomes and higher order thinking skills, as outlined in the course objectives. It is hoped that findings from this research will further support the significance of reflective thinking on learning. Reflective notes provide meaningful feedback on learning to instructors which could be acted upon towards improvement of a course. Educators and educationists could look at students' reflective writings as an effective form of assessment that would provide a more insightful assessment of students' learning and thoughts.

**Keywords:** *Reflective writing, alternative assessment, learning outcomes*

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**The “Knowing English” Fallacy in the Turkish EFL Context: A Multi-skill focused Analysis on the Versant English Test Scores of an Airlines Company Ground Staff**

*Oğuz Cincioğlu and Devrim Günay*

This study aims to explore how the misconception of “knowing English” in the EFL settings like Turkey has influenced the communicative capabilities of language learners. To this end, an analytic study on the *Versant English Test* scores obtained by an airline company ground staff on multiple skill areas of sentence mastery, vocabulary, fluency and pronunciation was conducted. Although English Language Teaching methodology has seen a rapid shift from traditional structural approaches that view language learning as knowing the grammar rules and vocabulary to a communicative competence oriented understanding, the curricula and materials developed so far have fostered the structural components of language with a consequence of lower level communicative skills in the English learners. Various studies in the field have attempted to outline this deficiency in formal school settings, yet fewer have undertaken similar research in professional settings. In this sense, this study focuses on the Versant English test scores of an airline company’s ground staff to sketch out those forgotten skill areas that have received little attention in the language teaching programmes and puts under debate the central question of what is underestimated and what is over emphasized in English Language Teaching. In this study, a quantitative descriptive research was utilized. The *Versant English Test* results including the test-takers’ recordings were analyzed as the primary source of data. The data are comprised of the test results of 337 participants (N= 337), which also refers to the total number of Versant English test-takers all over Turkey in the year 2013. The results provided insights for analysis and commentary purposes for the four afore-mentioned competences. The findings approved the proclaim that test takers, although proving to have a higher level of grammar / sentence mastery and vocabulary degrees, are falling behind in fluency and pronunciation regarding their skill areas.

**Keywords:** *Versant English Test, communicative competence, EFL, fluency and pronunciation, sentence mastery, vocabulary*

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**Hazırlık Okulu Öğrencilerinin Yabancı Dil Öğretimin Sürecinde Kullanılan Öğretim Materyalleri ve Teknolojileri Hakkındaki Görüşleri**

*Elif Polat, Neşe Gürbulak, Sinan Hopcan ve Tufan Adıgüzel*

Öğrenme-Öğretim sürecini etkileyen en önemli etmenlerden birisi kuşkusuz ki öğretim materyalleridir. Hazırlanan öğretim materyallerinin kalitesi tüm öğretim kademelerinde olduğu gibi yükseköğretimi de etkilemektedir. Yabancı dil öğretimine bakıldığında gerek öğretim materyalleri ve teknolojilerin kullanımı konusunda gerekse öğrencilerin öğrenme sürecinde yaşadığı pek çok farklı sorun görülmektedir. Bu sorunlardan bazıları sınıfların kalabalık oluşuna, araç-gereç yetersizliği, kullanılan materyallerle ilgili iken bazıları da öğretmenin sınıf içi uygulamalardaki yetersizlikleriyle ilgilidir. Ayrıca ders saatlerinin yetersizliği ve öğrencilerin okul dışında yabancı dil bilgilerini geliştirememeleri de söz konusudur. Bu sorunlara çözüm olarak ders saatlerinin artırılması, araç gereçlerin zenginleştirilmesi, doğru ders kitabı seçimi, sınıf mevcudunun azaltılması, doğru yöntemlerin kullanılması, farklı araç gereçlerin kullanılması ve farklı etkinliklerin geliştirilmesi sunulsa da hala bu sorunlar süregelmektedir. Eğitim sürecinin en önemli paydaşlarından biri olan öğrencilerin görüşlerine başvurulmuş bu çalışmanın amacı, yükseköğretimde yabancı dil öğretiminde öğretim materyalleri ve teknoloji kullanımına öğrenci gözüyle bakmaktır. Bu bağlamda, 2010-2011 eğitim öğretim yılında, İstanbul’da bir devlet üniversitesinin hazırlık okulunda okuyan 684’ü erkek 448’i bayan 1134 öğrencinin görüşü alınmıştır. Bu öğrencilerin büyük bir çoğunluğu Anadolu (%52) ve Genel Liseden mezun (% 30) kişilerdir. Araştırmacılar tarafından geliştirilen, İngilizce öğretiminde kullanılan öğretim materyallerinin ve kullanılan teknolojilerin yeterliliğini ölçmeyi hedefleyen 16 tane çoklu cevaplı soru sorulmuştur. Bu sorulardan 8’i; Öğrencilerin yabancı dil öğrenimlerinin kolaylaşması için öğretmenlerden neler beklediklerini, eğitimden tarafından verilen materyalleri (worksheets), ders ve çalışma kitaplarını yeterli bulup bulmadıklarını, bu materyallerin öğrenmelerine nasıl katkıda bulunduğu, öğretim ortamında hangi faktörlerin ne kadar büyük bir sorun teşkil ettiğini ve bir hazırlık öğrencisinin başarısızlığına nelerin hangi ölçüde sebep olabileceği sorularına yanıt ararken diğer 8’i öğrencilerin bilgisayar ve interneti ihtiyaçlarına yönelik kullanma becerilerini, günlük yaşamda teknolojileri kullanma sıklıklarını ve amaçlarını, bu teknolojileri İngilizce öğrenmelerini ilerletmek için ne sıklıkta kullandıklarını, derslerde teknolojinin hangi amaçlar için kullanıldığını ve öğretmenin teknolojileri dersleri işlerken hangi sıklıkta kullandığını, öğrencilerin yabancı dil ile ilgili soru/sorunlarını çözmek için teknolojiden ne ölçüde faydalandığını tespit etmeyi amaçlayan sorulardır. Bu anket, öğrencilere yüz yüze uygulanmıştır ve yaklaşık olarak 30 dakika sürmüştür. Öğrenciler çalışmanın konusu ve gönüllülük ilkesi konusunda bilgilendirilmiştir. Çalışma sonucunda öğrenciler, öğretmenlerden kendilerini İngilizce öğrenmeye motive etmelerini (% 61), dersle ilgili farklı kaynaklar sağlamlarını (% 30) ve derste teknoloji kullanımını beklediklerini (% 28) ancak derslerde teknoloji kullanılmadığını belirtmişlerdir (% 60). Konu anlatımı için kullanılan materyallerle ilgili sorulara verilen cevaplar incelendiğinde, öğrencilerin kendilerine verilen materyalleri (worksheets) yeterli bulmadıkları (% 39) görülmektedir. Öğrencilerin büyük bir kısmı (% 87) kitap kullanımının öğrenmeye katkısı olduğunu ancak ders ve çalışma kitaplarının yetersiz olduğunu (% 61), ders içerisinde farklı etkinlikler gerçekleştirilirse dersin daha zenginleşeceğini (% 48) ifade etmişlerdir. Araştırma sonuçlarının alan yazına ve eğitim teknolojilerine, yabancı dil öğretmenlerine pratik anlamda öneriler sunarak katkı sağlayacağı düşünülmektedir.

**Anahtar Kelimeler:** *Eğitim teknolojisi, öğrenme materyali, yabancı dil öğretimi, hazırlık, yüksek öğretim*

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## Education for More Sustainable Tourism – Teaching With Tourism Values on the Case of European Master in Tourism Management

Tanja Mihali, Janne Liburd and Jaume Guia

Tourism graduates entering the uncertain world of tourism industry need different knowledge and skills to react to tourism trends and become responsible managers. The fundamental shift in tourism business is a trend toward more sustainable and responsible tourism development that has led to a new paradigm of tourism education for sustainable stewardship. This elaborates on Barnett's (1990) observation that "higher education implies more than the mere acquisition of knowledge. It requires a sceptical and questioning attitude towards knowledge". Learning is therefore not limited to critical reflections on the complexity of tourism in conceptual terms and the curriculum space can be used in many different ways, from lectures to industry projects, in national or international environments. Beside knowledge and professionalism, the curriculum space should also be able to provide the underlying values of stewardship, ethics and mutual respect, including the implementation of sustainable tourism development in diverse contexts. EMTM has been designed by a Consortium of three universities to fully address tourism sustainability in higher tourism education. From the beginning the program designer were aware that tourism sustainability and responsibility is not only another kind of knowledge, yet the concept that should colour all the provided knowledge and skills, e.g. should be somehow ever present in all tourism subjects. This demanded an innovative approach in how the knowledge and skills are taught. The Tourism Education Futures Initiative (TEFI) was born in 2007 by a few concerned tourism educators. They recommended a new values based framework for a new tourism curriculum. TEFI informs tourism education on a set of values that can be used to educate the responsible future makers of tourism, based on promotion of "global citizenship and optimism for a better world". Thus the purpose of this paper is to study values-based education and learning in a case study of the joint master programme, the EMTM (European Master in Tourism Management). The EMTM is a fully integrated joint master program, taught at three European universities from Denmark, Slovenia and Spain. Each student cohort of a maximum 35 students average 25 different nationalities worldwide. We examine how the program incorporate and deliver TEFI values to its students. This paper is both conceptual and practical in nature. First, it is based on the TEFI concept of values (ethics, stewardship, knowledge, professionalism, and mutuality), which has been discussed by a range of authors (e.g. Sheldon, *et.al*, 2008; Liburd, Hjalager & Christensen, 2011; Prebezac *et.al*, 2013; Liburd & Christensen, 2013; Liburd, 2013 & 2014). An action research methodology has been employed. A key feature of this action research approach is that it involves the investigation being undertaken by the person directly concerned with the social situation under consideration, here that of EMTM teachers and students. In order to empirically survey the TEFI values in the surveyed program EMTM, a quantitative research instrument was developed. The model aims to measure EMTM students' understandings of the TEFI values. The survey was conducted in spring 2013 on the three cohorts of EMTM students. The web questionnaires were e-mailed to the population of 77 students. A total of 54 usable questionnaires have been returned and are the subject of analysis. The questionnaire included a measurement of the TEFI vales in order to assess their performance in tourism education by use of the 5-point Likert scale. It also included statements on gender, nationality, country of residence, enrolment year and employment status. To analyse the data the statistical analyse was be applied. Data has been surveyed, using SPSS and calculation descriptives and using appropriate tests to test the pre-set hypothesis. This paper reports on a survey of the performance of values in a case of tourism higher education and business through the eyes of the European Master in Tourism Management (EMTM) students. Results show how strongly the sustainability has been implemented in to the educational program. In the context of values-based education in the EMTM program it becomes clear that the TEFI values are not seen as dogma. Rather, these values may be feasibly addressed as topics of critical reflection, whether in the class room, with, and by the tourism industry. The findings will improve the implementation of TEFI values in the learning process. Later on, values based tourism higher education educates future tourism makers that are a true potential to improve the tourism sustainability. Wheeler (1993) argues that the "intellectually appealing" concept of sustainable tourism has little practical application, many other sustainability researchers claim that its implementation in practice remains difficult, leaving much of the tourism industry "... alarmingly unsustainable". TEFI framework offers the alternative.

**Keywords:** Tourism higher education, sustainability, education performance, values, TEFI

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## Social Benefits of an English Learning Program for Young Learners

Yusuf Şen, Mesut Kuleli, Zeynep Övdür Uğurlu ve Harun Öztürk

The aim of this study is to determine how an English learning program for young learners contributes to their socialization process. To this end, 30 volunteer young learners were admitted to the program in 2013 Summer season. The participants were divided into two groups based on their ages. One group consisted of 18 participants who were seven and eight years old while the other group consisted of 12 participants who were five and six years old. The participants were provided with an English-only environment for six weeks. The participants attended classes for five hours from Monday to Thursday, which means four days and twenty hours a week. Throughout the program, they were given drawing, reading, drama, music, physical education, basic science and speaking courses. Except for the physical education lesson, all lessons were taught by native speakers of English who had specialized in teaching English for young learners. Physical education lessons were taught by Turkish teachers who had also taken active role in similar studies for young learners. It is important to note that all classes were given in English. As data collection, with the consent obtained from the young learners' parents, the participants were interviewed both before the program and at the end of the program. They were asked 10 questions by the researchers about their expectations of the program at the beginning and their evaluation of the program at the end. Two of the items in the interview were directly about the social gains in this program. All students reported that they made good friends in this program and they would continue to see those friends even after the program, which they had hoped before the program started. This shows that engaging young learners in English learning program contributes to their socialization process in a positive way.

**Keywords:** Young learners, socialization, English learning, social gains, language

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## Improvements in the Listening Skills of Young Learners Attending an English Learning Program

Yusuf Şen, Zeynep Övdür Uğurlu, Harun Öztürk and Mesut Kuleli

The purpose of this study is to find out whether an English learning program for young learners is helpful to improve participants' listening skills. Thirty young learners were admitted to the program in the summer of 2013. Learners were put into two groups according to their ages. One group consisted of 18 participants who were seven and eight years old while the other group consisted 12 participants at the ages of five and six. The participants attended five-hour a day classes Monday through Thursdays in an English-only environment for six weeks. They took drawing, reading, drama, music, physical education, basic science, and speaking courses throughout the program. All lessons except for Physical Education were taught by native speakers of English who had specialized in teaching English for young learners. Physical education lessons were taught by Turkish teachers experienced in similar studies for young learners. Additionally, there were assistant teachers, who were studying English Language Teaching and were responsible for helping native speaker teachers. The medium of instruction was English in all lessons. For data collection, 10 question-observation forms were prepared and observations were made during four weeks. In the first week of the program, observations were not conducted as it was the orientation week. During the first two weeks, it was observed that young learners frequently attempted to get help from assistant teachers as they could not understand teacher's instructions. However, during the third and fourth weeks, participants were observed to get less help and try to interact directly with native speaker teachers. This shows that engaging young learners in an English-only environment and helping them interact with native speakers intensively contributes to their listening skills in a positive way. **Keywords:** Young learners, listening skill, English learning

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## Öğretmen Adaylarının Sosyal Bilgiler Öğretim Programı Kapsamında Vatandaşlık Eğitimine İlişkin Beklentileri

Ramazan Özbek ve Bahadır Köksalan

Araştırma 2013-2014 Öğretim yılında İnönü Üniversitesi, Eğitim Fakültesi İlköğretim Sosyal Bilgiler Öğretmenliği Anabilim dalı 4.sınıf öğretmen adaylarının görüşleri çerçevesinde yapılacaktır. Araştırma öğretmen adaylarının ilköğretim sosyal bilgiler dersi öğretim programını inceleyerek, programın bütününe ilişkin görüşlerini almak temeline dayanmaktadır. Araştırmada nitel araştırma yönteminden olgu bilim deseni (fenomenoloji) kullanılmıştır. Öğretmen adaylarının Sosyal Bilgiler Öğretim Programı kapsamında vatandaşlık eğitimine ilişkin beklentileri incelenecektir. Bu kapsamda veri toplamak üzere, ilköğretim sosyal bilgiler öğretim programı incelendikten sonra, programa ilişkin görüşlerini almak üzere "Açık Uçlu Yazılı Anket" soruları kullanılacaktır. Bu kapsamda öğretmen adaylarından aşağıdaki açıklamalar çerçevesinde verilen soruları cevaplandırmaları istenecektir. "İlköğretim Sosyal Bilgiler Öğretim Programını ve mümkün olduğu kadar Avrupa Birliği Ülkelerinin eğitim-öğretim programlarını inceleyerek, programa ait görüşlerinizi aşağıdaki sorular çerçevesinde, olumlu, olumsuz ve olumlu-olumsuz özellikleri dikkate alarak cevaplandırınız."

- Vatandaşlık Eğitiminin amaçları hangi özellikleri kazandırmaya yönelik olmalıdır.
- Vatandaşlık Eğitiminin ders içeriği hangi konuları kapsamalıdır.
- Vatandaşlık Eğitiminde hangi öğretim yöntemleri-teknikleri kullanılmalıdır
- Vatandaşlık Eğitiminin ders araç ve gereçlerinin seçilmesinde ve kullanılmasındaki temel kriterler neler olmalıdır.
- Vatandaşlık Eğitiminin değerlendirilmesinde hangi teknik ve kriterler kullanılmalıdır.

**Anahtar Kelimeler:** Sosyal bilgiler öğretimi, vatandaşlık eğitimi

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## Öğretmen Adaylarının Sosyal Bilgiler Öğretim Programı Kapsamında İnsan Hakları Eğitimine İlişkin Beklentileri

Ramazan Özbeke

Araştırma 2013-2014 Öğretim yılında İnönü Üniversitesi, Eğitim Fakültesi İlköğretim Sosyal Bilgiler Öğretmenliği Anabilim dalı 4.sınıf öğretmen adaylarının görüşleri çerçevesinde yapılacaktır. Araştırma öğretmen adaylarının ilköğretim sosyal bilgiler dersi öğretim programını inceleyerek, programın bütününe ilişkin görüşlerini almak temeline dayanmaktadır. Araştırmada nitel araştırma yönteminden olgu bilim deseni (fenomenoloji) kullanılmıştır. Öğretmen adaylarının Sosyal Bilgiler Öğretim Programı kapsamında İnsan hakları eğitimine ilişkin beklentileri incelenecektir. Bu kapsamda veri toplamak üzere, ilköğretim sosyal bilgiler öğretim programı incelendikten sonra, programa ilişkin görüşlerini almak üzere "Açık Uçlu Yazılı Anket" soruları kullanılacaktır. Bu kapsamda öğretmen adaylarından aşağıdaki açıklamalar çerçevesinde verilen soruları cevaplandırmaları istenecektir. "İlköğretim Sosyal Bilgiler Öğretim Programını ve mümkün olduğu kadar Avrupa Birliği Ülkelerinin eğitim-öğretim programlarını inceleyerek, programa ait görüşlerinizi aşağıdaki sorular çerçevesinde, olumlu, olumsuz ve olumlu-olumsuz özellikleri dikkate alarak cevaplandırınız."

- İnsan Hakları Eğitiminin amaçları hangi özellikleri kazandırmaya yönelik olmalıdır.
- İnsan Hakları Eğitiminin ders içeriği hangi konuları kapsamalıdır.
- İnsan Hakları Eğitiminde hangi öğretim yöntemleri-teknikleri kullanılmalıdır
- İnsan Hakları Eğitiminin ders araç ve gereçlerinin seçilmesinde ve kullanılmasındaki temel kriterler neler olmalıdır.
- İnsan Hakları Eğitiminin değerlendirilmesinde hangi teknik ve kriterler kullanılmalıdır.

*Anahtar Kelimeler: Sosyal bilgiler öğretimi, insan hakları eğitimi*

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## Sınıf Öğretmenlerinin 60-66 Aylık Çocukların İlkokula Başlamasıyla İlgili Görüşlerinin İncelenmesi

Halil İbrahim Sağlam ve Tuğba Besen

Bu araştırma, sınıf öğretmenlerinin 60-66 aylık çocukların ilkokula başlamasıyla ilgili görüşlerinin incelenmesi amacıyla yapılmıştır. Araştırmanın çalışma grubunu 2012-2013 eğitim öğretim yılında Batman ilinde 8'i kadın, 12'si erkek olmak üzere toplam 20 sınıf öğretmeni oluşturmaktadır. Araştırma, maksimum örnekleme yöntemiyle seçilen farklı sosyoekonomik düzeylerdeki ilkokullarda birinci sınıf okutan sınıf öğretmenleriyle; nitel araştırma desenlerinden olgubilim deseni kapsamında yürütülmüştür. Görüşme formundaki soruların kapsam geçerliği için alanla ilgili üç uzmanın görüşüne başvurulmuş ve gelen öneriler doğrultusunda gerekli düzeltmeler yapılmıştır. Ayrıca, görüşme formundaki soruların anlaşılabilirliğini 5 sınıf öğretmeni ile görüşülerek kontrol edilmiş ve forma son şekli verilmiştir. Sınıf öğretmenlerinden elde edilen veriler içerik analizi yöntemine tabi tutularak çözümlenmiştir. Araştırma, 60-66 aylık çocukların ilkokula başlamasının bilişsel, duyuşsal ve psikomotor alanlarda yetersizlikler yaşamalarına neden olduğu; 60-66 aylık öğrencilerin velilerin isteği ile okula gönderilmiş olmasının öğrencilerin başarısını olumlu etkilediğini düşünenlerin yanında olumsuz etkilediğini düşünenlerin de olduğu; ilkokula başlamadan önce okul öncesi eğitim alınarak öğrencilerin ilkokula hazırbulunuşluklarının sağlanması gerektiği; 60-66 aylık çocukların ilkokula kaydedilmelerinde velilerin kaygı taşımalarının, menfaat sağlamak istemelerinin etkili olduğunu, bazı bilinçli velilerin de erken yaşta çocuklarını okula göndermek istedikleri sonucuna ulaşılmıştır.

*Anahtar Kelimeler: 4+4+4, 60-66 aylık çocuklar, ilkokula başlama yaşı, hazırbulunuşluk*

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## Öğretmen Adaylarının Sosyal İletişim Araçlarında Kullanılan Yazım ve Noktalamaya İlişkin Tutumları

Alpaslan Okur ve Aysun Eroğlu

Bireylerin belli sınırlar içerisinde, bir sistem ile kamuya açık profil oluşturma ve bağlantıda olduğu listesindeki diğer kullanıcılarla iletişim kurmasına, birbirlerinin profillerinde gezmelerine izin veren internet bağlantılı sosyal iletişim araçları (facebook, twitter, gamil/hotmail, whatsapp,vb) son zamanlarda çokça kullanılmaktadır. Teknolojinin gelişmesi ve internet ulaşımının kolaylaşması ile bu sosyal iletişim araçlarının günümüzdeki popülerliği de artmıştır. Buna bağlı olarak insanların birbirinden haberdar olması ve birbirlerine daha hızlı ulaşmaları kaçınılmaz olmuştur. İnsanların birbiriyle haberleşmeleri her ne kadar kolaylaşsa da insanların bu sosyal iletişim araçlarını ne kadar doğru ve etkili kullandıklarıyla ilgili soru işaretleri oluşmuştur. Özellikle çocukların fazlaca ilgi alanına giren sosyal iletişim araçlarını bu çocukları yetiştirecek olan geleceğin öğretmenleri tarafından nasıl kullanıldığı merak konusu olmuştur. bununla ilgili olarak Sakarya Üniversitesi Eğitim Fakültesi 2013-2014 güz döneminde eğitim-öğretim gören 8 farklı branşın (Türkçe Öğretmenliği, Fen Bilgisi Öğretmenliği, Sınıf Öğretmenliği, İngilizce Öğretmenliği, Okul Öncesi Öğretmenliği, Bilgisayar ve Öğretim Teknolojileri Öğretmenliği, Matematik Öğretmenliği, Sosyal Bilgiler Öğretmenliği) öğretmen adaylarına sosyal iletişim araçlarını kullandıkları yazım ve noktalama işaretleriyle ilgili bir ölçek uygulanmıştır. Sadece davranış boyutunu ele alan bu ölçek, gerekli literatür taraması yapıldıktan sonra 35 madde olarak oluşturulmuştur. Alan uzmanlarıyla görüşüldükten sonra ölçekten 8 madde çıkarılmış ve ölçek 27 maddelik haliyle öğrencilere uygulanmıştır. Ölçeğin başına öğrencilere yardımcı olacak bir yönerge de eklenmiştir.

*Anahtar Kelimeler: Sosyal iletişim Araçları, yazım ve noktalama, öğretmen adayları, tutum*

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## İlköğretim 5.Sınıf Öğrencilerinin Türkçe Dersinde İletişim Becerilerini Kullanmaya Yönelik Öğretmen Görüşleri

*Bahadır Köksalan, Ramazan Özbek ve Arif Yıldırım*

Bu araştırmada ilköğretim 5.sınıf öğrencilerinin Türkçe dersinde iletişim becerilerini kullanmaya yönelik öğretmen görüşlerinin değerlendirilmesi amaçlanmıştır. Çağımızdaki ilerlemeler ve gelişmeler her alanda olduğu gibi eğitim alanının da yeni sahip olmaları gereken bilgi ve becerilerin yeniden ele alınıp düzenlenmesi, çağdaş öğrenme kuramlarını esas alan öğretim programlarının ön plana çıkması ve geliştirilmesi gerekmektedir. Program geliştirme çalışmaları kapsamında öğrenenin pasif, öğreticinin aktif olduğu yaklaşımlar yerine; öğrenenin merkezde öğreticinin ise ortam düzenleyici, yönlendirici roller üstlendiği yaklaşımlar ele alınmıştır. Dolayısıyla yapılandırmacı sistemde becerilerin Öğrenciler tarafından kazanılması önemlidir. Bu yüzden dersler işlenirken kazanımlarda becerilerin dikkate alınması gerekmektedir. Türkçe programında; dinleme, konuşma, okuma, yazma, görsel okuma, görsel sunu ile ilgili temel becerilerin yanı sıra metinler arası düşünme, anlama, sıralama, sınıflama, sorgulama, ilişki kurma, eşleştirme, analiz-sentez yapma ve değerlendirme gibi zihinsel becerileri geliştirme hedeflenmektedir. Bu tezimde ilköğretim öğrencilerinin Türkçe derslerinde iletişim becerilerini hangi düzeyde kullanabildiklerini öğretmenlerinin gözlemleriyle ölçmek istedim.Sosyal bir varlık olan insan toplu olarak yaşar ve çeşitli nedenlerle birbirleriyle sözlü yada sözsüz ilişkiler içinde bulunur, amaçları doğrultusunda birbirleriyle iletişim kurarlar. Bu nedenden dolayı iletişim; bilgi üretme, aktarma ve anlamlandırma süreci olarak tanımlanabilir. Her ne olursa olsun insanlar arasındaki bu iletişim engellenemez. Toplum içerisinde iletişim ilköğretim çağında başlar.Bu çalışmada veriler araştırmacı tarafından geliştirilen anket ile elde edilmiştir. Bu anket sorularının güvenilirliği ve geçerliliği uzman kanısı ile sağlanmıştır. Bu çalışmada SPSS 16 paket programı kullanılmıştır. Yapılan analizlerde t testi, anova frekans, yüzdelik, post hoc LSD testi kullanılmıştır.

*Anahtar Kelimeler: Türkçe öğretimi, iletişim, iletişim becerileri*

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## Teaching Greek Language to Turkish Speaking Students at Minority Primary Schools in Western Thrace (Greece)

*Ferhan Kırıldökme Mollaoğlu*

In the beginning of the 20<sup>th</sup> century, after a period of conflicts, Greece and Turkey reciprocally agreed to sign an international document, the 1923 Lausanne Peace Treaty. According the Lausanne Treaty the Turkish speaking Muslims living in Western Thrace (Greece) and the Orthodox Greeks of Istanbul were exempted from compulsory population exchange between both countries. Thus, both Turkish and Greek communities were actually given the right to continue living in their historic homelands under a new "minority" status. Turkey and Greece also agreed to provide protection of both minorities' rights under the guarantorship of the League of Nations. Since then, Turkish speaking Muslims of Western Thrace have lived as citizens of Greece under 'minority regime' that survives until this day. The basic charter for minority education in Western Thrace is the Lausanne Treaty. According to article 40 Greece is obliged to secure that the Turkish speaking minority has adequate facilities for instruction in their own language and an equitable share of public funds. However, this provision should not prevent Greece from making the teaching of Greek language obligatory. Thus, the Greek curriculum constituted one of the two parts of bilingual education provided to Muslim Turkish students at Minority primary schools after 1923. It was anticipated that Greece would gradually take measures for the teaching of the Greek language but no Greek state apparatus made a major attempt to teach Greek to Minority students until the mid-1990. In this paper we will examine the Project for the "Education of Muslim Children (PEM)" and the new strategy of the Greek State for teaching Greek language to Turkish speaking students. Also we will examine the textbooks for teaching Greek language prepared by the associates of this program and distributed at Minority primary schools in Western Thrace.

*Keywords: Greece, Turkey, Turkish speaking Minority of Western Thrace, Greek language*

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## İlkokul Öğrencilerinin, Öğrenci Velilerinin ve Sınıf Öğretmenlerinin Ödev Kavramına İlişkin Algıları: Metafor Analizi Örneği

Coşkun Küçüktepe ve Ayşe Kalkan

Bu araştırma, ilkokul öğrenci (n=160), veli (n=65) ve öğretmenlerinin (n=60) "ödev" kavramına ilişkin sahip oldukları metaforları ortaya çıkarma amacına yönelik olarak gerçekleştirilmiştir. Katılımcıların her birinin "Ödev .... ya benzer, çünkü ...." ibaresini tamamlamasıyla elde edilen ham veriler, nitel çözümleme teknikleri kullanılarak analiz edilmiş, frekans ve yüzde analizleri yapılmıştır. Ev ödevine yönelik tanımlara bakıldığında, ödevlerin sınıf dışında yapılan, bireysel ya da grupla tercih edilen, zihinsel veya bedensel etkinlikler şeklinde genel bir tanım çıkarmak mümkündür. Ev ödevlerinin faydalarına da dikkat çeken tanımlar; ev ödevlerinin bağımsız çalışma alışkanlığı ve sorumluluk duygusu kazandırdığı, ev ödevi sayesinde ailelerin öğretim sürecine dâhil edildiği, öğretmen ve öğrenci iletişiminin sağlandığı, öğrenilenlerin pekiştirdiği yönünde birleşmektedir. Bazı tanımlarda ise ödevler, zorla yaptırılan, öğrencilerin istemeyerek yaptığı hatta ceza yöntemi olarak kullanılan bir öğretim tekniği olarak değerlendirilmiştir. Araştırmadan elde edilen metaforlar, bu tanımları destekler niteliktedir. Metafor bir kavramı başka bir kavrama benzeterek anlatmak demektir. Metafor semboldür, yani çağrışımcıdır (Ocak ve Gündüz, 2006). Metaforlar, analiz edilmek istenen kavramların nasıl algılandığını ortaya çıkarmaya katkı sağlar. Metaforlar, "ödev" kavramının öğrenci, öğretmen ve veli tarafından nasıl görüldüğünün ortaya çıkarılmasını sağlayabilir. Çeşitli benzetmeler yoluyla ödevin okulun paydaşlarının nasıl algılandığını farklı tanımlamalarla öğrenebiliriz. Araştırmanın bulgularına göre, katılımcılar ödev kavramına ilişkin olarak toplam 220 adet geçerli metafor üretmiştir. Bu metaforlar daha sonra ortak özellikleri bakımından irdelenerek 13 farklı kavramsal kategori (*Hayatın Kendisi, Aydınlatıcı/Yansıtıcı, Eğlenceli Bir İş, Biçimsel, Tekrarlama/Tamamlama/Pekiştirme Etkinliği, Depolama Etkinliği, Uygulama Etkinliği, Geleceğe Hazırlık/Ürün Alma, Bilgi Kaynağı, Sorumluluk, Öğrenme Aracı, Çift Yönlü Olarak, Olumsuz Algılanan Ödev*) altında toplanmıştır. Öğrencilerin bu kavramsal kategorilerden en çok *Bilgi Kaynağı Olarak Ödev* (f=39, %=24) kategorisine, velilerin en çok *Hayatın Kendisi Olarak Ödev* (f=18, %=28) kategorisine ve öğretmenlerin en çok *Tekrarlama/Tamamlama/Pekiştirme Etkinliği Olarak Ödev* (f=17, %=28) kategorisine ilişkin metafor geliştirdikleri görülmüştür.

**Anahtar Kelimeler:** Metafor, ödev, öğrenci, veli, öğretmen

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## Sınıf Öğretmenlerinin Öz ve Akran Değerlendirme Formlarının Kullanımına ve Öğrenme Ortamlarındaki Etkililiğine İlişkin Görüşleri

Coşkun Küçüktepe ve Tuğba Sargın

2005 yılında gerçekleşen program değişiminden en yoğun etkilenen alanlardan biri ölçme ve değerlendirme alanıdır. Bu değişim sonucunda eğitimde ölçme ve değerlendirme yapılırken öğrencilerin bilişsel kazanımlarını ölçmeyi amaçlayan sözlü, yazılı, çoktan seçmeli gibi geleneksel ölçme araçlarının yanı sıra bilişsel, duyuşsal, sosyal gelişimlerinin değerlendirilmesini amaçlayan portfolyo, rubrik, öz değerlendirme, akran değerlendirme gibi alternatif ölçme araçlarına da yer verilmiştir. Bunlardan öz değerlendirme öğrencinin kendisini, akran değerlendirme, öğrencinin arkadaşlarını değerlendirmesini sağlayan bir ölçme-değerlendirme aracıdır. Öğrencinin kendini değerlendirmesi öz eleştiri, kendini tanıma gibi; arkadaşını değerlendirmesi eleştirel düşünme, karar verme gibi becerileri kazanmasına yardımcı olur. Bu çerçevede araştırmanın amacı, öz ve akran değerlendirme formlarının öğrenme ortamlarındaki etkililiğine ilişkin öğretmenlerin görüşlerini belirlemektir. Araştırmaya gönüllü olarak katılan 35 sınıf öğretmeni ile görüşme yapılmıştır. Veriler, yapılandırılmış görüşme formu ile elde edilmiştir. Görüşmeden elde edilen verilere nitel araştırma yöntemlerinden içerik analizi uygulanmıştır. Araştırma sonucunda; öğretmenlerin öz değerlendirmeyi bireyin kendisini değerlendirmesi, akran değerlendirmeyi öğrencinin arkadaşını/arkadaşlarını değerlendirmesi olarak tanımladığı, öz ve akran değerlendirme formlarını "ders sürecinde" uyguladıkları; öz ve akran değerlendirme formlarından "var olanlarını" kullandıkları, öz değerlendirme formlarının yeterliliğini "bazen yetersiz" ve "yeterli", akran değerlendirme formlarının yeterliliğini "bazen yetersiz" olarak değerlendirdikleri ortaya çıkmıştır. Bununla beraber öğretmenler hazır kullanılan öz ve akran değerlendirme formlarını kendi sınıflarına göre değerlendirdiklerinde "eksiklik gördüklerini", öz değerlendirmenin sonuçlarından "ders sürecinin değerlendirilmesinde", akran değerlendirmenin sonuçlarından "öğrencileri tanımada" yararlandıklarını belirtmişlerdir. Öğretmenlerin öz ve akran değerlendirme formlarından en çok "öz değerlendirmeyi" kullandıkları da saptanmıştır.

**Anahtar Kelimeler:** Öz değerlendirme, akran değerlendirme, alternatif ölçme-değerlendirme, yapılandırıcılık

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## Cumhuriyet Dönemi Türkçe Öğretim Programlarının Hedefler Açısından İncelenmesi

*Coşkun Küçüktepe ve Aslihan Alyıldız Uğurlu*

Bu çalışmada, Cumhuriyet dönemi ilkököl Türkçe öğretim programlarının hedefler açısından incelenmesi amaçlanmıştır. Nitel araştırmaya örnek oluşturan çalışmada veriler doküman incelemesi yoluyla toplanmış ve ilkököl Türkçe öğretim programlarındaki hedeflerin derinlemesine analizi yapılarak meydana gelen değişiklikler ortaya konulmuştur. Cumhuriyet tarihinin ilk müfredat programı olan ve çerçeve program niteliği taşıyan 1924 İlk Mektep Müfredat Programı incelendiğinde programın ve programdaki derslerin hedeflerinin ayrı başlık altında düzenlenmediği görülmüştür. Hedefler ilk kez 1926 İlk Mektepler Müfredat Programı'nda ele alınmış ve programda Türkçe dersinin hedefleri beş madde ile ifade edilmiştir. Hedeflerde doğru anlama, doğru anlatma, doğru düşünme, öğrencilerde edebi zevk oluşturma ve öğrencileri milli şiveye alıştırmaya konuları üzerinde durulmuştur. 1926 programındaki hedefler, üzerlerinde hiçbir değişiklik yapılmadan 1930 ilkököl Türkçe öğretim programında da yer almıştır. 1936 İlk Mektep Müfredat Programı'nda ise Türkçe dersi için altı hedef listelenmiştir. Genel hedeflerin yanı sıra okuma, talebeyi ifadeye alıştırmaya ve imla alanlarına yönelik hedefler de programda belirtilmiştir. 1926 ile 1936 ilkököl Türkçe öğretim programlarındaki hedefler karşılaştırıldığında 1936 programında milli unsurların ön plana çıktığı görülmüştür. 1948 ile 1936 ilkököl Türkçe öğretim programlarındaki hedeflerin aynı olduğu, 1948 programında hedef ifadesi yerine amaç ifadesinin kullanıldığı saptanmıştır. 1968 programı incelendiğinde 1926, 1936 ve 1948 Türkçe öğretim programlarının hedeflerinde yer almayan "gözlem ve araştırma", "dinleme ve okuma alışkanlığı ve zevki" konularına ilişkin hedeflerin programa eklendiği belirlenmiştir. Ulusal duygu ve coşku vurgusunun yapıldığı 1981 İlköğretim Okulları Türkçe Öğretim Programı'nda ise sekiz amaç belirtilmiş ve programda, diğer programlarda ele alınmayan "bilimsel, eleştireci, doğru, yapıcı ve yaratıcı düşünme" yollarını kazandırmaya yönelik hedef ifadesine yer verilmiştir. 2005 Türkçe öğretim programında on üç genel amaç ifadesi yer almış ve yapılandırmacı yaklaşımın dayandığı temel ilkeler programın amaçlarına yansımıştır. "Bilgiyi araştırma, keşfetme, yorumlama ve zihninde yapılandırma becerilerini geliştirmek" ve "Bilgiye ulaşma, bilgiyi kullanma ve üretme becerilerini geliştirmek" şeklinde ifade edilen amaçlarda bu durum kendini göstermektedir. Önceki programlarda yer almayan "kazanım" ifadesi bu programda kullanılmış ve öğrenme alanlarına ait kazanımlar sınıf düzeyine göre listelenmiştir.

**Anahtar Kelimeler:** Öğretim programı, Türkçe öğretim programları, hedef

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## The Perceptions of Teacher Candidates on History in Non-Educational TV Series: The Magnificent Century

*Gulsah Batdal-Karaduman ve Evren Sar*

As it is known, the movies and the TV series are occupying a large part in the daily lives of adults and children in our era. In this connection, in the present study, the most popular historical TV series of recent years in Turkey, "Muhteşem Yüzyıl" (The Magnificent Century), was selected as the sample for the data collection in order to explore the perceptions of history of university students'. The data collected was analyzed both qualitatively and quantitatively. The findings discussed in relation to the possible educative effects of historical non-educational TV series and movies on students' perceptions related to history. Additionally, suggestions were made regarding to the utilization of non-educational TV series or movies in education in a positive way.

**Keywords:** Teacher Candidates, non-educational TV series, history education

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## Sözcük Öğretimi Bağlamında Bir Masal Okuma Sözlüğü Denemesi

*Melda Karagöz, Neslihan Yücelşen ve Utku Oryaşın*

Bu çalışmanın amacı, sözcük öğretimiyle ilgili kuramsal çerçevenin çizilerek sözcük öğretiminin Türkçe öğretimindeki yerini bir masal okuma sözlüğü denemesiyle belirlemektir. Bu amaç doğrultusunda alanyazın taraması yapılarak kuramsal çerçeve oluşturulmuş, masal okuma sözlüğünün oluşturulmasında ise amaçlı örnekleme yapılarak türün özelliklerini yansıtan masallar seçilmiştir. Seçilen masallar, birçoğu Pertev Naili Boratav'ın *Az Gittik Uz Gittik* adlı derlemesinden seçilen Anadolu masallarının Adnan Binyazar tarafından değişik bir biçimlemeyle sunulduğu "*On Beş Türk Masalı*" adlı yapıtındaki masallar olup tipik bir durum örneklemesidir. Alanyazına göre sözcük öğretimi, öğrencilerin anlama ve anlatma becerileri dolayısıyla iletişim becerilerinin gelişmesinde önemli bir etkidir. Masal türüne özgü sözcük ve sözcük gruplarının çözümlenerek ortaya konduğu bu çalışmayla öğrencilerin masal dünyasına dönük sözcük dağarcığının ve anlama, anlatma becerilerinin geliştirilmesi beklenmektedir.

**Anahtar Kelimeler:** Sözcük öğretimi, masal, masal okuma sözlüğü, Türkçe öğretimi

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## Türk Dili ve Edebiyatı Öğretmen Adaylarının Alan Yeterlilikleri Hakkındaki Görüşleri Üzerine Bir Değerlendirme

Nesrin Bayraktar

Türk Dili ve edebiyatı öğretmenleri, liselerde görev almakta ve başlıca Türk edebiyatı, dil ve anlatım, kompozisyon; seçmeli olarak da drama, hızlı okuma teknikleri, Türk lehçeleri, güzel konuşma ve yazma, edebî sanatlar, halk kültürü, dilbilim, edebiyat tarihi, edebî metinler, yazı sanatı gibi derslere girmektedir. Dört yıl boyunca aldıkları çeşitli derslerle, alan becerilerini geliştirmekte, daha sonraki aşama olan formasyon eğitimiyle de pedagojik beceriler kazanmaktadırlar. Bu çalışmada, Fen-Edebiyat Fakültesi Türk Dili ve Edebiyatı bölümünde okuyan 150 öğrenciye alan bilgi ve becerilerinde kendilerini yeterli hissetme düzeylerine yönelik bir anket uygulanmıştır. Bu anket, bir Türk Dili ve Edebiyatı öğretmenin öncelikli olarak vermeye yükümlü olduğu derslere yönelik Türk edebiyatı, Türkçe dil bilgisi ve kompozisyon bilgisi ile ilgili bilgilerine dair sorular yer almaktadır. Beş seçenekli LIKERT ölçeği kullanılan anket, Çanakkale Onsekiz Mart Üniversitesi Fen-Edebiyat Fakültesi Türk Dili ve Edebiyatı bölümü 4. sınıf öğrencilerine; aynı anda ve aynı koşullarda uygulanmıştır. Çalışmanın sonuçlarından elde edilen veriler değerlendirilecek; böylece Türk dili ve edebiyatı bölümlerinde okutulan dersler sonucunda öğretmen aday adaylarının kendilerini bir alan öğretmeni olarak yeterli hissetme düzeylerine dair saptamalarda bulunulacaktır.

**Anahtar Kelimeler:** Türk dili ve edebiyatı öğretmenliği alan bilgisi, mesleki yeterlilik, Türk dili ve edebiyatı öğretmenliği

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## Muhasebede Teknolojinin Yeri ve E-muhasebe

Aysel Güney

Teknolojik gelişmeler muhasebe faaliyetleri kapsamında iş yapma biçimlerini değiştirmiş muhasebe ile ilgili işlemler elektronik ortam üzerinden gerçekleştirilmeye başlanmıştır. Bilgi teknolojilerinde günden güne hızla artan büyüme ve gelişme, ekonomik, sosyal ve kültürel alanlarda dijital devrimi de beraberinde getirmiştir. Çağımız bilgi çağıdır ve muhasebenin bir bilgi sistemi olduğunu kabul ettiğimizde bilgi teknolojilerinin işletmelerde kullanımı ile birlikte işletmelerin iş yapma biçim ve süreçleri de değişmiş ve bu durum muhasebeyi de yakından etkilemiştir. Muhasebe eğitiminin değişen koşullara ayak uydurması gerekliliği eğitimci ve uygulamacıları yeni arayışlara yönlendirmiştir. Üniversitelerde verilen muhasebe eğitiminde teorik bilgilerin yanı sıra dijital kaynaklardan yararlanarak Öğrencinin dikkatini ayakta tutacak interaktif bir ortam yaratarak bilgi teknolojilerinin kullanıldığı eğitim modellerinin tercih edilerek bilgi çağının ve teknolojik unsurların eğitim içinde yer almasının sağlanması gerekmektedir. Bunun içinde hedefe yönelik muhasebe derslerini öğrencilerin alması sağlanıp, kayıt tutmanın ötesinde bilgileri değerlendirip, yorumlayıp bilgi ve iletişim teknolojileri ile fark yaratabilecekleri bir eğitim düzeni oluşturulması gerekmektedir. Bu konuda yapılan dijital uygulamalardan birisi E - muhasebedir. E-muhasebe, internetin gücünden faydalanarak tüm faaliyetlerin eskisinden verimli, düşük maliyetli, esnek yönetilmesini sağlama anlayışıdır. Faaliyetin tüm tarafları (çalışan-yönetici -müşteri- kamu kurumu-iş ortağı-tedarikçi) sistemin gerçek zamanlı kullanıcıları ve güncel bilgiyi anlık paylaşanlardır. Muhasebe eğitimi ile bu yapıyı işletmelerde uygulayabilecek ve bu sistemi işletmelerde kurabilecek muhasebe çalışanlarına ihtiyaç duyulmaktadır. Bu yüzden muhasebe eğitiminin kalitesi, işletme çalışanlarının ve dolayısıyla işletmelerin başarılarını doğrudan etkileyen bir faktördür.

**Anahtar Kelimeler:** Muhasebe, eğitim, teknoloji, e-muhasebe

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## Current Issues of Financial Education in Russia.1

Nadiya M.Sabitova

The article discusses the process of training financiers in Russian universities, as they are needed by all sectors of the economy. In Russia since Soviet times the training has been carried out within "Finance and Credit" profile. Kazan Finance and Economics Institute which is now the division of Kazan Federal University has been among the institutions involved in the financial training since 1931. In the early 90-ies of XX century "Finance and credit" profile became popular. The education within this profile was organized not only by fee-based private educational establishments, but also by some other non-core public institutes and universities. The growing number of universities involved in the training of financiers was associated with the growth of the financial sector, as well as with the desire of many universities to improve their financial condition by means of fee-based training, without taking into account the quality of financial education. The latter has long been ignored in the Russian Federation and only in 2012 the Ministry of Education began to detect inefficient institutions and universities. Kazan Federal University has organized training for the financial sector in the framework of undergraduate program for a Bachelor's degree as well as in the context of the Masters' program in the field of "Economics". Only in 2011 the educational standard for "Finance and Credit" has been adopted. The undergraduate program provides only a general idea of the financial component of the economy, modern financial institutions and markets. Graduate programs of a higher level give an opportunity to train more qualified staff for work in the financial sector. Given the fact that Russian higher educational establishments have long been training various professionals even within "Finance and Credit" profile, there is a problem of keeping single-disciplined programs even with the transition to a two-tier system of education (Bachelors' and Masters' degrees). In this article the author proves that training of financiers within Master's programs should be focused on the needs of the global financial system, address the problems of financial globalization, which are raising new demands to the quality of financial training.

**Keywords:** *Financial sector; financial globalization, financial education, state educational standards, Bachelor's degree program, Specialist's degree program, Master's degree program in finance, development of educational programs in finance*

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## Sınıf Öğretmeni Adaylarının Eleştirel Okuma Becerilerine Yönelik Görüşleri ve Yeterlik Algıları

Ruhan Karadağ

Bu araştırmanın amacı sınıf öğretmeni adaylarının eleştirel okuma becerilerine yönelik görüşlerini ve yeterlik algılarını belirlemektir. Araştırmaya 2013-2014 öğretim yılı güz döneminde Adıyaman Üniversitesi Eğitim Fakültesi İlköğretim Bölümün Sınıf Öğretmenliği programı son sınıfta öğrenim gören 25 öğretmen adayı katılmıştır. Katılımcıların seçiminde amaçlı örnekleme türlerinden ölçüt örnekleme kullanılmıştır. Araştırmaya katılacak öğretmen adaylarının seçiminde, adayların Türkçe öğretimi dersini almış ve mezun duruma gelmiş son sınıf öğrencisi olmaları temel ölçüt olarak belirlenmiştir. Nitel araştırma yaklaşımı benimsenerek gerçekleştirilen araştırmanın verileri yarı yapılandırılmış görüşmeler yoluyla toplanmış; araştırma verileri betimsel analiz yoluyla çözümlenmiştir. Araştırma sonucunda sınıf öğretmeni adaylarının kendilerini eleştirel okur-yazar olarak görmedikleri, eleştirel okuma becerisine ait stratejilerin farkında olmadıkları, öğretmen eğitimi sürecinde aldıkları bilginin yetersiz olduğu ortaya çıkmıştır. Bunun yanı sıra öğretmen adaylarının eleştirel okuryazarlığın gerektirdiği becerilere sahip olmadıklarına inandıkları ve bu konuda ek öğretim hizmetlerine gereksinim duydukları araştırmanın diğer sonuçları arasındadır. Ayrıca araştırma sonucunda sınıf öğretmeni adaylarının eğitim fakültelerinde eleştirel okuma ve üst düzey düşünme becerilerinin gelişimine sağlamaya yönelik projeler yapılması, ilkokuldan başlayarak eleştirel okuma becerilerinin gelişimine önem verilmesi, hizmet içindeki öğretmenlerin bu konuda eğitilmesi, sınıf öğretmenliği programına zorunlu eleştirel okuma dersinin konulması gibi öneriler sunduğu ortaya çıkmıştır.

**Anahtar Kelimeler:** *Okur yazarlık, eleştirel okuma, Türkçe öğretimi, sınıf öğretmeni adayı, nitel araştırma*

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## New Horizons of Intercultural Communication: Applied Linguistics Approach

Marcel Pikhart

The paper deals with new roles of communication in the global business environment which is increasingly becoming intercultural and being intercultural is a necessity when doing business globally. Companies have to face the reality of intercultural environment which brings both advantages and drawbacks. Without the awareness of this fact we are not able to succeed in the market and the prospects for competitiveness are limited. The paper focuses on the trends current applied linguistics can bring in developing intercultural communication in the global business market.

**Anahtar Kelimeler:** *knowledge management, intercultural management, intercultural communication, global business environment, business communication*

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## International Health and Physical Education Congress

### Sexual Health Education to ST Diseases in Kabyè (a gur language of Togo)

*PERE-KEWEZIMA, Essodina Kokou*

Every activity contributing to the development is not possible unless workers are healthy. Today the widely discussed topic in international conference languages (English, French ...) in relation to health throughout the world is the sexually transmitted (ST). But the very problem is that about eighty percent (80%) of the population in Africa is illiterate as far as the practice of French and English languages is concerned. The only one possibility is to educate/sensitize these populations in their local languages about sexual health related to ST with an adequate medical vocabulary in African languages such as Kabyè, a Gur language of Togo.

**Keywords:** Sex language, medical vocabulary, cognitive semantics

### The Effects of Mobbing (Bullying) on Health Employers

*Neriman Görgülü, Kerime Derya Beydağ, Funda Şensoy and Mithat Kıyak*

The research was made as cross-sectional and descriptive in order to examine the effects of mobbing (bullying) on health employees in Atatürk State Hospital in Balıkesir city. Preliminary of the study was completed in December 2012 - January 2013, collecting data was made on January 28-2013 and March 28-2013 and between April, May and June 2013 data entry, analyses and writing of thesis was made.

Research universe is 911 people who work as actively in Atatürk State Hospital in Balıkesir city. The sample of research consists 238 health employees who were obtained by using sample costing formula on situations in which the universe is definite. While collecting the data, socio-demographic properties of health personnel, public survey which is consisted 3 section in order to define the effects between mobbing behavior and encountering situations. The data obtained after the research was analyzed with SPSS 19,0 Windows program (Statistical Package for the Social Sciences). While assessing the data, number-percentage counting and chi-square importance test was used.

In the study, it was determined that health employees were exposed to mobbing behaviors in different frequencies and had effects of mobbing from time to time. It was determined that the jobs of health of employees, their genders, marital status, sections they work, the situation of being happy while working at the time being and properties of personality are effective on the situation of being exposed to mobbing behavior ( $p < 0,05$ ) It was defined that nurse and midwife, women, married ones, employees in operating room, intense care, emergency services, the ones who are happy to work at the time being, 'ambitious and hardworking' and emotional ones were exposed to mobbing behavior. As a result, mobbing is a topic which should be think and seen frequently in health sector.

**Keywords:** Mobbing behavior, bullying, health employees, mobbing effects

### Stress and Stress Management in Health Institutions

*Kısmet Boyacı, Funda Şensoy, Kerime Derya Beydağ and Mithat Kıyak*

The purpose of this research was to determine main stress factors that health workers face with and ways of coping with this stress. To this end, data were obtained by face to face questionnaire from 103 health care workers employed in Merzifon Asker Hastanesi. These data were analysed with SPSS 16.0 package program. At the end of the study, 83 % of the participants stated that they have various stress factors. In the studied sample, disvaluation of work by others, inequitable distribution of tasks, common workplace gossip, relations with managers, injustice in performance evaluation as well as patient dissatisfaction and fear of complaints were found as leading stress factors. When methods for coping with stress were questioned, most common answers were; 'I repress', 'I fret', 'I try to solve by myself, and I will share with my close friends and my family'. It was found that stress factors and coping methods differ based on occupation, sex, and business life time. Considering that services in health sector should be carried out with the least error possible, it is obvious that personnel satisfaction has a key role. Therefore, there is an urgent need for effective studies about individual and corporate stress management are needed in our health corporation for the reduction of stress factors.

**Keywords:** Health workers, occupational stress, stress factors, stress management

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### **Compliance with Diabetic Patients with Diabetes and Requirements of Taking Education**

*Safiye Çoban Eroğlu, Funda Şensoy, Kerime Derya Beydağand Mithat Kıyak*

Diabetes mellitus is a condition having negative effects on life quality and is getting more common worldwide. So, patient education becomes greater importance due to its positive effects on life quality and patients' adaptive behavior. This study was performed to define patients' adaptive response to condition and their intentions for subjects of education after a patient education session by cross sectional method. Data was collected by a questionnaire including 38 multi choice questions built up by essay the related literature. The study population was composed by patients consulted in endocrinology and internal diseases polyclinics and their inpatients. The Statistical Package for Social Sciences (SPSS® 16.0) was used as statistical analyzer. Most of studied patients are female, married, graduated elementary school and housewives and their age distribution was between 53 and 70 years. All of them have a balanced budget and, nearly almost, they were covered by social insurance. The most common morbidity of patients was hypertension and their condition controlled by a physician. Most of them were recommended a specific dietary regime related to their condition by an expert- nearly half are physicians- and the majority of patients were putting the recommend regime into practice. The majority of diabetic patients hadn't had any education on their actual condition and had an intention to take part in an educational activity. The most intended subject was activities for prevention of complications. We defined a statistically significant relation between type and size of family, duration of condition, membership to any related association and publication, and having intention for education.

**Keywords:** *Diabetes mellitus, education, diabetes patient education*

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### **The Effects of Water-Based Exercises on Depressive Symptoms and Non-Specific Low Back Pain in Retired Professional Athletes: A Randomized Controlled Trial**

*Khadijeh Irandoust and Morteza Taheri*

The purpose of this study was to investigate the effects of water-based exercises on non-specific low back pain and Depressive Symptoms in retired athletes. 60 retired male patients were selected through accessible sampling method. By randomization, half of these patients were placed in the experimental group and the rest were chosen as the control group. After completing the written consent form, pre-tests (Beck Depression Inventory and low back pain tests) were performed. After the primary tests, the participates in the intervention group underwent exercise therapy in water for 24 sessions; three times in a week and each time lasted about 40 - 60 minutes, then post-test was performed. Independent Student's t-tests were used to compare the differences between the experimental and control groups. The results suggested that WHR, PBF of intervention group were decreased significantly (respectively,  $p=0.04$ ,  $p=0.05$ ). Trunk muscle mass of intervention subjects was also increased significantly ( $p=0.04$ ). On the other hand, the depression and low back pain of subjects were decreased after intervention (respectively,  $p=0.001$ ,  $p=0.01$ ). The results suggested that exercises in water may be one of the most useful modes of exercise for retired athletes with low-back pain and depression.

**Keywords:** *Retirement, strength sports, Beck Depression Inventory, the Keele STarT Back Screening Tool*

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### **Using the Omaha System in Occupational Health Nursing Applications: Advantages of a Common Language in the Diagnosis, Intervention and Evaluation of Nurses' Health Problems**

*Makbule Tokur Kesgin and Güllümser Kublay*

This study was conducted to determine the suitability of applying the Omaha System to the occupational health problems experienced by nurses working in hospitals. The Omaha System is a system which will facilitate the use of a standard common language in occupational health nursing applications. This semi-experimental study was conducted with two follow-ups. The first follow-up evaluations were carried out in a private hospital with 175 nurses out of a total of 208 nurses. The second follow-up occurred with the evaluation of 162 nurses out of a total number of 187. All nurses were scheduled to take part in the study. In between follow-up sessions, at least three interviews were conducted with the nurses experiencing problems, and applications and evaluations for the occupational environment were also carried out. Their problems were assessed according to the Omaha System. First surveillance and second health education/guidance/consulting initiatives were implemented in the nursing interventions for all diagnostic areas, and most of the nursing diagnoses were concentrated within the physiological domain. For nurses working in hospitals, the Omaha System was found to be useful in nursing diagnoses, interventions and evaluations within the practice of occupational health nursing.

**Keywords:** *Common language, recordkeeping, Omaha System, occupational health nursing, nurse, healthy working environment*

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## Effect Social Skills of Nursing Students of the Project Based Teaching Methods

Emine Şenyuva, Hülya Kaya and Gönül Bodur

In the research, the objective was to determine the effect of Project-based teaching method on the social skills of nursing students. While the research was planned as semi-experimental in a single group pretest-posttest pattern, its sample consisted of 70 fourth grade nursing students taking the course of Training in Nursing in the spring semester of 2011-2012 academic year. As the practical part of the course of Training in Nursing was carried out on the basis of Project-based teaching method, the students taking this course were determined to be included in the sample. Data were collected by using "Information Form" and "Social Skills Inventory". 11.5 version of SPSS program was used in the analysis of the data. Nursing students have moderate level social skills prior to and after the Project-based teaching practice. There is no statistically significant difference between the social skill average scores of students prior to and after the project-based teaching practice. Results show that Project-based teaching method did not affect social skills of students. In line with these results, it can be recommended that training activities available in the nursing programs be organized, improved and structured in a manner to promote the development of social skills in students.

**Keywords:** Social skills, project based teaching method, nursing student, nursing education

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## Effect Self Directed Learning Readiness of Nursing Students of the Web Based Learning

Emine Şenyuva and Hülya Kaya

The study was planned in a quasi-experimental way with a single group in the pretest-posttest order. The study group consisted of 162 second-grade students who were registered to the web based Patient Training lesson in a high school of nursing in Turkey during the fall semester of the school year of 2011-2012. The data were collected by using the "Information Form", "Scale of Readiness for Self-Directed Learning" during the first week of the web based lesson and at the end of the lesson 14 weeks later. Majority of nursing students who comprised the study group were women and their age average was 20,28±1,59. All students were using the internet. It was determined that while students were not ready for self-directed learning before the web based lesson, they became ready for self-directed learning after the web based lesson. The difference between the score averages of students regarding readiness for self-directed learning before and after the web based lesson was found to be statistically and highly significant. The results showed that a web based lesson positively affects the readiness of students regarding self-directed learning. According to these results; it could be suggested to integrate the web based learning environments into education programs in order to develop the readiness of nursing students regarding self-directed learning.

**Keywords:** Self directed learning readiness, web based learning, nursing student, nursing education

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## Diz Osteoartritli Hastaların Günlük Yaşamlarına İlişkin Yardım Gereksinimlerinin Belirlenmesi ve Değerlendirilmesi

Birgül Cerit

Romatizmal hastalıklar, insanların sıklıkla hekime başvurmalarına neden olan ve yaşam kalitelerini düşüren hastalıkların başında gelmektedir. Bu hastalık grubunda yer alan Osteoartrit, toplumsal sağlık taramalarında önemli bir sağlık sorunu ve uzun süreli yetersizliklerin önde gelen nedeni olarak görülmektedir. Osteoartrit kronik seyir izlemesi nedeniyle iş gücü ve ekonomik kayıplara yol açabileceği gibi bireyin günlük yaşam aktivitelerini ve bağımsızlığını da önemli ölçüde sınırlamaktadır. Hastalığın bu süreci göz önüne alındığında bireyin sınırlanan fonksiyonları nedeniyle bir başkasının bakım ve desteğine gereksinim duyması kaçınılmaz olacaktır. Bu bağlamda hemşire bireyin bakım ve yardım gereksiniminin belirlenmesinde ve günlük yaşam aktivitelerini en üst düzeyde bağımsız olarak yapabilecek duruma gelmesinde önemli bir rol üstlenir. Ayrıca hemşire eğitimi rolü ile birey ve ailesine hastalık süreci, özbakım, hastalığa uyum, semptomlarla baş etme, gerektiğinde sağlık ekibi ile iletişim kurulabilme ve günlük yaşam aktivitelerini olabildiğince bağımsız şekilde gerçekleştirebilme konusunda eğitim programları düzenleyerek nitelikli bir yaşam sürmesi için katkıda bulunabilir. Bu çalışma Diz Osteoartritli Hastaların Günlük Yaşamlarına İlişkin Yardım Gereksinimlerinin Belirlenmesi ve Değerlendirilmesi amacıyla tanımlayıcı olarak gerçekleştirilmiştir. Çalışmanın verileri 103 diz osteoartritli hastadan elde edilmiştir. Veri toplama aracı olarak araştırmacı tarafından literatür taranarak oluşturulan soru formu kullanılmıştır. Verilerin analizinde tek yönlü varyans analizi, ki kare, t testi ve tanımlayıcı istatistik teknikleri kullanılmıştır. Diz osteoartritli hastaların çoğunluğunun dizlerinde "şiddetli" (%41.7) düzeyde sıkıntı yaşadıkları, günlük işlerine yönelik sıklıkla yardım gereksinimi hissettikleri (%51.5), büyük bir çoğunluğunun (%94.2) yorgunluk hissettiği, yaklaşık tamamının (%98.1) ağrı yaşadığı, yarıdan fazlasının (%52.5) ayakta yapılan aktivitelerde daha çok ağrı yaşadığı ve hastalıkları nedeniyle gerçekleştiremediği ancak en çok yapmak istediği üç beklentiden "rahat/mutlu olma" (%38.5)'nin ilk sırada geldiği belirlenmiştir. Çalışma sonucunda diz osteoartritli hastaların günlük yaşam aktivitelerini gerçekleştirirken önemli ölçüde yardım gereksinimi olduğu, yaşam kalitelerini etkileyen sıkıntılar yaşadığı, yaşantılarını rahat, mutlu, bağımsız ve hızlı iş yapabilecek düzeyde geçirmek istediği göz önüne alındığında yaşanan sıkıntılarının azaltılmasına yönelik bireyin kendisine, onlara bakım veren aile bireylerine eğitim programlarının planlanması ve uygun danışmanlık hizmetinin sunulması önerilebilir.

**Anahtar Kelimeler:** Diz osteoartriti, günlük yaşam aktivitesi, hemşire, hemşirelik eğitim planı

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## Hemşirelik Öğrencilerinin Proje Tabanlı Öğrenmeye İlişkin Görüşleri

Hülya Kaya, Emine Şenyuva, Burçin Işık ve Gönül Bodur

Araştırma, hemşirelik öğrencilerinin proje tabanlı öğrenme yaklaşımına ilişkin görüşlerini belirlemek amacıyla nitel Araştırma yöntemine göre planlandı. Araştırmanın çalışma grubunu Türkiye’deki bir Hemşirelik Yüksekokul’unun eğitim programında yer alan 2010-2011 öğretim yılında Hemşirelikte Eğitim dersine katılan ve araştırmaya katılmaya gönüllü olan 146 öğrenci oluşturdu. Araştırmada amaçlı örneklem yöntemi kullanıldı. Hemşirelikte Eğitim dersi zorunlu bir ders olup, 12 krediliktir. Araştırmanın yürütüldüğü okul hemşirelik programlarında Hemşirelikte Eğitim dersinin proje tabanlı bir yöntemle verildiği bir okul olması nedeniyle seçildi. Araştırmada veriler, Bilgi Formu ve Yarı Yapılandırılmış Görüşme Formu kullanılarak toplandı. Kişisel bilgi formu ile toplanan öğrencilerin tanıtıcı bilgilerin değerlendirilmesi SPSS paket programında gerçekleştirildi. Öğrenci görüşlerini yazdıkları formlardaki veriler nitel araştırmalarda kullanılan betimsel analiz yöntemi ile değerlendirildi. Araştırmaya katılan öğrencilerin çoğunluğu kız, olup %38,4’ü 22, %24,7’si 21 yaşındadır, %31,5’i süper lise mezunudur. Öğrencilerin %67,8’i daha önce herhangi bir projede rol almamıştır. Öğrencilerin çoğunluğu grup üyelerini belirlerken kendi arkadaş gruplarından seçmeye özen gösterdiklerini; konularını belirlerken farklı görüşlere, ortak ilgi alanlarına yer verdiklerini; amaç yazmakta zorlandıklarını, amaç yazmanın önemini kavradıklarını; belirledikleri konuya ilişkin literatür tarama esnasında literatür tarama ve bilgi toplama yönünden geliştiklerini, en çok kaynak bulma konusunda sıkıntı yaşadıklarını belirttiler. Öğrenciler bu aşamada içerik planı hazırlarken plan hazırlamayı öğrendiklerini, öğrencilerin çoğu bu aşamada zorlandıklarını; içerik planı doğrultusunda bilgi sentezleyerek rapor hazırlamada zorlandıklarını; proje tabanlı öğrenmenin sunum yapma becerisine katkıda bulunduğunu ve özgüveni arttırdığını vurguladılar. Sonuç olarak; proje tabanlı öğrenmede öğrencilerin bazı noktalarda zorlanmalarına karşın öğrenmelerine katkıda bulunan bir öğrenme yöntemi olduğu görüşü ağırlıklıdır. Proje tabanlı yöntemin hemşirelik öğrencilerinde bireysel ve işbirliği içinde çalışma, eleştirel düşünme, sorun çözüme ve karar verme becerilerinin geliştirilmesinde yararlanılacak etkin bir yöntem olduğu söylenebilir.

**Anahtar Kelimeler:** proje tabanlı öğrenme, hemşirelik eğitimi, hemşirelik öğrencilerinin görüşleri, yöntem

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## Sosyal Hizmet Eğitiminin Etkinliğini Arttırmada Müfredat İçerisinde Popüler Filmlerden Yararlanma

Ural Nadir

Genel olarak düşünüldüğünde sosyal bilimlerin tamamında, özelde de uygulamalı bir bilim ve disiplin olan sosyal hizmet eğitiminde görsel malzemelerden yararlanmak öğrencilerin öğrenme düzeyini anlamlı oranda arttırabilmektedir. Özellikle öğrencilerin hem duyarak, hem izleyerek hem de tartışarak bir materyali öğrenmeleri, öğrenmenin etkinliğini yüzde doksanlara kadar arttırabildiği bilinmektedir. Bunlarla birlikte özellikle hemen her nüfus grubuyla ve her sorun grubuyla çalışmak üzere eğitim müfredatları planlan sosyal hizmet öğrencilerinin dersler, ve stajları ile birlikte farklı yöntemlerle desteklenmeleri ve dört yıllık bir eğitimden sonra geneli bir yaklaşımla çok çeşitli müracaatçı grupları ve sorun grupları ile çalışmaya hazır bir biçimde mezun edilmeleri amaçlanmaktadır. Böyle bir noktadan bakıldığında gerek derslerde kullanılmak için hazırlanmış özel materyallerin, gerekse de dersler için hazırlanmamış, genel seyirci için hazırlanmış popüler filmlerin bu müfredata eklenmesinin etkinliği tartışılmazdır. Literatürde çeşitli alanlarda eğitimin içerisine filmlerin entegre edilmesi ve öğrencilerin işitsel ve görsel olarak desteklenmesinin ve öğrenme çıktılarının etkinliğine olan katkısı belirtilmekte özellikle sosyal sorunlar, danışma becerileri, kültürel çalışmalar, gelişim, psikoloji, psikiyatri gibi alanlardaki eğitimde popüler filmlerin kullanımı ile ilgili olarak çok çeşitli kaynaklara rastlamak mümkün olabilmektedir. Bildiride özel olarak sosyal hizmet eğitiminin çeşitli alanlarında popüler filmlerin müfredata entegre edilmesinin sosyal hizmet uzmanı aday öğrencilerin öğrenme çıktılarını pozitif olarak nasıl etkileyeceği tartışılacak, kimi örnek konular ve filmlerle bildirinin savı desteklenecektir.

**Anahtar Kelimeler:** Sosyal hizmet, sosyal hizmet eğitimi, eğitim, eğitim bilimleri, eğitim teknolojileri

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## Investigation the Swimmers’ Stress Levels Before and After the Swimming Competition

Korkmaz Yiğiter and Mihraç Kuru

The purpose of this study is to investigate the swimmers’ stress levels before and after the swimming competition. For that purpose, 30 swimmer ( $M_{age}=12,03\pm,80$ ) participated in the study voluntarily. Stress Level Scale developed Leighton (1989) was used to investigate the differences of stress levels before and after the swimming competition. The data was analyzed using SPSS 16.0 Package Program, and level of significance was determined to be 0.05. There was not a statistically significant difference in terms of swimmers’ stress levels before and after the swimming competition ( $p>0.05$ ). These findings were evaluated and discussed in terms of the stress levels of swimmers.

**Keywords:** Stress, swimming competitions, swimmers

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## Elementary School Children's Behavior towards the Inclusion of Peers with Disabilities, in Mainstream Physical Education Classes

*Evangelos Bebetos, Vasiliki Derri, Filippos Filippou, Eleni Zetou and Nikolaos Vernadakis*

During the past years inclusion has become increasingly the focus of many national and international policies of education. Inclusion has been identified as placing students with disabilities in mainstream classes, including physical education, and educating them with their non-disabled peers. Notably, primary schools are one of the best solutions to fight discrimination since they provide students with the appropriate space and experiences to achieve the learning objectives but also to enhance their social skills. More specifically, the embodiment offers many benefits to both children with and without disabilities, some of which reflect on their social development and specifically on their ability to ask, discuss, and interact with each other. The aim of this study was twofold: to investigate a) possible differences between boys and girls and b) within groups' differences in regards to their general and modified behavior towards the involvement of schoolmates with disabilities, in their mainstream physical education classes. The participants, consisted of 168 primary grade school children; 76 boys and 92 girls, between 10 to 12 years of age ( $M=11.15$ ,  $SD=.70$ ), who completed the Greek version of the Children's Attitudes towards Inclusion in Physical Education-Revised questionnaire (CAIPE-R). Results indicated only within groups differences; both boys and girls showed higher (more positive) behavior on collaborating with a school-mate with disability to perform a specific skill/drill within a physical education course, than generally coexisting in class with him/her. These findings could provide assistance to students' educating process in order to develop and perform appropriate behaviors towards their co-existence with peers with disabilities in mainstream physical education classes.

**Keywords:** *General behavior, modified behavior, sex differences, moderate mental retardation, physical education*

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## The Effect of Variable and Stable Practice on Performance and Learning of Header Skill of Young Athletes in Soccer

*Zetou, E., Vernadakis, N., Derri, V., Bebetos, E. and Filippou, F.*

The purpose of this study was to investigate the effect of variable practice in learning the header skill in soccer. Thirty nine (39) young athletes aged 10-12 ( $M=11.6$ ,  $SD=0.55$ ) with a training experience of 2 years ( $M=1.75$ ,  $SD=0.25$ ) were randomly divided in two groups. The first experimental group (VPG,  $n=20$ ) followed a training program planned and organized by variable method of practice; while the second experimental group (SPG,  $n=19$ ) followed a stable/constant practice method aimed both the header skill learning. The duration of the intervention was eight (8) weeks (three (3) times per week, for 20 min.). Participants of both groups were measured before the intervention (pre-test), after eight weeks of intervention (post-test) and one week after the final test without having any practice at all of header skill (retention test). For the header skill evaluation the test of i-Soccer, (<http://www.playisoccer.com/header>) was used. The results indicated that there was significant main effect of measures (participants of both groups had significant differences from pre to post-test and from post to retention test ( $F_{(2,74)}=11.57$ ,  $p<.01$ ) in the header skill, but there was not interaction effect between measures and group ( $F_{(2,74)}=4.004$ ,  $p<.022$ ) and there was not main effect for group ( $F_{(2,74)}=11.57$ ,  $p<.427$ ). The athletes may have not shaped the motor schema of skill yet and they haven't been benefited by variable practice. In conclusion coaches and PE teachers could use both variable and stable/constant practice in the short term development of soccer's header skill, if they have as a goal for their athletes to perform the skill in game situations.

**Keywords:** *Variable practice, stable practice, soccer, performance, learning*

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## Health Related Behaviors among Hellenic Naval Academy Cadets

*Evangelos Bebetos, Nikolaos Vezos, Christos Konstantinidis and Antonios Vantarakis*

Many health conditions are caused by risk behaviors, such as problem drinking, substance use, and smoking. Health-compromising behaviors can be eliminated by self-regulatory efforts, and health-enhancing behaviors can be adopted instead, such as physical activity, weight control, and preventive nutrition. Literature review indicated the negative correlation between smoking and exercise, suggesting that smoking status has been positively associated with weight-loss intention, but negatively correlated with use of exercise. Additionally, smoking is negatively associated with readiness for participation in vigorous exercise. Research supports the fact that healthy diet can prevent and manage cardiovascular diseases and orthopedic disorders. Facts indicate that if interventions foster exercise habits, this could facilitate transfer effects from one health behavior to the other. The aim of the study was to investigate any possible correlations within sample's eating, smoking and exercise habits, and their weekly physical activity involvement. The sample consisted of 195 cadets of the Hellenic Naval Academy (180 men, 15 women), between the ages of 18-24 ( $M_{age}=19.7$ ,  $SD=1.38$ ). They completed the Greek versions of the Theory of Planned Behavior questionnaire. Results indicated negative correlations between smoking behavior, and exercising, and eating healthy behaviors. Additionally, youngest cadets reported healthier eating and exercise habits than the older ones. Overall, results shine some light on crucial and important aspects of prediction of intentions among healthy and unhealthy behaviors of military personnel.

**Keywords:** *Intention, behavior, eating habits, exercising, smoking*

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### **Early Professional Development of Physical Education Teachers: Effects on Lesson Planning**

*Vassiliki Derri, Elisavet Papamitrou, Nikolaos Vernadakis, Nerantzoula Koufou and Eleni Zetou*

Educating pre-service teachers to plan effectively their lesson is a significant challenge in almost every teacher candidate preparation system or program. While the importance of lesson planning is widely recognized, research evidence that is exclusively dedicated to this issue is limited. Therefore, the purpose of the present study was to examine the effect of a biannual, practicum course (lesson planning, teaching, observation and evaluation, and supervision by a teacher educator) on pre-service physical education teachers' ability to design lesson plans for elementary school students. Twenty-seven student-teachers, 21-22 years of age, who were enrolled in the seventh semester of study, participated. Each teacher was evaluated in three out of twelve lesson plans; one for each measurement (pre-, post-, retention), with the Rubric of the Tennessee State Board of Education (2009) for Lesson Planning. One-way repeated measures Anova was conducted for data analysis in each of the three indicators of the tool. Results yielded statistically significant differences in teachers' performance among measures with regard to the establishment of appropriate instructional goals and objectives (indicator 1), and to instruction planning and student evaluation, as a result of understanding the content, student needs, curriculum standards, and the community (indicator 2). It can be concluded that the practicum course assisted pre-service teachers' learning, as they created more effective lesson plans, and achieved certain performance criteria.

**Keywords:** *Student-teachers, physical education, practicum, supervision, elementary school*

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### **The Transformative Learning and Critical Reflection Approach to Sustain Self-Care Program for Chronically ill Persons in Philanthropic Primary Health Care Unit**

*Prasak Santiparp, Suwithida Charungkiatkul and Kiatiwan Amatayakul*

The purpose of this study was to develop a sustainable self-care program for chronically ill persons, who sustained self-care practicing from attitude transformation. Step1 was a sustainable self-care program development based on transformative learning and critical reflection by literature reviewing. Step2 was the experimental study of the intervention's effects, which comprised 12 weekly hour-long sessions. We collected data of self-care knowledge, attitude, skill and drug usage by personal interviewing at baseline and 12 weeks later, which were analyzed by using t-tested controlling for age, gender and socioeconomic status. The results showed that 6 core elements of Taylor's transformative learning process was suitable. Furthermore, we synthesized critical reflection process, which consisted of trigger event or dilemma simulation, dialogue and premise exploration. According to Thai lifelong learning society context, we chose a philanthropic primary health care unit in this study, which improved social, human and monetary capitals sustainably. The learners gained self-care knowledge, changed attitude, improved self-care practicing and decreased drug usage significantly. In conclusion, self-care program by using transformative learning and critical reflection to change attitude and improve self-care practicing is sustainable.

**Keywords:** *Critical reflection, self-care, transformative learning*

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### **A Comparative Study on Empathy Skills of Kid Swimmers and Non-Swimmers**

*Korkmaz Yigiter and Mihraç Kuru*

The purpose of this study is to investigate the differences between swimmers and non-swimmers in terms of empathy skills. In this context, 100 kids, swimmers ( $M_{age}=11,98\pm,82$ ) and non-swimmers ( $M_{age}=12,54\pm,81$ ), participated in the study voluntarily. Empathy index for children and adolescents developed by Bryant (1982) used in the study. This scale was performed on the swimmers and non-swimmers in a swimming tournament. The data was analyzed using SPSS 16.0 Package Program, and level of significance was determined to be 0.05. There was not a statistically significant difference between swimmers' X empathy skills score  $14,76\pm 4,04$  and X non-swimmers' empathy skills score  $14,46\pm 3,69$  ( $p>0.05$ ). The results collected in the present study were discussed in this context.

**Keywords:** *Swimmers, non-swimmers, empathy skill*

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### The Sources of Conflict in Professional Basketball Teams: The Case of Greece

*Laios Athanasios and Alexopoulos Panagiotis*

Conflict is an inevitable fact of human existence. It can arise among members within a team, such as a professional basketball team. The basketball coaches, acting as leaders of the team, they should identify the sources of conflict between the players and they should handle conflict effectively. The aim of this study was to examine the main sources of conflict, in order for the coaches to act properly and protect the cohesiveness of the team. The sample was consisted of 25 professional basketball coaches  $n = (25)$  who coached in professional level during the 2011-2012 seasons. They were surveyed using questionnaires. Using the descriptive statistics and the one-way Analysis of Variance (ANOVA), it was found that, the professional basketball coaches consider the "communication breakdown" (2.84), as the main source of causing conflict among the players, followed by the "personality clashes" (2.89). Also they consider that the less source of causing conflict is the "scare resources" (4.60).

*Keywords:* Conflict, sources, professional basketball, coaches

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### The Effect of Variable and Stable Practice on Performance and Learning of Header Skill of Young Athletes in Soccer

*Zetou, E., Vernadakis, N., Derri, V., Bebetos, E. and Filippou, F.*

The purpose of this study was to investigate the effect of variable practice in learning the header skill in soccer. Thirty nine (39) young athletes aged 10-12 ( $M=11.6$ ,  $SD=0.55$ ) with a training experience of 2 years ( $M=1.75$ ,  $SD=0.25$ ) were randomly divided in two groups. The first experimental group (VPG,  $n=20$ ) followed a training program planned and organized by variable method of practice; while the second experimental group (SPG,  $n=19$ ) followed a stable/constant practice method aimed both the header skill learning. The duration of the intervention was eight (8) weeks (three (3) times per week, for 20 min.). Participants of both groups were measured before the intervention (pre-test), after eight weeks of intervention (post-test) and one week after the final test without having any practice at all of header skill (retention test). For the header skill evaluation the test of i-Soccer, (<http://www.playisoccer.com/header>) was used. The results indicated that there was significant main effect of measures (participants of both groups had significant differences from pre to post-test and from post to retention test ( $F_{(2,74)}=11.57$ ,  $p<.01$ ) in the header skill, but there was not interaction effect between measures and group ( $F_{(2,74)}=4.004$ ,  $p<.022$ ) and there was not main effect for group ( $F_{(2,74)}=11.57$ ,  $p<.427$ ). The athletes may have not shaped the motor schema of skill yet and they haven't been benefited by variable practice. In conclusion coaches and PE teachers could use both variable and stable/constant practice in the short term development of soccer's header skill, if they have as a goal for their athletes to perform the skill in game situations.

*Keywords:* Variable practice, stable practice, soccer, performance, learning

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### Hostile Behaviors in Preschoolers' Physical Play: Gender Effects

*Vassiliki Derri, Dimitrios Sparris, Evangelos Bebetos, Olga Kouli and Filippou Filippou*

Through physical play children enjoy and learn in a holistic manner. Preschools can provide many opportunities to enhance children's social skills, via social interaction and cooperation in physical play. Deficits in social skills can have short-term detrimental effects on children's development as well as long-term impacts later in their life. Although research has emphasized the beneficial effects of physical play on children's social competence, studies on problem behaviors of preschool children in physical play, are limited. The present study aimed at identifying hostile behaviors of preschool children during physical play, and possible gender differences to this regard. It is part of a broader research which aims to evaluate the social skills of preschool children in different settings, after testing the psychometric properties of MESSY-II in Greek population. One hundred preschool children, 3-3,5 years of age participated. Hostile behaviors were assessed by children's teachers with MESSY-II. T-test for independent samples indicated that boys were rated as presenting significantly more hostile behaviors than girls during physical play. These differences should be taken into account in developing treatment as well as preventive strategies to facilitate preschool children's social development.

*Keywords:* Preschool, movement, social skills, assessment, MESSY II

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## The Effect of an Interdisciplinary Greek Traditional Dance, Music and Sociology Program on Male and Female Students' Anxiety

Filippos Filippou, Evangelos Bebetos, Nikolaos Vernadakis, Eleni Zetou and Vassiliki Derri

The aim of this study was to investigate the effect of an interdisciplinary program of Greek traditional dance with issues from music and sociology on high school students' anxiety. 131 students (68 males & 63 females), between the ages from 12 to 13 yrs., participated. The experimental group (n=62) followed the new eight-week program (two lessons/week) while the control group (n=69) followed the typical physical education program. To evaluate students' anxiety during lessons, the Competitive State Anxiety Inventory-2 (Martens, Burton, Vealey, Bump, & Smith, 1990) was used with its 3 dimensions (somatic, cognitive anxieties, & self-confidence). Students completed it before the initiation of the intervention and after its completion. The following statistical analyses were performed: a) Factor Analysis, b) Cronbach's alpha test, and c) Anova with Repeated Measures. Results showed that a. "Somatic anxiety", "cognitive anxiety" and "self confidence" accounted for 83% and 73%, respectively, of the total variance b) Cronbach's alpha was satisfactory (ranging from .66, .78 and .71 for the initial and from .87, .94 and .89 for the final measure), c) the experimental group decreased the levels of somatic and cognitive anxieties and enhanced their self-confidence. Also, male students increased their self-confidence more than female students. These findings support the view that an interdisciplinary program of traditional Greek dance and topics from music and sociology reduces the rates of somatic and cognitive anxieties while simultaneously increases students' self-confidence's levels, and especially those of males.

**Keywords:** Traditional dance, interdisciplinary approach, anxiety, self-confidence

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## Spor Yapan ve Yapmayan Ortaöğretim Öğrencilerinin Saldırganlık Düzeyleri ile Empatik Eğilim Düzeylerinin İncelenmesi

Nadir Solak ve Filiz Fatma Çolakoğlu

Bu çalışma spor yapan ve yapmayan ortaöğretim öğrencilerinin saldırganlık düzeyleri ile empatik eğilim düzeylerini incelemek amacıyla yapılmıştır. 2010-2011 eğitim-öğretim yılında Çorum il merkezinde ortaöğretim kurumunda öğrenim gören rastgele yöntemle seçilmiş toplam 514 (266 erkek; 248 bayan) ortaöğretim öğrencisine, Kiper (1984) tarafından geliştirilen "Saldırganlık Envanteri" ile Dökmen (1988) tarafından geliştirilen "Empatik Eğilim Ölçeği" uygulanmıştır. Verilerin analizinde, Çok Değişkenli Varyans Analizi (Manova), "Tek Yönlü Varyans Analizi (Anova)" ve varyans analizi sonucunda, farkın kaynağını belirlemek amacıyla "Scheffe" testi kullanılmıştır. Elde edilen bulgulara göre, ailesinde spor yapan öğrencilerin yıkıcı, atılgan ve genel saldırganlık puanları, ailesinde spor yapmayan öğrencilerinin puanlarından daha yüksek olduğu gözlenmiştir. Spor yapan öğrencilerin atılgan saldırganlık puanları, spor yapmayan öğrencilerin puanlarından daha yüksek olduğu elde edilmiştir. Milli sporcu öğrencilerinin empatik eğilim puanları, kulüp sporcusu öğrencilerinin puanlarından daha yüksek olduğu tespit edilmiştir. Sonuç olarak İnsanların saldırganlık düzeyi arttıkça empati düzeyi düşmektedir. Empatik eğilim arttıkça edilgen saldırganlığın azaldığı ve empatik eğilim arttıkça atılganlığın arttığı söylenebilir.

**Anahtar Kelimeler:** Spor, saldırganlık, empati, öğrenci

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## Beden Eğitimi Öğretmenlerinin Kişisel Faktörlere Göre Tükenmişlik Düzeyleri

Filiz Fatma Çolakoğlu ve Timur Yılmaz

Bu çalışma, beden eğitimi öğretmenlerinin kişisel faktörlere göre tükenmişlik düzeylerini incelemek amacı ile yapılmıştır. Araştırmanın evrenini 2012-2013 eğitim-öğretim yılında Ordu ili (merkez) ve ilçelerinde Milli Eğitim Bakanlığına bağlı orta ve lise okullarında görev yapan 275 beden eğitimi öğretmenleri oluşturmaktadır. Örneklemi ise, Ordu ili (merkez) ve ilçelerinde görev yapan rastgele yöntemle seçilen toplam 163 beden eğitimi öğretmeni oluşturmaktadır. Araştırmada veri toplama aracı olarak, Kişisel Bilgi Formu ve Maslach Tükenmişlik Envanteri-Eğitimci Formu kullanılmıştır. Verilerin analizinde, yapılan normallik sınavına göre ikili küme karşılaştırmaları için bağımsız grup t testi, üç veya daha fazla küme karşılaştırmaları için Tek yönlü varyans analizi (ANOVA) sonucu anlamlı bulunan farklılıkların kaynağını belirlemek üzere, varyansların homojen olmasından dolayı post hoc testlerinden Scheffe ve LSD çoklu karşılaştırma testleri kullanılmıştır. Bu inceleme sonucunda bazı verilerin normal dağılım göstermediği belirlenmiş ve ikili küme karşılaştırmaları için Mann Whitney U testi kullanılmıştır. Araştırmadaki istatistiki analizler için anlamlılık düzeyi 0.05 ve 0.01 olarak ele alınmıştır. Araştırma sonuçlarına göre, beden eğitimi öğretmenlerinin cinsiyet, medeni ve eğitim durumlarındaki tükenmişlik düzeylerinde bir farklılık oluşturmadığı belirlenmiştir. Öğretmenlerin yaşları duygusal ve duyarsızlaşma alt boyut puan ortalamalarında istatistiksel açıdan anlamlı bir farklılık görülmemiştir ( $p>0,05$ ). Tükenmişliğin alt boyutlarından olan kişisel başarı puan ortalamalarında ise anlamlı bir farklılık saptanmıştır ( $p<0,05$ ). Gruplar arası karşılaştırmada, görülen bu fark 40 ve üstü yaş grubundaki öğretmenlerin ortalaması (24,39±3,56) 20-29 yaş (22,16±3,63) ve 30-39 yaş (22,68±3,74) grubundaki öğretmenlerin ortalamasından yüksektir.

**Anahtar Kelimeler:** Beden eğitimi öğretmeni, tükenmişlik, kişisel faktörler

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### **The Comparison of Wellness Levels Between Individuals Participating and Nonparticipating in Recreational Latin Dancing**

*Emine Asena Çoruh*

The aim of this study is to make a wellness level comparison between individuals who joined Latin Dance activity as Salsa at least 3 months and individuals who did not join any dancing activity. The data was collected through the "Perceived Wellness Survey" questionnaire developed by Adams, Bezner and Steinhardt (1997). The reliability and solidity of the questionnaire's Turkish version was analyzed by Memnun (2007). The current count of registered Salsa course attendee who danced at least 3 months in Edirne City Center is 35. 14 female and 11 male total 25 active salsa dancing individuals aged between 18-32 and, 40 female, 22 male total 62 individuals who didn't participate any dancing activity and aged between 18-22 joined this survey. The test is reliable according to Cronbach's Alpha ( $\alpha=0,857$ ). The results have shown that the mean of wellness level of dancing individuals is 15,51 and it is greater the other individuals' wellness level value but there isn't any significant difference between groups according to the Independent Sample T Test ( $p=0,70$ ).

*Keywords: Wellness, recreation, dance, social activity*

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### **The Examination of Time Management Skills and Attitudes of University Students**

*Damla Özsoy*

The aim of this study is to determine the significance levels on time management skills, and attitudes of college students according to gender and department variables. Methodology: The sample group was created from the School of Physical Education and Sports and 223 persons were joined the survey. The data was collected through the "Time Management Questionnaire (TMQ)" developed by Alay (2003) which consists of three sub-dimensions Time Management Questionnaire (TMQ) was applied to the Students who studies at Sports Management, Physical Education and Sports Teaching, Coaching and Recreation departments. Afterwards, it has been commented on the findings with the assistance of statistical analyses package (SPSS 21.0). The scale is reliable according to Cronbach's Alpha (0,775). There isn't any significant difference between groups according to the One Way ANOVA Test ( $p=0,632$ ).

*Keywords: Time management, recreation, physical education*

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### **Development of a Non-Formal Education Program Using Neo-Humanist Moral Principles to Enhance Ethics in Caring the Elderly for the Foreseen Aging Society**

*Natchanan Werakul and Prasak Santiparp*

Change in population structure would cause social problems, particularly in the foreseen aging society will directly affect the elderly in the near future. Most senior people will meet degenerative changes including physical, psychological and social health problems. the social change from extended family to single family and health problem caused the rapid growth of elderly caretaker career. Nursing care to seniors nowadays are various problems and conflicts between the elderly and the caretaker especially ethics. The purpose of this study was to develop a training program to enhance ethics in caring the elderly. The study of this study was Qualitative research, which triangulated data by literature reviewing, class attending and depth interviewing. The results showed that the training program consisted of Boyle's non-formal education model(1.primary goal 2.source of objectives 3.use of knowledge 4. involvement of the learner 5.role of the programmer 6. standards of effectiveness) and 10 elements of Neo-humanist moral principles(1.ahimsa 2.sataya 3.asteya 4.brahmacarya 5.aparigraha 6.shaoca 7.santosa 8.tapas 9.savadyaya 10.iishvara) In conclusion, It appropriates for training of caring the elderly due to the flexibility, diversification, timelessness and calmness. Furthermore, the universal love will be a sustainability of ethics in caring the elderly.

*Keywords: Non-formal education, neo-humanist, ethics in caring the elderly*

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## The Relationship between Perceived Inter-Parental Conflict and Academic Adjustments among First Year Students in Hamadan Medical University, Iran

Parisa Parsa, Mohammad Ahmad-panah, Nakisa Parsa, Ali Ghaleiha

The purpose of this study was to determine the relationship between perceived inter-parental conflict and students' academic adjustments among first year student in Hamadan University of Medical Sciences. 395 first year students aged below 19 years old were selected through a convenience producer in 2012. Data were collected by a structured questionnaire including, socio-demography, inter-parental conflicts and academic achievements. Data were analyzed using Pearson correlation, Independent t-test and multiple regression analysis. Students with lower perceived inter-parental conflicts had had higher level of academic adjustments ( $p<0.01$ ). There was no significant difference between males and females on perceived inter-parental conflicts and academic adjustments. The results revealed the role of the quality of parent-child relationships on their students' academic adjustments. Therefore, the important role of family could be considered by higher education administration policies for achieving higher students' academic adjustment.

**Keywords:** Academic adjustments, students, inter-parental conflicts, Iran

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## Situation Analysis on Defining Leisure Motivation of Recreation Students

Şafak Aran

The aim of this study is to reveal if the recreation students of a state university participating leisure time activities and to examine this via different demographic variants. It is also investigated that how different they spend their leisure time comparing to students of tourism administration. Since, it is important that recreation students spend their leisure time in an effective way and considering the education they receive, it is also expected and assumed that they should spend their leisure time more active than the tourism students. The survey includes three parts. In the first part, there were demographic questions, in the second part, a likert type scale was used to determine which recreative activities the students participated- this scale was used by Demir (2006) in his dissertation-. And in the last part of the survey, "Leisure Time Motivation Scale", which was developed by Pelletier and his friends in 1991, was translated into Turkish and distributed to the students of recreation. In the recreation department there are 70 students and 55 of them participated into the survey. There are 250 students in the tourism department and 105 of them could be reached. As a result the scale reliability was (croncbach alpha) 0,89. According to t test analysis made on recreation and tourism students which made for the purpose if there is a significant difference between those groups in terms of leisure time motivations, it concluded that; the difference between these two groups in terms of leisure time motivations had no significance in statistical ( $p= 0,331$ ).

**Keywords:** Leisure motivation, recreation, physical activities, recreation education

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## Elit Oryantiring Sporcularının Fiziksel, Fizyolojik ve Bazı Performans Parametrelerinin İncelenmesi

T. Çolakoğlu, F. Er, G. İpekoğlu, S. Karacan, F. Çolakoğlu ve E. Zorba

Bu çalışmanın amacı, elit oryantiring sporcularının fiziksel, fizyolojik ve bazı performans parametrelerini incelemek amacı ile yapılmıştır. Çalışmaya oryantiring milli takım ve gelişim kampına katılan yaş ortalamaları  $16,35\pm 2,18$  yıl olan 20 kadın sporcu ve  $15,63\pm 3,07$  yıl olan 19 erkek sporcu olmak üzere toplam 39 elit sporcu gönüllü olarak katılmıştır. Çalışmaya katılan sporcuların istirahat kalp atım sayısı, sistolik kan basıncı, diastololik kan basıncı ölçülerek antropometrik ölçümlerinden, boy uzunluğu, vücut ağırlığı, vücut kompozisyonu, çevre ve çap ölçümleri yapılmıştır. Vücut kitle endeksi (BMİ), vücut yağ kitlesi, vücut yağ yüzdesi, yağsız vücut kitlesi (FFM) ölçümleri vücut kompozisyon analizörü kullanılarak (Tanita TBF-300, Japonya), somatotip özellikler ise Heath-Carter yöntemi kullanılarak belirlenmiştir. Performansla ilgili testlerden; aerobik performansı belirlemek için 20m mekik testi, anaerobik performans için dikey sıçrama testi; sürat ve çeviklik için 20m sprint, T-testi, kassal kuvveti belirlemek için el kavrama- sırt kuvveti ve durarak uzun atlama testi, kassal dayanıklılık için mekik, sınav testi, esneklik ölçümü için otur-eriş testi, statik ve dinamik denge için filamingo, yıldız denge testi, reaksiyonu belirlemek içinse La Fayette çok seçenekli reaksiyon zaman ölçeği kullanılmıştır. Katılımcıların ortalama ve standart sapmaları spss paket program kullanılarak hesaplanmıştır. Çalışmaya katılan sporcuların vücut yağ yüzdesine baktığımızda kadın sporcuların  $17,92\pm 6,34$ ;erkek sporcuların  $11,09\pm 3,28$  somatotip ortalama değerleri; kadın sporcuların endomorfi ortalamaları  $4,40\pm 1,19$ , mezomorfi ortalamaları  $3,12\pm 1,29$ , ektomorfi ortalamaları  $3,48\pm 1,18$ ; erkek sporcuların, endomorfi ortalamaları  $2,58\pm 0,84$ , mezomorfi ortalamaları  $3,86\pm 0,85$ , ektomorfi ortalamaları  $4,49\pm 1,15$  olarak belirlendi. Performans ortalama bacak kuvveti; kadın sporcuların  $104,60\pm 40,47$  kg, erkek sporcuların  $168,39\pm 73,22$  kg, T-testi; kadın sporcuların  $12,11\pm 6,81$  erkek sporcuların  $11,47\pm 1,04$ , 20 m mekik; kadın sporcuların  $21,16\pm 1,18$ , erkek sporcuların  $21,87\pm 1,64$  olarak bulunmuştur. Ülkemizde yeni ve gelişmekte olan yüksek seviyede dayanıklılık, güç, sürat gibi fiziksel yeterliliklerle ilişkili oryantiring branşında, sporcuların vücut yapılarının ve performanslarının sınırlarının araştırılması önem arz etmektedir. Bununla birlikte sporcuların fiziksel ve antropometrik özelliklerini içeren performans testleri yetenek seçiminde oldukça önemlidir. Bu nedenle çalışma sonuçlarının, erken dönem sporcu seçiminde ve bu alanda gerçekleştirilecek çalışmalara da katkı sağlayacağı düşünülmektedir.

**Anahtar Kelimeler:** Oryantiring, fiziksel, fizyolojik, performans, sporcu

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### Teaching Approach to Enhance Motor Abilities for Students in Primary School

*Teodora Mihaela Iconomescu and Laurentiu-Gabriel Talaghir*

The new vision of teaching physical education in primary school reveals innovative aspects in direction of objectives and activities of motor skills training. Formative value of these qualities is undeniable and includes aspects about process of teaching - learning - assessment. The purpose of this study was to evaluate the effect of teaching methods on results obtained in evaluation of motor abilities (speed, strength, stamina, skill) with students from primary school. 30 students (22 boys, 8 girls) aged 8-9 years were evaluated at specific tests of motor abilities two times in a scholar year during experiment (i.e. T1, T2). Specific tests were: Standing long jump Test, Shuttle run Test 5x5m, Throw from down with two-hand at horizontal target Test, Running in moderate tempo Test. Were selected different teaching methods, one from each ability, after initial testing. The purpose of this methods were to improve motor abilities. After applying teaching methods selected, results recorded at final tests showed us the progress was significant  $p<.05$ . Applying the different teaching methods for each motor ability, lead us to gain a better performances in the final tests. This performance was: Standing long jump Test -  $1,21 \pm 0,04/m$ ; Shuttle run Test 5x5m -  $6,35 \pm 0,17/sec$ ; Running in moderate tempo Test -  $2,20 \pm 0,13/min$ ; Throw from down with two-hand at horizontal target Test -  $3,65 \pm 0,47/no.$  of throws. Insignificant results of initial tests ( $p>.05$ ) showed us clearly the limits it has the educational process from perspective of traditional teaching methods. This creates prerequisites for increasing student outcomes and metric performance through the possibility of implementing diverse teaching methods. Introduction of such methods for teaching in physical education lesson, as well as their effects in the long term, are prospects to consider for future research in this field.

**Keywords:** *Teaching methods, physical education, motor abilities, primary school*

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### Evaluation Results of Women's Health and Diseases Nursing Course for a Period of 11 Years

*Nezihe Kızılkaya Beji, Nevin Hotun Şahin. Ümran Oskay, Ergül Aslan, Gülay Rathfisch and İlkey Güngör*

Nursing education consists in the theoretical knowledge, laboratory training and clinical practice and aims to provide the qualifications required for the nursing profession. "Professional nursing" is the target behavior desired to develop in nursing education. The study was conducted to evaluate the views, experiences and feedbacks of 3rd grade nursing students about theoretical and practical training in Women Health and Diseases Nursing Course. The study was planned as descriptive research. The population of the study consisted of 1520 students who studied in 3rd grade between 2002-2013 academic years in Istanbul University Florence Nightingale Collage of Nursing. The sample of the study included of 1200 students who had studied the course in a fall or spring semester in a period of 11 years, agreed to participate in the study and completed the course evaluation forms. Data were collected using course evaluation form developed by the teaching staff of the course. Students who completed Women's Health and Diseases Nursing Course filled out their evaluations in written forms at the end of the semester. Frequency and percentage distributions were used for data analysis. Most of the students reported that theoretical courses were educative (71%), enjoyable but intensive (41%), the trainers were willing and knowledgeable to teach (80%), they were successful to draw attention to the course and the students were pleased to take this course (77%). In addition, 63% of students stated that they communicated with trainers effectively. The majority of students reported that they felt themselves enough about the application of the nursing process. Also, students mostly reported that they found themselves quite competent to practice course-related skills in the clinical area. In conclusion it was determined that most of the students who have taken this course felt themselves sufficient about the related knowledge, skills and practices, and they were satisfied from the course as a whole.

**Keywords:** *Nursing education, clinical practice, women's health nursing, nursing skills*

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### The Effects of a Summer Camp on Social Improvement of Kids in Turkey

*Korkmaz Yiğiter*

The purpose of this study is to investigate the effects of a summer camp of the university on social improvement of kids in Turkey. 25 volunteer kids (Mage=7,64±,48) participated in tennis and swimming training program along with other lessons such as English training, drama, experimental chemistry, drawing and art, and music, all taught in the target language, namely English in a summer camp designed by the experts. In this summer camp, sport training was conducted in four sessions, each lasting one hour a week. As data collection tool, a survey including 12 items developed by the researcher to evaluate the social skills of the students was completed by observing the kids in first week and after 5-week period. Pre-test was completed at the end of the first week with a view to evaluating kids in the beginning. Results: there was a statistically significant difference between study group's X social skills pre-test score  $34,40 \pm 8,69$  and X social skills post-test score  $41,80 \pm 5,75$  ( $p<.05$ ). The kids in the study group showed social improvement at the end of the summer camp.

**Keywords:** *Regular exercise, social skills; summer camp; swimming; tennis training*

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## Futbol Hakemlerinin Solunum Parametreleri ile Aerobik Kapasite Arasındaki İlişkinin Belirlenmesi

M. Ceyhan Birinci, A. Kerim Yılmaz, Alperen Erkin, Sezgin Şahbaz, İlkaç Aydın

Bu çalışmanın amacı; farklı klasmanlar da görev yapan 28 erkek klasman hakeminin (B-C-D Klasmanları) solunum parametreleri ile aerobik kapasiteleri arasındaki ilişkinin belirlenmesi olarak belirlenmiştir. Araştırmada FVC, SVC ve MVV gibi solunum parametreleri ile Maksimal inspiratuar basınç (Mip) ve Maksimal Ekspiratuar basınç (Mep) ölçümleri yapılmıştır. Aerobik kapasitenin belirlenmesi için 20 metre Mekik koşu testi uygulanmıştır. Elde edilen veriler spss istatistik analiz programında T-Test ve Varyans Analizi ile değerlendirilmiş ve bulgular  $p<0.05$  seviyesinde anlamlı kabul edilmiştir. Hakemlerinin spor yapıyor olma durumları, branşları ve spor yapma sürelerine göre solunum parametreleri incelendiğinde istatistiksel açıdan anlamlı farklılık olmadığı tespit edilirken ( $p<0.05$ ), katılımcıların klasman durumları ve hakemlik yapma sürelerine göre ise solunum ve Max.  $VO_2$  değerleri arasında istatistiksel açıdan anlamlı farklılık belirlenmiştir. ( $p<0.05$ ). Klasman hakemlerinin solunum kapasitelerinin buldukları klasman ve hakemlik yapma süreleri açısından diğer klasman (D-C) hakemlerine göre daha iyi olduğu bulunmuştur. Bu durum buldukları klasmanın ve daha uzun zaman hakemlik yapmış olmalarının oluşturduğu bir sonuçtur. Dolayısıyla daha iyi bir solunum seviyesine sahip oldukları sonucuna varılmıştır. Bu sonuçlardan yola çıkarak diğer hakemlerinde daha iyi antrene edilmesi ve hakemliğe yeni başlayan bireylerinde yüksek solunum düzeylerine ulaşabilmesi için daha kapsamlı antrenman programlarına tabi tutulması gerektiği düşünülmektedir.

**Anahtar Kelimeler:** Solunum, solunum parametreleri, futbol hakemi

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## Farklı Üniversitelerdeki Öğrencilerin Günlük Hayatta Rekreatif Faaliyetlere Bakış Açılarının Değerlendirilmesi

A. Kerim Yılmaz, M. Cenk Birinci, M. Ceyhan Birinci, Berat Öksüz ve Dilara Biçer

Çalışmamızın amacı Farklı Üniversitelerdeki Öğrencilerin Günlük Hayatta Rekreatif Faaliyetlere Bakış Açılarının değerlendirmektir. Bu çalışma Ondokuz Mayıs Üniversitesinden 99 (% 35 kız ve % 64 erkek), Ege Üniversitesinden 100 (% 63 kız ve % 37 erkek) öğrenci olmak üzere, toplam 199 öğrencinin gönüllü katılımı ile gerçekleştirilmiştir. Araştırmada veri toplama aracı olarak daha önce geçerlilik ve güvenilirliği yapılmış olan anket kullanılmıştır. Anket formunun uygulanması ile elde edilen veriler spss istatistik analiz programında değerlendirilmiş ve bulgular  $p<0,05$  seviyesinde anlamlı kabul edilmiştir. Bu iki üniversitede okuyan öğrencilerin rekreatif faaliyetlere bakış açılarındaki istatistiksel olarak bazı anlamlı farklılıklar saptanmıştır ( $p<0.05$ ). Örneğin rekreatif faaliyetlerin tercih edildiği zamanları açısından yapılan değerlendirme de Ondokuz Mayıs Üniversitesi ve Ege Üniversitesi öğrencileri arasında anlamlı bir fark bulunamamıştır. Diğer taraftan rekreatif alanlarda görülen eksiklikler bakımından elde ettiğimiz değerlendirmeler sonucunda Ege Üniversitesi öğrencilerinin Ondokuz Mayıs Üniversitesi öğrencilerine göre anlamlı bir fark oluşturdukları görülmüştür. Ege Üniversitesi ve Ondokuz Mayıs Üniversitesi öğrencilerinin rekreatif faaliyetlere bakış açıları değerlendirildiğinde Ondokuz Mayıs Üniversitesi öğrencilerinin daha fazla rekreatif alana ihtiyaç duydukları belirlenmiş bunun da Samsun ilinin ve Ondokuz Mayıs Üniversitesinin gelişmekte olmasından kaynaklı olduğu ancak Ege Üniversitesi Öğrencilerinin de İzmir ilinin ve Ege Üniversitesinin nüfusunun fazlalığı sebebiyle daha çok rekreatif alana ihtiyaç duydukları belirlenmiştir. Bu sonuçlar neticesinde Ege Üniversitesi öğrencileri için rekreatif alanların artırılması ve eksikliklerin giderilmesi Ondokuz Mayıs Üniversitesi öğrencileri için ise rekreatif alanların ve rekreatif faaliyetlere karşı ilginin artırılması gerektiği düşünülmektedir.

**Anahtar Kelimeler:** Rekreasyon, aktivite, rekreatif alan

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## The Role of Perceived Leadership Behavior as Predictor of Assertiveness Levels in Individual Sport Athletes

İhsan Sarı, Fikret Soyer and Mahmut Güllü

The aim of this research was to investigate the role of athletes' perception of coaches' leadership behaviour as predictor of athletes' assertiveness in individual sport. 239 individual sport athletes ( $X_{age}=20.79\pm3.32$ ) voluntarily participated to the research. The participants consisted of 170 male (71,1%) and 69 female (28,9%) athletes from various individual sports such as wrestling, athletics, weightlifting, taekwondo, boxing, karate, badminton etc. The data were collected using a personal information form, Leadership Scale for Sport and Rathus Assertiveness Schedule. Descriptive statistics, Pearson's correlation analysis and hierarchical multiple regression analysis were used in SPSS 17.  $p<0.05$  was determined as statistical significance value. Results showed that there were positive significant correlations between the subscales of perceived leadership behaviors (Training and instruction behavior, democratic behavior, social support behavior and positive feedback behavior) and assertiveness. Hierarchical multiple regression analysis was used to assess the ability of leadership behaviors to predict assertiveness scores of the athletes after controlling for the influence of age and gender. Age and gender were entered at step 1 explaining 1% of the variance in assertiveness. After entry of the five dimensions of perceived coaching behavior at step 2, the total variance explained by the model as a whole was 22.9%,  $F(7, 231) = 9.78, p<0.05$ . The model explained an additional 21% variance in assertiveness after controlling for age and gender,  $R^2$  change = .21,  $F$  change (5, 231) = 12.833,  $p<0.05$ . It appeared in the final model that training and instruction behavior ( $\beta = .45, p<0.05$ ) and autocratic behavior ( $\beta = -.17, p<0.05$ ) were statistically significant. The results indicated that training and instruction behavior of sport coaches could positively contribute to athletes' assertiveness score whereas autocratic behavior seems to undermine it in individual sport athletes.

**Keywords:** Leadership, sport coach, assertiveness, individual sports

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## The Relationship between the Perceived Coaching Behavior and Achievement Motivation: A Research in Football Players

*Fikret Soyer, İhsan Sari and Laurențiu-Gabriel Talaghir*

The aim of this study was to discover the relationship between perceived coaching behavior and achievement motivation in football players. 123 male football players ( $X_{age}= 20.16\pm 2.96$ ) voluntarily participated to the research. Convenience sampling method was used to select the participants. As the data collection tools, personal information form, Leadership Scale for Sport and Achievement Motivation Scale for Sport were used. Leadership Scale for Sports has five dimensions which are training and instruction behavior, democratic behavior, autocratic behavior, social support behavior and positive feedback behavior. Achievement Motivation Scale has three dimensions which are power motive, motive to approach success and motive to avoid failure. The data was analyzed by descriptive statistics, Spearman's correlation and Mann Whitney U test in SPSS 17 program. Results showed that athletes' age was significantly correlated with training and instruction behavior ( $r=.212, p<.05$ ), democratic behavior ( $r=.280, p<.05$ ), autocratic behavior ( $r=.230, p<.05$ ) and social support behavior ( $r=.208, p<.05$ ). Level of education positively and significantly correlated with motive to approach success ( $r=.179, p<.05$ ). It was also found that power motive significantly correlated with training and instruction behavior ( $r=.198, p<.05$ ) and positive feedback behavior ( $r=.194, p<.05$ ). The score of perceived leadership behaviors was divided into two categories (low and high score groups) in order to discover whether there is a difference between the high and low score groups with regard to athletes' achievement motivation score. Results of Mann Whitney U test indicated a significant difference in motive to avoid failure between the high and low score groups of training and instruction behavior, democratic behavior and social support behavior. Medians for motive to avoid failure scores in high score groups were significantly lower than the ones in low score groups ( $p<.05$ ). The results suggest that there is a relationship between coaching behaviors and achievement motivation in football players.

**Keywords:** *Coaching behavior, achievement motivation, football, athletes*

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## A Study on Physical Exercise Habit

*Hülya Kodal Sevindir, Cüneyt Yazıcı and Süleyman Çetinkaya*

In this study we investigate effect of physical exercise habit of students at Kocaeli University. Depending upon our aim, we have used qualitative research method. According to the purposive sampling and typical-purposive sampling procedures, four departments' students, namely mathematics, chemistry, history and archeology, from Faculty of Arts and Sciences were selected. 170 students in the sampling were questioned. The data obtained were then analyzed by using SPSS program. Descriptive statistical methods and inferential statistical methods such as t-test and one way ANOVA were used to analyze the research data. The results will be discussed hoping that this study can be useful to understand the relation between physical exercise habit and school success.

**Keywords:** *Physical exercise habit, demographic factors, SPSS, ANOVA, t-test*

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## Expectation and Satisfaction Levels Regarding Nursing Care of Parents Who Have Children with Acute Health Problems

*Ahu Cirlak and Gulzade Uysal*

The study was carried out in order to determine the expectation and satisfaction levels regarding nursing care of parents who have children with acute health problems. The study was realized between the dates of January-March 2013 in a private hospital of descriptive cross-sectional type. This study was not made with sample selection but it was carried out with 160 parents who consorted their children within these dates and accepted to participate the study. The data was obtained from the "data collection form", consisting of two sections and 20 questions about the socio-demographic characteristics of child and parent and the hospital and medical team expectation of the parents and the "Newcastle Satisfaction with Nursing Care scale", consisting of 19 articles, that determines with the 5 point Likert scale the satisfaction levels of parents regarding the nursing care. The scale was developed by Thomas et al. (1996) and underwent by Uzun (2003) and later by Akin and Erdoğan (2007) a Turkish validity and reliability study. Point evaluation is made out of 0-100 points after calculating all the points of the items, which have been marked in the scale and converting them into 100. Increasing point means increasing satisfaction level. In the data evaluation frequency, ANOVA test and t test were used. 53,8 % of the children were girls and their average of age was 4,42±3,23. It was determined that the reasons of the most children for applying to the hospital were acute health problems like cough, fever, vomit, stomach ache etc. 68,8 % of the participating parents were mothers and their average of age was 36,19±5,31. 76,3 % of the parents were university graduated and 78,1 % were working. When the hospital and health professionals expectation of the parents before coming to the hospital were analysed; 71,9 % mention that they want medical processes to be made by experienced staff, 63,1 % that the medical team is concerned and 56,3 % that they want to be examined without waiting. When nurse characteristics, that the parents, who met the nurse for the first time, find conspicuous were analysed; they express that 65 % are good humoured, 71,9 % well informed, 68,7 % experienced and 15 % well groomed. When the relation between the ages of the children and the satisfaction levels of the parents were analysed; it was determined that increasing age means increasing satisfaction level and the result was found statistically meaningful ( $p<0,05$ ). When the satisfaction levels of the parents were analysed it was determined that the satisfaction level of fathers are higher than the mothers ( $p>0,05$ ). While the satisfaction level of working parents was 87,3 %, it was determined that the satisfaction level of not working parents was 80,8 % and the result was statistically meaningful ( $p<0,05$ ). It was determined that increasing education level leads to decreasing satisfaction level and thus result was found statistically not meaningful ( $p>0,05$ ). The average satisfaction point regarding nursing care of parents was 85,89±13,23 and it was determined that they are satisfied from the obtained nursing care in a high degree.

*Keywords:* Child, family, nurse, care, satisfaction

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## The Effect of Turkish Folk Dances in Making the Mentally Disabled Children Social

*Fehmi Çalık and Şafak Pehlevan*

Physical Education and sport got a big value with the mass technological developments in our world and became one of the most important discipline which could be provided by educational goals. The Department of Disabled Unit under Prime Ministry implements the works for the disabled people. Intelligence is the highest syntheses talent that arranges person's actions. The mentally-disabled kids have some difficulties at controlling their actions since they are lack this synthesis talent. Mental handicap should not be confused with mental illnesses. Mentally disabled ones are the people who can learn slowly and whose learning capacities are limited. Sport is a tool that supports physical and metabolic development of the body, mental reactions, muscle and nervous system. Sport does not function bodily for the disabled who has trouble in socializing in society; at the same time , it provides him/her being able to be an adaptable person to society. The self-confidence of the disabled children who does sport increases. As a result of the researches and studies which were done before, it was understood that movement education has important gains both for normal individuals and for mentally-disabled people. From this point, we researched about the effects of Folk Dances on mentally-disabled individuals" socialization; and if so, how could it be developed. Sakarya / Serdivan Canada Education Implementation and Job Training Centre students were given folk dances education and the effects of this were analyzed. Before the folk dances program and after, 12 students were given "Social Talents Evaluation Questionnaire" were given and applied. After the questionnaires, it was seen that the folk dance activities were positively effective (%63 percentage) in making the mentally-disabled children social. At the end of this survey, if we look at the effects of folk dances in making the mentally-disabled kids social individuals, the main social skills, initiating skills in relationships, relationship maintenance skills, working in groups abilities, emotional abilities, self-control skills, skills which cope with the aggressive behaviors, giving instruction skills were improved positively; in contrast with basic speaking skills, advanced speaking skills, accepting the results abilities and cognitive skills had no change.

*Keywords:* Folk dances, the mentally disabled, socialization

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### Examination of "Volunteer Behavior" of Students of the School of Physical Education and Sport

*Kürşad Serbaş*

The purpose of this research is to analyze the voluntary participation of students studying in the School of PE and Sports to sports, recreation and social organizations. In this context, a three-behavior examination was conducted including the dimensions of "voluntary participation and attendance, terminating voluntary participation" and "not taking part in organizations voluntarily in no way". This research in type of a descriptive study, covers (n=400) studying in Sakarya University School of PE and Sports. "Student Volunteer Behavior" developed by Auld & Cuskelly (1999) was used as the measurement tool. SPSS 15.0 statistical software package program was used in evaluation of data. As a result of examination, 64.3% of university students were found not to participate voluntarily, 16.3% were found to participate voluntarily but left for now and 19.4% were found to continue to participate in organizations voluntarily. Consequently, it was determined that new motivational strategies were required to voluntarism in universities.

**Keywords:** *Volunteer behavior, sport volunteer, PE and sport*

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### Attitudes of Students Who Receive Health Education in a Foundation University Regarding Age Discrimination

*Gulzade Uysal, K. Derya Beydag, Funda Sensoy, Nihat Ozaydin and Mithat Kiyak*

The study was carried out in order to determine the attitudes of students who receive health education in a foundation university regarding age discrimination. The universe of the descriptive cross-sectional type study was created by students who received education in the spring term of 2013-2014. All the universe was target and accessible 620 students willing to participate the study were involved. The data was collected from the "Questionnaire" and "Age discrimination attitude scale (YATÖ)". YATÖ was developed by Vefikuluçay (2008) and consists of 23 articles and three sub-dimensions. Maximum point, which the students could receive from the scale was "115" and the minimum point was "23". The highest point in the scale displays that the student is in positive attitude concerning age discrimination and the lowest point in negative attitude concerning age discrimination. The results obtained at the end of the study were transferred to SPSS 17.0 package program and evaluated with appropriate statistical methods. 68,5 % of the participating students (n=425) were women and their average of age was 21,41±3,12. Nearly half of the students (47,1 %) mentioned that they have lived with an old individual at home (grandmother, grandfather and others). 70 % of the students mentioned that they have received information regarding old care and 61 % of them found the obtained information sufficient. 50,8 % of students who participated the study mentioned that they want to work with old individuals after graduating. Study participants students mentioned that the behaviours of health personnel working with old people towards the old is effected; by the inappropriateness of the working conditions (45,3 %), insufficient health personnel (48,2 %), age of the health employee (25,2 %), religious factors (16 %), work pressure (%46,6), insufficient information regarding old care (56,9 %), cultural factors (26,3 %), prejudice against the old (40,5 %), values given to elderly people (50,8 %) and traditions, customs (30,6 %). The general YATÖ point average of the students was determined as 68,16±6,48. There was no statistical difference detected between the age, class, living place and YATÖ points of the students (p>0,05). YATÖ points of the male students were higher and the difference between the genders is statistically meaningful (p<0,05). The YATÖ points of students who want to work with old individuals after graduating were higher and the result was found statistically meaningful (p<0,05). It was detected that the students have a positive attitude against old discrimination. In line with the results it can be recommended to add education and consultancy programmes about old age and old discrimination to the syllabus of health education receiving students.

**Keywords:** *Age discrimination, old, health education*

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### Nursing Perception of Children Hospital Patients between the Ages 6-18

*Duygu Sonmez Duzkaya, Gulzade Uysal and Hafize Akay*

The study was carried out in order to determine the nursing perception of children hospital patients between the ages 6-18. The descriptive cross-sectional study was realized between the dates of February 2013-February 2014 with children hospital patients. No sample selection was made and a sample was created out of the 206 children who accepted to participate the study. The data collection was prepared in line with literature and expert opinion; and the data collecting form, consisting of children's socio-demographic characteristics and written and pictured questions about the nursing perception was used. 51 % of the participating children were girls and their average of age was 12,22±3,22. 46,1 % of the children were hospital patients due to a chronic illness and 31,6 % mention that they have experienced hospitalization many times (more than 7). When the children were asked about the responsibilities of the nurses; while 74,8 % gave the answer that they give an injection, 1,9 % responded that they play with us. When the perception of nurses shown to the children through facial expressions according to age groups were analysed; 68 % marked good-humoured, 25,2 % tired, 3,9 % sad and 2,9 % angry. In line with the findings of the study it was seen that the children percept the nurse as good-humoured and besides of that they are more interested in concrete interferences and rarely add play to care. In line with these results it can be recommended that the nurses increase and support applications regarding appropriate psychosocial care in order to decrease the stress of the hospitalized children due to the illness and treatment and to convert the crisis to a benefit.

**Keywords:** *Children's perception, hospitalization, nursing*

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## **Video Development Experience in Nursing Education: An Example from Florence Nightingale Faculty of Nursing**

*Gönül Bodur, Hülya Kaya and Emine Şenyuva*

The rapid pace of technological innovation is making available more sophisticated forms of delivery such as video streaming. High-quality video streams, created at the instructor's desktop or in basic recording studios, can be produced that build on powerpoint or create new media for use on the web. Using instructional multimedia including video film for cognitive learning in nursing education appears to be an effective complement in the learning activities for nursing. Video films are valuable material for learning nursing education role in patient education. Scenarios' require a great deal of time, effort and financial sources to create. Istanbul University Florence Nightingale Faculty of Nursing conducted a project to produce patient education video film about nursing education roles with patient scenarios. The original scenarios were written and reviewed by academic staff team. Academic staff adopted the roles of nurse and patient in simulated scenarios. In addition volunteer students acted as patient. The aim of this article is to present the development process of patient education practice videos in nursing education department. Therefore it is important design, interaction and integration of videos in nursing education. The preparation of materials, suggested production guidelines, and examples of information via desktop video methods will be presented.

**Keywords:** *Video, nursing, nursing education, educational material*

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## **Perceptions towards Wellness and Life Quality through Body Percussion – BAPNE Method and Cognitive Stimulation in Elderly People**

*Jessica Maria Pons-Terres, Francisco-Javier Romero-Naranjo, Natalia Crespo-Colomino and Andrea Carretero-Martinez*

Cognitive deterioration is produced because of spending of the time. This is an aspect that the most part of society has resigned to happen and many times we have not taken care of needs that this group could demand. Hence, through this research, we propose an alternative based on life-long education for the improvement of life quality and wellness of this part of society. It is increasing due to an aged population that is currently taking place in Spain. The purpose of the research is to obtain the motor, state of mind, physical state and social state perceptions of the participants in the program based on cognitive stimulation through music, body movement and teaching of body percussion – BAPNE Method that took place during the academic year 2013-2014 at the University of Alicante. The activities combine rhythm, melody, and language and body movement in order to obtain a full stimulation of all lobes of the brain, according to Howard Gardner's Theory of Multiple Intelligences, and the work of the different biomechanical planes (sagittal, frontal and horizontal). The methodology's working procedure allows a special layout of participants where teamwork is encouraged. This is carried out thanks to the group's distribution in pairs or concentric circles. The method employed to analyze data processing within the qualitative paradigm has been accomplished through semi-structured interviews to the program's participants, whose questions have been validated by experts.

**Keywords:** *Body percussion, movement, cognitive stimulation, life quality, wellness, perceptions*

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## **Drugs and Body Percussion. Rehabilitation Therapy by BAPNE Method**

*Francisco Javier Romero-Naranjo, Jessica María Pons-Terrés, Natalia Crespo-Colomino and Andrea Carretero-Martinez*

The rhythm produced through body percussion has a broad therapeutic potential in relation to cognitive stimulation, group identity and self-esteem. This research was performed at an drug addicts in Spain that must be held for at least 3 months. Patients were given two hours a week for ten weeks with the goal of investigating the identity construction and self-esteem improvement thanks to BAPNE method. The study was conducted with 28 boys and 27 girls, always in groups treated separately. Research is fully quantitative and structured using the test "Aspects of Identity Questionnaire (AIQ-IV)" identity was evaluated in four dimensions: personal, relational, social and collective. The Rosenberg scale was administered to assess self-esteem. The form of group work by circles and concentric circles helped the group interaction. BAPNE method enhances cognitive stimulation and develops five types of attention (focal, sustained, divided, selective and alternating). The results show an improvement of the identity in the group, after application of the ten weeks of therapy BAPNE method. The group never used background music, never works hierarchically (mirror); always in circle and concentric circles. The group was evaluated with a pre and post test of cortisol. 3 shots were performed in order to observe the level of stress. The final result demonstrates a drop in cortisol and an increase in the hormone oxytocin.

**Keywords:** *Body percussion, BAPNE method, drugs, attention, music, rhythm*

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## The Efficiency of Basic First Aid Training Given to Students Who Receive Health Education in a Foundation University

*Ozlem Karatana, Gulzade Uysal, K. Derya Beydag, Ismail Kusoglu and Onur Yarar*

This study was aimed to evaluate the efficiency of basic first aid training given to students who receive health education in a foundation university in Istanbul. The universe of the descriptive cross-sectional type study was created by students who received education in the autumn term of 2013-2014. This study was not made with sample selection but it was carried out with 102 students who accepted to participate the study. The data was obtained from the "data collection form", consisting of two sections and questions about the socio-demographic and basic first aid. The results obtained at the end of the study were transferred to SPSS 17.0 package program and evaluated with t-test, ANOVA analysis in independent groups. 58,8 % of the participating students (n=60) were women and their average of age was 21,97±4,53. The average of point first aid knowledge (FAK) of among students who receive health education of post test (86.12 ± 10.66) were considerably higher than that of pre test (71.86 ±10.45) (p<0,001). According to results first aid training must be included in cirrocumulus of training and education instutions of various levels.

**Keywords:** *Basic life support, first aid, training*

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## Doğuma Hazırlık Sınıfları Ne Vaat Ediyor?

*Nevin Çıtak Bilgin ve Birgül Cerit*

Doğum süreci bir kadının hayatı boyunca yaşayabileceği en eşsiz deneyimlerden biridir. Marie F. Morgan doğumun doğal, normal ve insani bir deneyim olduğunu, doğal ve tıbbi bir müdahale olmadan doğumlarını gerçekleştirmek isteyen çiftlerin bu kararlarının desteklenmesi gerektiğini ifade etmektedir. Günümüzde birçok insan ağrısız bir doğum deneyimi yaşamayacağına, doğumun yorucu ve komplikasyonlu olduğuna inandıkları için güvenli olduğunu düşündükleri sezaryeni tercih etmektedirler. Tüm dünyada ve ülkemizde son yıllarda sezaryen oranlarındaki artış dikkat çekicidir. Sağlık Bakanlığı'nın 2010 yılı istatistiklerinde sezaryenle doğumların tüm doğumlar içindeki payının 2003 yılında % 21 iken 2010 yılında % 45'e yükseldiği belirtilmektedir. Sezaryenin tercih edilme nedenleri; doğum anında yaşanan olumsuz deneyimlerin kadınlar arasında konuşularak yayılması, görsel medyada kullanılan ağrılı, acılı, kanlı doğum sahneleri yüzünden kadınların doğuma ilişkin olumsuz imaj oluşturmaları ve sağlık personelinin de hala doğum eyleminin çok riskli ve ağrılı olduğuna inanmasıdır. Oysaki doğuma ilişkin öyküler kadının yaşamında her zaman hatırlamak isteyeceği güzel, mucizevi ve gurur duyulacak anlar olmalıdır. Doğum sürecinin anne, bebek ve baba için eşsiz bir şekilde yaşanması, doğuma ilişkin olumsuz algıların değiştirilmesi, korku ve anksiyetenin azaltılması, ebeveynlerin doğuma hazırlanması ile mümkündür. Bu da ancak konuya ilişkin verilecek eğitimlerle mümkündür. Yapılan çalışmalarda doğuma hazırlık sınıflarında verilen eğitimlerle, gebelikte nelere dikkat edilmesi gerektiği, doğuma nasıl hazırlanılacağı, nelerle karşılaşabileceği, doğum sonu süreçte annenin ve bebeğinin bakımı vb. konular hakkında yeterli bilgi ve beceri sahibi olan ebeveynlerin çok daha olumlu doğum deneyimlerine sahip oldukları gösterilmiştir. Ülkemizde Sağlık Bakanlığı mevcut politikalarında, anne ve bebek için son derece sağlıklı olan, annenin doğum sonrası daha hızlı iyileştiği, bebeğinin bakımında aktif rol alabildiği doğal doğumun yaygınlaştırılması gerektiğini vurgulamaktadır. Bu nedenle son yıllarda kadının kendi içgüdülerinin rehberliğinde kendi doğumuna aktif olarak katıldığı ve müdahalenin olmadığı doğum eylemlerini gerçekleştirebilmesi için doğuma hazırlık sınıflarına verilen önem giderek artmaktadır. Farklı felsefelerle eğitim veren bu sınıflar sayesinde bilinçli ebeveynlerin sayısı da giderek artmaktadır. Doğuma hazırlık sınıflarında verilen eğitimler sayesinde gebelik, doğum ve doğum sonu döneme ilişkin anne, bebek ve baba adayları için birçok olumlu etki söz konusudur. Bunlar özetle; doğum şekline karar verme sürecine aktif katılmayı sağlama, doğumda yaşanan ağrıyı hafifletmede daha az farmakolojik yöntem kullanma, gebenin bilgilerini artırma ve çeşitli beceriler kazandırma yoluyla, kontrolün onda olduğunu hissettirerek, korkularıyla başa çıkma becerisini geliştirme, stresi azaltma, doğum eylemine ilişkin memnuniyeti artırma, babanın gebelik ve doğum sürecine katılmasını sağlama, annede doğum sonu depresyon riskini azaltma, anne-bebek bağlanmasını artırma, çiftler için mutlu bir doğum deneyimi yaşama şansı vermedir

**Anahtar Kelimeler:** *Doğuma hazırlık sınıfları, doğum öncesi eğitim, doğal doğum*

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## Boksörlerde Ani Kilo Kaybının Nabız Üzerine Etkisinin Araştırılması

M. Beyleroğlu, M. Hazar, S. Yalçın, M. Uca ve M. Akkuş

Bu çalışmada boksörlerde ani kilo kaybının nabza etkisinin incelenmesi amaçlanmıştır. Çalışmaya Sakarya Boks Spor Kulübünün bünyesindeki amatör boksörler ve 2011 yılında halen faaliyet gösteren 22 gönüllü sporcu katılmıştır. Sporcuların yaşları, vücut ağırlıkları, spor yaşları, boylarıyla birlikte yapılan Cooper testi sonuçlarını iki kez normal kilolarının üzerindeyken ve aniden müsabaka kilolarına düşürülerek alınmıştır. Çalışmamızda veri toplama aracı olarak bir adet kronometre, mezura ve kayıt için Toshiba marka dizüstü bilgisayar kullanılmıştır. Elde edilen veriler SPSS 17,0 istatistik programında Paired Samples Test kullanılarak analiz edilmiştir. Çalışmaya katılan tüm sporcuların Cooper testi sonuçlarını iki kez normal kilolarının üzerindeyken ve aniden müsabaka kilolarına düşürülerek alınan veriler ile karşılaştırıldığında antrenman öncesi birinci denemeleri ile antrenman öncesi ikinci denemeler arasında anlamlı farklılık bulunmuştur. Antrenman anında birinci deneme ile antrenman anında ikinci denemeler arasında anlamlı bir farklılık tespit edilmiştir. Antrenmandan 1 dakika sonrası birinci denemeleri ile antrenmandan 1 dakika sonra ikinci denemeler arasında anlamlı bir farklılık bulunmamıştır. Antrenmandan 1 saat sonra birinci deneme ile antrenmandan 1 saat sonra ikinci denemeler arasında anlamlı bir farklılık tespit edilememiştir. Sonuç olarak çalışmada görülüyor ki ani kilo kaybının kalp atım hızı üzerinde önemli bir etkisi var. Buna göre sporcularımıza ani kilo kaybı yerine üç ay öncesinde uzun vadede kademeli olarak müsabaka vücut ağırlığına düşürülmesi gerekir. Bu kilo kaybı organizma ile birlikte uyum içinde bir gerçekleşeceği için sporcunun organizmasını zorlamaz. Sporcularımıza uzun vadede, doğru yüklenmeler ve beslenmeyle kilo kaybını yaptırırsak organizmamız bu duruma hızlı uyum sağlar ve organizmamıza aşırı yüklenilmemiş olur. Bu süreçte de sporcuların doğru bir hazırlık dönemi geçirdiğini görmüş oluruz.

**Anahtar Kelimeler:** Boks, kilo kaybı, nabız

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## Hemşirelerin Metaforik Yaşam Boyu Öğrenme Algıları

Emine Şenyuva, Figen Çalışkan

Araştırma, hemşirelerin yaşam boyu öğrenmeye ilişkin algılarını metaforlar aracılığıyla ortaya çıkarmak ve bu metaforları etkileyen bazı değişkenleri belirlemek amacı ile planlandı. Araştırma, nitel ve nicel araştırma desenindedir. Araştırmanın evrenini, İstanbul ilinde T.C Sağlık Bakanlığı'na bağlı resmi bir yataklı tedavi kurumunda çalışan tüm hemşireler (N: 325) oluşturdu. Araştırmada örneklem seçimine gidilmemiş olup, araştırmaya gönüllü olarak katılmayı kabul eden 269 hemşire ile gerçekleştirildi. Veriler Nisan-Haziran 2013 tarihleri arasında toplandı. Araştırmada veri toplama aracı olarak, hemşirelerin sosyo-demografik özelliklerini belirlemeye yönelik 8 sorudan oluşan Bilgi Formu ve hemşirelerin yaşam boyu öğrenme kavramına ilişkin sahip oldukları algıları ortaya çıkarmak amacıyla "Yaşam boyu öğrenme ..... gibidir, çünkü; ..... " ifadesinin yazılı olduğu bir form kullanıldı. Veriler, nitel (içerik analizi) ve nicel (frekans,ki-kare) veri çözümleme teknikleri kullanılarak analiz edildi. Araştırmada, hemşirelerin %89,6'sının kadın, %10,4'ünün erkek, yaş ortalamalarının 34,25±7,01 olduğu belirlendi. Hemşirelerin %50,2'sinin lisans, %27,9'unun önlisans mezunu olduğu ve %21,9'unun 6-10 yıldır hemşire olarak çalıştığı saptandı. Hemşirelerin yaşam boyu öğrenme kavramına ilişkin 139 metafor geliştirdikleri belirlendi. İlk dört sırada; *bebek* (n: 20, %7,4), *su* (n: 16 %5,9), *ağaç* (n:15, %5,6) ve *çocuk* (n:10, %3,7) metaforlarının yer aldığı belirlendi. Hemşirelerin yaşam boyu öğrenme kavramına ilişkin geliştirdikleri metaforlar ortak özellikleri bakımından; "Sürekli değişim ve gelişim olarak yaşam boyu öğrenme" (99 hemşire 56 metafor), "Öğrenmeyi öğrenmek olarak yaşam boyu öğrenme" (68 hemşire 52 metafor), "Kendiliğinden gerçekleşen öğrenme olarak yaşam boyu öğrenme" (39 hemşire 27 metafor), "Temel gereksinim olarak yaşam boyu öğrenme" (37 hemşire 21 metafor) "Zorunluluk olarak yaşam boyu öğrenme" (26 hemşire 13 metafor) olmak üzere beş kavramsal kategorileri altında toplandı. Kavramsal kategorilerin, hemşirelerin yaş, cinsiyet, medeni durum, mezun olunan eğitim programı, çalıştığı bölüm, hemşire olarak toplam çalışma yılı, hemşireliği kendi isteğiyle seçip seçmeme durumları açısından farklılık göstermediği saptandı (p>0,05). Sonuç olarak, hemşirelerin çoğunluğu yaşam boyu öğrenmeyi sürekli değişim ve gelişim, öğrenmeyi öğrenmek ve temel bir gereksinim, zorunluluk olarak algılamaktadırlar. Bu sonuçlar doğrultusunda metaforların, hemşirelerin farklı kavramlara ilişkin kişisel algılarını, zihinsel imgeleri ortaya çıkarmada, anlamada ve açıklamada güçlü bir araştırma aracı olarak kullanılması önerilebilir.

**Anahtar Kelimeler:** Yaşam boyu öğrenme, metafor, algı, zihinsel imge, hemşire

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## An Investigation of the Effects of Entrepreneurial Orientation on the Marketing Capability: An Application Offering Sports Services in the Tourism Business

Ersin Eskiler, Fikret Soyer and Sümmani Ekici

Dynamic markets and advances in technology significantly affect the tourism businesses and this businesses have to change their traditional structures to adapt to a rapidly changing world. Therefore "entrepreneurial orientation" and "marketing capability" emerge as management practices for businesses to adapt to their environments and help customers to achieve competitive advantages. Entrepreneurship orientation defined in literature as one of the basic elements of the organizational culture determining operating performance, actually can be defined as a system of beliefs and values adapting businesses to environmental changes, being able to guide changes and facilitative for the actions they perform in order to benefit from these changes. On the other hand, marketing capability can be defined as a unifying force of a business to understand the consumer needs, to achieve a superior brand value and the product differentiation that competition necessitates and in effective and efficient usage of moral and material resources. In this context, the main aim is to determine the effects of the entrepreneurial orientation on the marketing capability. The Likert-type five-category scale are used for each concepts. Judgmental sampling method has been preferred and in this direction, 148 of a total questionnaires distributed to the related businesses in the province of Muğla were returned. The data was obtained from 116 Questionnaire form by eliminating the missing and erroneous ones. As a result of factor analysis, while entrepreneurial orientation as innovativeness, proactiveness, aggressiveness and risk-taking shows a multidimensional structure, the marketing capabilities are grouped under a single dimension. Also, multiple regression analysis showed that the sub-dimensions of entrepreneurial orientation has a significant and positive impact on marketing capability.

**Keywords:** *Entrepreneurial orientation, marketing capability, sports services, tourism*

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## Spor Yöneticilerinin Yeterliklerinin Araştırılması

Sevda Çiftçi ve Nevzat Mirzeoğlu

Spor yönetimi kavramı günümüzde yaygın ve farklı alanlarda uygulama alanı olan bir disiplindir. Spor yöneticileri ne yapar sorusuna farklı cevaplar bulunmaktadır. Spor yöneticilerinin görevlerini; genel yönetim görevleri, organizasyon yönetimi, bilginin yönetimi ile spor bilimleri olarak çerçeveselendirebiliriz. Bu araştırmada da spor yöneticisinin görevlerini yerine getirebilmesi için sahip olması gereken yeterliklerin ortaya çıkarılması amaçlanmıştır. Araştırmada "Spor yöneticisinin sahip olması gereken yeterlikleri nelerdir?" sorusunu çözümlenebilmek için nitel araştırma yöntemleri kullanılarak veriler toplanmış ve yorumlanmıştır. Araştırmada spor alanında ve diğer alanlarda yöneticilik yapan, spor yöneticiliği eğitimi alan ve spor organizasyonlarında çalışan kişileri kapsayan iki aşamalı bir çalışma yapılmıştır. Sınıflandırmanın birinci aşamasında spor ortamında ve diğer alanlarda çalışan kişi ve yöneticilerin, yönetici yeterlikleri ile ilgili verilerine, ikinci aşamasında ise spor yöneticilerinin yeterlikleri ile ilgili verilerine yer verilmiştir. Birinci aşamada; 40 kişiye hiçbir yönlendirme yapılmadan "sizce yönetici hangi yeterliklere sahip olmalıdır?" sorusu sorulmuştur. 20 kişi ile doğrudan görüşme ve 2 odak grup (10'ar kişilik 2 grup) görüşmesi yapılmıştır. Çalışma grubunu; halen devlet ve özel sektörde yöneticilik yapan, yüksek lisans ve doktora seviyesinde okuyan ve çalışanlar ile Spor Yöneticiliği Bölümü lisans son sınıfta okuyan ve çalışmakta olan öğrenciler oluşturmuştur. İkinci aşamada ise; yöneticilik eğitimi alan ve almayan, devlet ve özel sektörde görev yapan yöneticilerle (8 kişi) yapılandırılmış görüşme formu kullanılarak görüşmeler yapılmıştır. Araştırma bulgularının sonucunda elde edilen veriler Mintzberg'in "Yönetimsel Roller Teorisi" doğrultusunda oluşturulmuştur. Ayrıca bulgulardan elde edilen bilgilerle Mintzberg'in Yönetimsel Roller sınıflandırmasına ek olarak "yöneticilerin kişisel özellikleri" isimli bir boyut daha eklenmiştir. Bu bulgulara göre spor yöneticilerinin yeterliklerinin; karar verme, kişiler arası ilişkiler, bilgi ve kişisel özellikler ile ilgili yeterlikler olarak dört başlık altında toplanabileceği görülmüştür.

**Anahtar Kelimeler:** *Yönetici, spor yöneticisi, yeterlik*

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## The Value of Having a Physical Education Specialist

Joe Deutsch

With Obesity on the rise worldwide, physical education (PE) teachers need a strong individual to unite them and provide a voice for them at an administrative level. Marginalization from the outside world, has painted an international picture of PE teachers who are coaches or simply just want to "role out the ball". While concepts-based and health-related fitness are being infused into PE curriculums worldwide, these efforts are often going unnoticed by administrators as well as like PE teachers. Employing a Physical Education Specialist (PES) within the school district provides many benefits to not only teachers but the field of Physical Education itself. Having a PES who is highly trained and certified can provide your teachers with a point person to organize content specific professional development, provide needed support for the teachers, and give them constructive feedback and evaluation. This presentation will discuss everything from the need for and process of hiring a PES to how they can help their teachers become and stay highly qualified, as well as to provide an advocates voice at the administrative level. In order for physical education to survive they need to be a united front and every united front needs a great leader.

**Keywords:** Physical education, specialist, obesity, administration

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## Decision Making by Coaches and Athletes in Sport

Adem Kaya

Decision making is a fundamental element of any sport, particularly open, fast, dynamic team sports such as volleyball, football, wrestling, rugby, and basketball. In order to succeed in winning any game and competition at national and international level in all individual and team sports there is a need to reconsider all success factors in order to make a better decision to win. At the elite level, coaches and athletes appear to consistently make good decisions in situations that are highly temporally constrained. Although there is no "regular" type of decision making in sports for agents (such as coaches and athletes), there are some characteristics that seem general enough to take away from these fields. Sports offer an exceptional occasion for the study of decision-making for a number of reasons for coaches and players. Within the areas of sports decision-making, there are a number of different decision agents (coaches, referees, players, crowds, etc.), tasks such as play-calling and ball allocation, and contexts such as during play and during timeout. This provides the chance to study a variety of interesting decision making designs and strategies by coaches and athletes in sport. This study is to identify these features, then relating them to the methods applied to study decisions in sports.

**Keywords:** Decision making, sports, technical strategies in sport, tactical strategy in sport, methods in sport

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## Okçulukta Hedef Performansının Değerlendirilmesi

İ. Eroğlu Kolayış, M. Çilli, H. Ertan ve J. A. Knicker

Bu çalışmada hedef üzerindeki okların dağılımlarının incelenmesi amaçlanmıştır. Araştırmaya 7 bayan (Yaş: 16,66±3,44; Spor Yaşı: 5,88±2,92 ve 11 erkek (Yaş: 22,33±2,95; Spor Yaşı: 4,11±2,80) olmak üzere 18 sporcu katılmıştır. Okçuluk kapalı saha antrenman tesislerinde sporcuların hedef performansları dijital fotoğraf makinesiyle kayıt edilmiş ve daha sonra bilgisayar ortamında işlenerek her bir okun konumu sayısallaştırılmıştır. Hedef merkez noktası referans alınarak 4 bölgeye ayrılmıştır. Her bir bölgedeki ok sayıları belirlenmiş ve bölgelerarası farklılıklar SPSS 15.0 yazılımında tek yönlü ANOVA testi ve Ki kare testi kullanılarak değerlendirilmiştir. Çalışmada elde edilen sonuçlara göre hedefte 10 ve 9 puana (sarı) giden ok sayısı bölgelere göre değerlendirildiğinde okların %59.32 1. Bölge, % 48.53 2. Bölge, % 45, 95 3. Bölge ve %33.33 4. Bölgeye isabet ettiği ve gruplar arası yüzde dağılımları arasında istatistiksel olarak anlamlı bir fark olduğu gözlenmiştir (p<0,05). Ancak kırmızı ve mavi halkalara giden ok sayısında bölgeler arası istatistiksel olarak anlamlı bir fark bulunmamaktadır. Bununla birlikte x ekseninin üzerine ve altına giden okların yüzdeleri arasında da istatistiksel olarak anlamlı farklılık bulunmuş (p<0,05), sağa ve sola giden oklarda anlamlı bir fark gözlenmemiştir. Okların hedefte birbirine yakın noktalara isabet etmesi okçulukta beceri gelişiminin bir göstergesidir. Ancak okçunun becerisi gelişmiş olsa da yarışmada atacağı okların hepsi hedeflenen noktaya gidemeyebilir, bunun sebepleri üzerinde çalışarak ok atışlarındaki sapmaların sebeplerinin tanımlanması mümkün olabilir. Bu durumda sonraki çalışmalarda hedefteki konumlarına göre ok atışı esnasında çalışan kasların kassal analizleri, klikra göre reaksiyon zamanı, KAH değerlendirmeleri yapılabilir ve okçuluk performansının gelişimi için kullanılabilir.

**Anahtar Kelimeler:** Okçuluk, hedef, hedef performansı

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## An Evaluation of Students' Views and Qualifications on Foreign Language at Universities in Physical Education and Sports High Schools

Filiz Uğur Gündoğan and Murat Özmaden

This research was carried on the students studying at Balıkesir University, Sakarya University, Muğla Sıtkı Koçman University, Dumlupınar University, Çanakkale Onsekiz Mart University, Celal Bayar University, Adnan Menderes University and Trakya University in Physical Education and Sports High Schools during the academic year of 2012-2013. The data obtained from this research were collected by using questionnaire method; the statistical analysis of the data was analyzed using SPSS 20.0 programme package. In the analyzing of the present data, repetition frequency, percentage distribution, and chi-square tests were used. In order to determine the adequacy of foreign language education in this research, although the students, studying in Physical Education and Sports High Schools, participate the idea of learning a foreign language is fully necessary for them, and they also think a foreign language would provide them an easy opportunity to find a job after graduated the school, it was seen that they agree with the idea of foreign language education is insufficient because of the inadequate equipment, the lack of teaching hours, the lack of foreign language teaching methods and techniques using in the course, and the level of difficulty of the language text books. Thus, for better foreign language teaching, these results emerged. These are as follows; the level grade separation should perform after the level grade test, the preparatory classes should be opened in the first year, the text books should be used written by mixed-authors (Turkish-Foreign), grammar should be taught primarily, spoken exercises and translation should be done about the professional and daily subjects, in teaching, foreign teachers should only take part in spoken lessons.

**Keywords:** Physical education and sports, student, foreign language education, method

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## Neuromotor Rehabilitation and Cognitive Outcomes in Patients with Traumatic Brain Injury through the Method BAPNE

Y. Tripovic, A. Marchese, D. Carratellim and J. Romero Naranjo

After the acute phase of hospitalization, patients with severe brain injury, requiring interventions in health and social care in the long term: the work of rehabilitators is to facilitate the recovery of several disorders caused by trauma and involves all possible areas to return the patient to full functionality within the autonomy and satisfaction of basic needs, and psychological support they need. The recent use of body percussion through BAPNE method in neurorehabilitation offers the possibility of studying the development of motor skills, attention, coordination, memory and social interaction of patients with neurological diseases. The experimental protocol involves 52 patients with GCA selected on the basis of shared and structured requirements. The trial will provide the coaching protocol BAPNE (in two weekly sessions of 50 minutes to a maximum of 10 weeks in a group of patients), to the traditional rehabilitation activities. The control group will continue to perform exclusively the cognitive and neuromotor rehabilitation according to traditional protocols. All subjects will be: monitored the levels of cortisol in-time 0 - 75-180 days; recorded beats per minute through a heart rate monitor on your wrist; through the use of Lybra (equilibrium) and Kimeja (virtual reality) will be recorded data regarding the ability to adjust the balance of the patient in standing and sitting using the visual input and data relating to the patient's ability to coordinate fine motor skills in a virtual environment; through the administration of neuropsychological tests (HADS, NPI) will be detected improvements in mood and behavioral disturbances in the regression if available. At 6 months after administration of the protocol is expected to re-test to assess if present, the maintenance of the effects of rehabilitation obtained. The research is led by three neurologists from the center of neurorehabilitation Fondazione Roboris ASL RME in Rome.

**Keywords:** Neurorehabilitation, traumatic brain injury, BAPNE method, brain stimulation, stroke

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## Beden Eğitimi ve Spor Yüksekokullarında Öğrenim Gören Öğrencilerin Sürekli Kaygı Durumlarının İncelenmesi

Erdi Kaya, İhsan Sarı, Ersan Tolukan ve Mahmut Güllü

Araştırmanın amacı, Beden Eğitimi ve Spor Yüksekokulu'nda öğrenim gören öğrencilerin sürekli kaygı durumlarının; çeşitli değişkenlere göre incelenmesi amaçlanmıştır. Araştırmanın evren ve örnekleme; Ağrı İbrahim Çeçen Üniversitesi Beden Eğitimi ve Spor Yüksekokulu'nda öğrenim gören, tesadüfi örnekleme yöntemi ile seçilen Beden Eğitimi ve Spor Öğretmenliği (n= 147) ile Antrenörlük Eğitimi Bölümü öğrencilerinden (n= 62) oluşan toplam 209 öğrenci oluşturmaktadır. Araştırmanın amacına ulaşmak için araştırmacı tarafından geliştirilen demografik değişkenler anketi ve Spielberger ve arkadaşları (1970) tarafından geliştirilen ve Türk Kültürü'ne uyarlanması ise Öner ve Le Compte (1983) tarafından yapılan 20 sorudan oluşan "Sürekli Kaygı Ölçeği" kullanılmıştır. Verilerin çözümlenmesinde SPSS 17.0 paket programı ile frekans ve yüzde dağılımları alınarak; değişkenlerin karşılaştırılmasında ise t testi kullanılmıştır. Bulgular incelendiğinde, öğrencilerin cinsiyet, düzenli spor yapma ve lisanslı olma durumu ile sürekli kaygı düzeyleri arasında istatistiksel olarak anlamlı farklılıklar bulunamamıştır.

**Anahtar Kelimeler:** Sürekli kaygı, beden eğitimi ve spor yüksekokulu, antrenörlük

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## Perceived Sensations Related To the State of Flowing Factors Produced During the Performance of Cognitive Stimulation Exercises through the Didactics of the Body Percussion – BAPNE Method

Natalia Crespo-Colomino, Javier Romero-Naranjo, Jessica Pons-Terrés, Andrea Carretero-Martínez and Elena Pérez-Bravo

Nowadays, the population is growing in their age range, and it is getting old. Furthermore, it is known that these people often present diseases and they cannot do their normal tasks or their daily lives. Sometimes, that can be a compounded problem (this problem gets worse or can grow) and they are not able to develop their basic and vital functions like other people. These are diseases such as cognitive deficits, Alzheimer's, Parkinson's, brain damage and others. It is a hard work to offer and provide these people a quality life with a minimum wellness which contributes to their health in a positive way. This is one of the main aims in our research group through teaching body percussion - BAPNE method. This is intended primarily to cognitive stimulation, and to develop kinetic and motor skills, as well as multiple intelligences. Although this is not the cure or the solution to their disease, that can stop its growth or at least do it slower. After an academic year (2013-2014) working in this program with these subjects, we have carried out a research about the personal perceptions of these people within the development of these activities. Seven different aspect were measured. They are directly related with the factors which make Flow test made by Csikszentmihalyi, in order not only to obtain objective data but also to have a more personal information about people. A semistructured survey was created and the questions have been validated by experts. The final aim is to go deep in the emotions and sensations which arise when these activities are done, so that we can conclude if our objective of offering a mental and physical welfare is achieved. Consequently, this research is complementary to the neurological data which belongs to a wider study that confirms the benefits obtained when these activities are implemented.

**Keywords:** Flow, cognitive stimulation, body percussion, movement, elderly people

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## Spor Eğitimi Alan ve Almayan Bireylerin Saldırıcılık ve Empatik Eğilim Düzeylerinin İncelenmesi (Mustafa Kemal Üniversitesi Örneği)

Hüseyin Kırmıoğlu, Engin Gezer, Ahmet Devenci ve Mahmut Gülle

Bu çalışmanın amacı; Mustafa Kemal Üniversitesi öğrencilerinin spor eğitimi alıp almama durumlarına göre saldırıcılık ve empatik eğilim düzeylerinin incelenmesidir. Araştırmanın grubunu, 2013–2014 eğitim–öğretim yılında Mustafa Kemal Üniversitesinde öğrenim gören 254’u kadın, 281’i erkek olmak üzere toplam 535 katılımcı oluşturmuştur. Araştırmada veri toplama aracı olarak araştırmacılar tarafından geliştirilen kişisel bilgi formu ile Kiper (1984) tarafından geliştirilen “Saldırıcılık Ölçeği” ve Dökmen (1988) tarafından geliştirilen “Empatik Eğilim Ölçeği” kullanılmıştır. Katılımcıların saldırıcılık ve empatik eğilim düzeyleri; cinsiyet, yaş, öğrenim gördüğü fakülte, kardeş sayısı, anne – baba durumu, kalınan /barınılan yer, bir işte çalışma durumu, katılımcıya ait algılanan aylık gelir düzeyi ve düzenli spor yapıp yapmama durumlarına göre karşılaştırılmıştır. Öğrencilerin empatik eğilim ortalama puanları spor eğitimi alanlar için; 68,44±10,47, almayanlar için ise; 66,64±10,58 olarak bulgulanmıştır. Öğrencilerin saldırıcılık ölçeği alt boyutlarından almiş oldukları puanlar ise sırasıyla şu şekildedir. Spor yapanlar açısından; yıkıcı saldırıcılık; 43,80±12,95, atılancılık; 32,71±12,52, edilgen saldırıcılık; 44,45±12,40 olarak bulgulanmıştır. Spor yapmayanlar açısından ise; yıkıcı saldırıcılık; 41,65±12,94 atılancılık; 31,71±12,52, edilgen saldırıcılık; 42,74±11,67 olarak bulgulanmıştır. Spor eğitimi alan öğrenciler açısından, öğrencilerin cinsiyet grupları ile saldırıcılık alt boyutlarından yıkıcı saldırıcılık bakımından (U=1010,500; p>,05) ve edilgen saldırıcılık bakımından (U=955,000; p>,01), anlamlı farklılıklar tespit edilmiştir. Spor eğitimi almayan öğrenciler açısından ise, öğrencilerin cinsiyet grupları ile saldırıcılık alt boyutlarından yıkıcı saldırıcılık bakımından (U=16251,000; p>,01) ve edilgen saldırıcılık bakımından (U=19179,000; p>,01) anlamlı farklılıklar tespit edilmiştir. Diğer alt boyut açısından herhangi bir anlamlı farklılık tespit edilememiştir. Empatik eğilim açısından ise (U=16161,000; p>,05) cinsiyet grupları ile empati arasındaki fark anlamlı bulunmuştur. Spor eğitimi alan ile almayan öğrenciler açısından, öğrencilerin spor yapıp yapmamaları ile saldırıcılık alt boyutları ve empatik eğilim düzeyleri arasında herhangi anlamlı farklılaşma tespit edilememiştir.

**Anahtar Kelimeler:** Saldırıcılık, empatik eğilim, spor eğitimi

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## The Causes of Differentiation as Departments in Academic Achievements of Health School Students in Public Health Course

*Berrin Telatar, Albena Gayef, Can Öner and Hülya Gürbüz*

The study aims to investigate the differences in academic achievements of students in Public Health course at the School of Health and potential factors believed to be playing a role on such differentiation. The research was conducted with 135 students, making up the entire study universe who are currently enrolled in Nutrition and Dietetics, Physiotherapy and Rehabilitation, Midwifery, Health Institutions Management departments at Istanbul Bilim University School of Health. Academic achievement of students in the Public Health course was evaluated. Students were compared in variables of gender, department and the college admission exam scores. ANOVA, t test, correlation analysis were employed for evaluating data. 74.8% of 135 students participated in the study were female, 25.2% were male. No significant differentiation in the academic success of students was determined by gender ( $p>0.05$ ). Midterm and final exam grades and Semester GPA of Physiotherapy students were found to be significantly higher than that of the students at the Health Institutions Management Department ( $p<0.05$ ). Midterm grades of Physiotherapy students were found to be significantly higher than that of the students at the Health Institutions Management Department ( $p<0.05$ ). Final and semester GPA grades of Physiotherapy students were found to be significantly higher than that of the students at the Midwifery Department ( $p<0.05$ ). Statistically significant differences were identified by Tukey analysis carried out based on the average scores of students in college admission exam ( $p<0.05$ ). A positive significant relationship between scores of students in college admission exam and their academic achievement was identified ( $p<0.01$ ). The results of the research indicate the differentiation of academic achievement of the students by departments. High academic achievement of the students of Physiotherapy and Rehabilitation Department is thought to be attributable to their scores in college admission exam. Further research is planned in order to identify other factors potentially associated with the academic achievement.

**Keywords:** *Student, achievement, health, school, public health*

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## Is Asking Same Question in Different Ways Has Any Impact on Student Achievement?

*Albena Gayef, Can Öner and Berrin Telatar*

**Objective:** In our education system Multiple-choice exams have begun more widespread with each passing day. Multiple choice exams are useful for assessment of students' lower levels of knowledge while the essays are used in order to assess analysis, synthesis and critical thinking. The aim of this study was to determine the impact of exam types on student achievement. **Method:** In this study the data of Istanbul Bilim University School of Medicine 1st year students' ( $n=66$ ) midterm and final exam results of one course was used. Multiple choice questions were used in midterm exam and essay in final exam. Same four questions were asked as multiple choices in midterm exam while open ended in final exam. Students were divided into two groups. One of two groups constitutes from students answered questions correct in midterm exam and false in final exam. The second group composed of other students. The difference between midterm exam and final exam grade was calculated. Data were analyzed with Pearson correlation and chi square tests. Significance level was accepted as  $p<0.05$ . **Results:** Students' midterm exam mean grade was 85,  $84\pm 10$ , 31 and final exam mean grade was 57,  $75\pm 17$ , 60. There was a significant correlation between midterm and final exam grades ( $r=0,41$ ,  $p=0,000$ ). When assessed for each question separately, large proportion of students whose final exam grades reduced more than 40% was answered the same questions correct in the midterm but false in final exam (for each questions  $p=0,000$ ;  $p=0,023$ ;  $p=0,742$ ,  $p=0,000$  respectively). **Conclusion:** Students' success in the secondary education period is usually assessed with multiple-choice exams. Assessment of students' achievement with multiple choice exams may affect their learning strategies. Further research is planned in order to determine relationship between students' learning strategies, assessment methods and student achievement.

**Keywords:** *Student, achievement, multiple choice, essay, assessment*

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## Bölgesel Amatör Ligde Mücadele Eden Takımların Antrenörlerinin Karar Verme Stilleri ile Tükenmişlik Düzeyleri Arasındaki İlişkinin İncelenmesi

*Mahmut Güllü, Menderes Kabadayı, Özgür Bostancıoğlu, Mehmet Çağrı Çetin ve Ramazan Şeker*

Bu araştırma Bölgesel Amatör Ligde mücadele eden takım antrenörlerinin karar verme stilleri ile tükenmişlik düzeyleri arasında farklılaşma olup olmadığını ortaya koymak amacıyla yapılmıştır. Araştırmanın evrenini 2012-2013 futbol sezonunda Türkiye Futbol Federasyonu Bölgesel Amatör Ligi'nde mücadele eden 160 takımın antrenörü oluşturmaktadır. Araştırmanın örneklemini ise bu evrenden tesadüfi örneklem yöntemiyle seçilen 95 takımın antrenörü oluşturmaktadır. Araştırmada veri toplama aracı olarak Mann ve ark., (1998) tarafından geliştirilen ve Deniz (2004) tarafından Türkçe'ye uyarlanan "Melbourne Karar Verme Ölçeği" ile Maslach ve Jackson (1981) tarafından geliştirilen ve Ergin (1992) tarafından Türkçe'ye uyarlanan "Maslach Tükenmişlik Ölçeği" kullanılmıştır. Araştırmadan elde edilen bulgulara göre; Korelasyon katsayısı sonuçları çerçevesinde antrenörlerinin karar vermede öz saygı ve karar verme ölçeği alt boyutları ile tükenmişlik düzeyleri arasındaki ilişki olduğu bulunmuştur.

**Anahtar Kelimeler:** Tükenmişlik, karar verme, antrenörlerde tükenmişlik, antrenörlerde karar verme

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## Research of Skill Trainings with Different Teaching Styles in Basketball

*Mehmet Emre Turan and Nimet Haşıl Korkmaz*

The aim of this research is to teach the technique of changing hand and direction in basketball by using orientated invention training method which is one of the different method of sports. 16 basketball players whose ages are 10 and plays in Kocaeli Fenerbahçe Basketball Sports School has attended the research voluntarily. The trainings were scheduled as 2 days in a week regularly and 75 minutes for each training. In the main part of trainings, which takes 30 minutes, the players were trained during 4 weeks by using orientated invention method. To understand the efficiency of the research, the trainings were done with 3 coaches and recorded with a camera. The datas were collected with observation method which is one of the qualitative research methods and techniques. The coaches answered the hand and direction techniques of players according to the valuation chart, which was prepared before, during the trainings by watching the video records again. At the end of 4 weeks, "Yes", "No" and "Partial" were given as answers to the questions which were on the chart prepared before the trainings and how much the players used the techniques or if they used or not is observed. As a result of this research, it is shown that main technique education can be given to players by using different invention techniques besides learning by presenting. Also, compared to the learning by presenting techniques, it is seen that players can understand effectively how and why they use the movements of main techniques and performs taking up seriously.

**Keywords:** Basketball, fundamental, teaching methods

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## Engelli Çocukların Spora Yönlendirilmesinde Ailenin Rolü

*Gizem Karakaş ve Çetin Yaman*

Bu çalışmada amaç, engelli çocukların spora yönlendirilmesinde ailenin rolünü araştırmaktır. Araştırmacı tarafından hazırlanan veri toplama aracı ebeveynlerin ve engelli çocukların demografik bilgilerine ulaşma amaçlı kullanılmıştır. Veri toplama aracı, özel eğitim ve rehabilitasyon merkezlerinde özel eğitim alan (zihinsel, işitme, görme, bedensel ve otizm) engelli çocukların ebeveynlerine uygulanmıştır. Araştırmaya 132 anne ve 32 baba olmak üzere toplam 164 ebeveyn gönüllü olarak katılmıştır (Yaş=41,68±9,31). Elde edilen verilere tanımlayıcı istatistiksel işlemler uygulandıktan sonra, katılımcıların demografik özelliklerine ilişkin veriler, frekans ve yüzde hesaplaması ile çözümlenmiştir. Değişkenler arasında ilişki olup olmadığını belirlemek amacıyla pearson ki-kare testi kullanılmıştır. Çalışmaya katılan ebeveynlerden %37,2'sinin spor yaptığı (n=61) ve yaptığı sporlar arasında en çok tercih edilenlerin yürüyüş ve yüzme olduğu bulunmuştur. Spor yapan ebeveynlerin %72,1'nin çocuğunun da spor yaptığı ve yaptığı sporlar arasında yine yoğun olarak yürüyüş ve yüzme bulunduğu tespit edilmiştir. Çalışmaya zamanı olmadığı için spor yapmadığını belirten %62,8 oranındaki spor yapmayan ebeveynlerin (n=103) çocukların da %51,5 oranında spor yapmadığı ve çocuklarını spora yönlendirmeme nedeni olarak çocuğun engelinin öne sürüldüğü ve spor yaptırmayı hiç düşünmedikleri tespit edilmiştir. Yapılan pearson ki-kare testine göre ailelerin spor yapması ile çocuklarının spor yapması arasında anlamlı bir ilişki bulunmuştur (p<0.05). Sonuç olarak, engelli çocukların spor yapmasında ailenin yönlendirici etkisinin olduğu ve ailenin sporla uğraşması ile engelli çocuğunun sporla uğraşması arasında anlamlı bir ilişki olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Aile, engelli çocuk, spor

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### **Futbol Antrenörlerinin Öz Liderlik Niteliklerinin İncelenmesi**

*Mehmet Bayansalduz, Abdurrahman Kepoğlu, Mehmet Dallı ve Olcay Mülazımoğlu*

Bu araştırma, futbol antrenörlerinin öz liderlik niteliklerinin incelenmesi amacıyla ele alınmıştır. Araştırmaya 2014 yılında Muğla Sıtkı Koçman Üniversitesinde TÜFAD tarafından 2 yılda bir düzenlen TFF-TÜFAD Bölgesel Gelişim Seminerine katılan Muğla İli 166 futbol antrenörü gönüllü olarak katılmıştır. Araştırmada veri toplama aracı olarak, Anderson ve Prussia (1997) tarafından geliştirilen (Self-Leadership Questionnaire-SLQ) öz liderlik ölçeği ve bu araştırmanın amacına uygun olarak hazırlanan kişisel bilgi formu kullanılmıştır. Araştırmada, antrenörlerin öz liderlik tutumlarında lisans seviyeleri, meslek yılı ve mesleki memnuniyet düzeyleri açısından anlamlı farklılıkların bulunup bulunmadığını test etmek amacıyla anlamlı farklılık testleri kullanılmıştır. Araştırma sonuçlarına göre, Futbol antrenörlerinin öz liderlik niteliklerinin ortalamının üzerinde olduğu tespit edilmiş ve ayrıca antrenörlerin öz liderlik tutumlarında lisans seviyeleri açısından anlamlı bir farklılık bulunmazken ( $p>0.005$ ), meslek yılı açısından anlamlı farklılıkların olduğu tespit edilmiştir ( $p<0.005$ ). Buna göre, mesleki tecrübesi yüksek olana antrenörlerin diğer antrenörlere göre öz liderlik tutumların daha yüksek olduğu tespit edilmiştir.

**Anahtar Kelimeler:** Öz liderlik, antrenör, futbol

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### **Bedens Eğitimi Öğretmen Adaylarının İletişim Becerileri ile Öz Yeterlilik Düzeyleri Arasındaki İlişkinin İncelenmesi**

*Mehmet Dallı, Erkan Bingöl, Sabrihan Metin ve Duygu Yaralı*

Bu araştırma, bedens eğitimi öğretmen adaylarının iletişim becerileri ile öz yeterlilik düzeyleri arasındaki ilişkinin incelenmesi amacıyla ele alınmıştır. Araştırmaya tesadüfi örneklem yöntemiyle seçilen Yakın Doğu Üniversitesi Bedens Eğitimi ve Spor Yüksekokulu, Bedens Eğitimi ve Spor Öğretmenliği Bölümünden 55 öğrenci, Muğla Sıtkı Koçman Üniversitesi Bedens Eğitimi ve Spor Öğretmenliği Bölümünde 75 öğrenci olmak üzere toplam 130 öğrenci katılmıştır. Araştırmada veri toplama aracı olarak, Ersan'lı ve Balcı (1998) tarafından geliştirilen "İletişim Becerileri Envanteri", ile YÖK/Dünya Bankası Millî Eğitimi geliştirme projesinde (1998) yer alan öğretmen yeterlik göstergeleri doğrultusunda oluşturulan Öğretmenlik Yetkinlik Beklenti Envanteri (ÖYBE) ve araştırmanın amacına uygun olarak hazırlanan kişisel bilgi formu kullanılmıştır. Araştırmada öğretmen adaylarının iletişim beceri düzeyleri ile öz yeterlilik düzeyleri arasındaki ilişkinin belirlenmesi için Pearson Korelasyon Analizi kullanılmış ayrıca araştırmaya katılanların iletişim becerileri düzeylerinde ve öz yeterlilik düzeylerinde demografik veriler açısından anlamlı farklılıklar bulunup bulunmadığını test etmek amacı ile anlamlılık testleri kullanılmıştır. Araştırma sonuçlarına göre; öğretmen adaylarının iletişim becerileri ile öz yeterlilik düzeyleri arasında pozitif yönde anlamlı ilişki saptanmıştır. Cinsiyet değişkeni açısından baktığımızda ise iletişim becerileri ve öz yeterlilik düzeyleri arasında anlamlı farklılık bulunmamıştır. ( $p>0.05$ )

**Anahtar Kelimeler:** Öğretmen, iletişim becerisi, öz yeterlilik

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### **(Futbol) Hakem(leri) Karar (Tatmin) Ölçeğinin Türkçe Uyarlaması (FHKTÖ)**

*Yusuf Can, Mehmet Bayansalduz, Fikret Soyer ve Serkan Paçalı*

Bu araştırma, Andrea M.L., ve arkadaşları tarafından (2006) geliştirilen hakem karar ölçeğinin (Referee Decision Scale) Türkçe uyarlamasının geçerlilik ve güvenilirliğini test etmek amacıyla ele alınmıştır. Hakem karar ölçeği; hakemlerin ideal karar alma süreçlerini etkileyen kanaat, konsantrasyon ve kontrol temaları ile seyirci faktörü, oyuncu reaksiyonu ve çevresel faktörlerin karar sürecindeki doğruluk-hata ilişkisini açıklamak ve hakemlerin kararlarına ilişkin tatmin duygusunu ölçmek amacıyla geliştirilmiştir. Ölçek 9 madde ve tek faktörden oluşmakta olup, 5 likert tipi bir derecelendirme ile hazırlanmıştır. Ölçeğin her maddesinin derecelendirmesi (0) hiçbir zaman'dan (4) her zaman'a doğru yönelen bir derecelendirme şeklinde yapılmıştır. Bu araştırma, Muğla ilinde farklı klasman düzeyindeki aktif görev yapan 96 hakem üzerinde yürütülmüştür. Ölçeğin Türkçe' ye uygunluğu, doğrulayıcı faktör analizi ile sınıanmıştır. Ölçeğin cronbach alfa değeri 0,85 olarak bulunmuştur. Araştırma sonuçları, ölçeğin Türkçe formunun, Türkiye' de görev yapan futbol hakemlerin karar tatmin düzeylerini açıklayabilir nitelikte olduğunu göstermektedir.

**Anahtar Kelimeler:** Hakem, karar, futbol

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**Sporcularda Rol Tatmini ve Başarı Motivasyonu Arasındaki İlişkinin İncelenmesi: Elit Veteran Milli Sporcular Üzerinde Bir Araştırma**

*Kerimhan Kaynak, Yusuf Can, Özlem Kırandı ve Merve Boz*

Bu çalışma, Sporcularda rol tatmini ve başarı motivasyonu arasındaki ilişkinin incelenmesi amacıyla ele alınmıştır. Araştırmada ayrıca, sporcuların rol tatmin düzeyleri ve başarı motivasyonu düzeylerinde, yaş grupları, cinsiyet, spor yılı, ülke ve takımdaki rolleri açısından anlamlı farklılıkların bulunup bulunmadığı incelenmiştir. Araştırmaya, uluslar arası veteran dostluk müsabakalarına katılan, elit veteran sporcular arasından tesadüfi örnekleme yöntemiyle seçilen, 29 bayan 46 erkek olmak üzere toplam 76 elit veteran sporcu katılmıştır. Araştırmada veri toplama aracı olarak, üç bölümden oluşan anket formu kullanılmıştır. Anket formunun birinci bölümünde, sporcuların kişisel bilgilerine yönelik 7 soru, ikinci bölümde Rol tatmin ölçeği, üçüncü bölümde ise başarı motivasyonu ölçeği kullanılmıştır. Araştırma sonuçlarına göre; sporcuların rol tatmini ve başarı motivasyonu düzeylerinde, yaş grupları, cinsiyet, spor yılı, ülke ve takımdaki rolleri açısından anlamlı farklılıklar bulunmuştur. Araştırma sonuçları, rol tatmini ve başarı motivasyonu arasında 0,001 anlamlılık düzeyinde pozitif yönlü bir ilişki olduğunu göstermektedir.

**Anahtar Kelimeler:** *Veteran sporcu, rol tatmini, başarı motivasyonu*

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**Sporcularda Takım (Grup) Uyumu ve Rol Algılaması Arasındaki İlişkinin İncelenmesi: Veteran Milli Sporcular Üzerinde Bir Araştırma**

*Yusuf Can, Kerimhan Kaynak, Sinan Çelikkalek ve Şenol Yanar*

Bu çalışma, sporcularda takım (grup) uyumu ve rol algılaması arasındaki ilişkinin incelenmesi amacıyla ele alınmıştır. Araştırmada ayrıca, sporcuların takım (grup) uyumu ve rol algılamasına yönelik tutumlarında, yaş grupları, cinsiyet, spor yılı, ülke ve takımdaki rolleri açısından anlamlı farklılıkların olup olmadığı incelenmiştir. Araştırmaya, uluslar arası veteran dostluk müsabakalarına katılan, elit veteran sporcular arasından tesadüfi örnekleme yöntemiyle seçilen, 29 bayan 46 erkek olmak üzere toplam 76 elit veteran sporcu katılmıştır. Araştırmada veri toplama aracı olarak üç bölümden oluşan anket formu kullanılmıştır. Anket formunun birinci bölümünde, sporcuların kişisel bilgilerine yönelik 7 soru, ikinci bölümde grup uyum ölçeği, üçüncü bölümde ise rol algısı ölçeği kullanılmıştır. Araştırma sonuçlarına göre; sporcuların takım(grup) uyumu ve rol algılaması düzeylerinde, yaş grupları, cinsiyet, spor yılı, ülke ve takımdaki rolleri açısından anlamlı farklılıklar bulunmuştur. Araştırma sonuçları, takım(grup) uyumu ve üstlenilen rol memnuniyeti arasında 0,001 anlamlılık düzeyinde pozitif yönlü bir ilişki olduğunu göstermektedir.

**Anahtar Kelimeler:** *Veteran sporcu, rol algılaması, takım uyumu*

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**Futbol Antrenörlerinin Yönetsel Yeterlilik Düzeylerinin İncelenmesi**

*Mehmet Bayansaldüz, Yakup Afyon, Rahman Boyacı ve Mevlüt Yılmaz*

Bu araştırma; futbol antrenörlerinin yönetsel yeterliliklerin düzeylerinin incelenmesi amacıyla ele alınmış ve araştırmaya katılan antrenörlerin yönetsel yeterlilik düzeylerinde, lisans seviyeleri, meslek yılı ve mesleki memnuniyet düzeyleri açısından anlamlı farklılıkların bulunup bulunmadığı test edilmiştir. Araştırmaya, 2014 yılında Muğla Sıtkı Koçman Üniversitesinde TÜFAD tarafından 2 yılda bir düzenlen TFF-TÜFAD Bölgesel Gelişim Seminerine katılan Muğla İlinde 166 futbol antrenörü gönüllü olarak katılmıştır. Araştırmada veri toplama aracı olarak, Al, A. (2007) tarafından geliştirilen yönetsel yeterlilik ölçeği ve bu araştırmanın amacına uygun olarak hazırlanan kişisel bilgi formu kullanılmıştır. Araştırmada, antrenörlerin yönetsel yeterlilik tutumlarında lisans seviyeleri, meslek yılı ve mesleki memnuniyet düzeyleri açısından anlamlı farklılıkların bulunup bulunmadığını test etmek amacıyla anlamlı farklılık testleri uygulanmıştır. Araştırma sonuçlarına göre, Futbol antrenörlerinin yönetsel yeterlilik düzeylerinin ortalamasının üzerinde olduğu tespit edilmiş ve ayrıca antrenörlerin yönetsel yeterlilik düzeylerinde lisans seviyeleri açısından anlamlı bir farklılık bulunmazken( $p>0.005$ ), meslek yılı açısından anlamlı farklılıklar olduğu tespit edilmiştir( $p<0.005$ ). Araştırma sonuçları, mesleki tecrübesi yüksek olan antrenörlerin diğer antrenörlere göre yönetsel yeterlilik düzeylerinin daha yüksek olduğunu göstermektedir.

**Anahtar Kelimeler:** *Yönetsel yeterlilik, futbol, antrenör*

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## Implementation of the Presidential Youth Fitness Program

Joe Deutsch

Assessment is often a polarizing subject in Physical Education. More specifically, where do teachers stand on Fitness Testing? The Presidential Youth Fitness Program is a product of Shape America (formerly AAHPERD) and combines appropriate fitness testing with the education students deserve and need. Attendees will learn about the value of the program as well as implemetiaon of the battery of tests including body composition, flexibility, aerobic fitness, as well as muscular strength and endurance.

**Keywords:** *Physical education, fitness testing, assessment*

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## İlkokul Çocuklarının Şiddette İlişkin Görüşlerinin Belirlenmesi

Bedriye Ak and Makbule Tokur Kesgin

İstenilen ve istenilmeyen birçok davranış çocukluk döneminde gelişebilir. Şiddet de çocuklarda görülmek istenilmeyen davranışlardan biridir. Şiddetin önlenmesinde yapılacaklardan biri de sorunun boyutunun belirlenmesinin yanı sıra çocukların konuya ilişkin görüşlerini belirlemekte önemlidir. Bu doğrultuda çalışmanın amacı, ilkokul çocuklarının şiddette ilişkin görüşlerinin belirlenmesidir. Tanımlayıcı tipte olan çalışmanın evrenini Bolu İl Milli Eğitim Müdürlüğüne bağlı il merkezinde bulunan 25 İlkokulun 3. ve 4. sınıfta öğrenim gören öğrenciler oluşturmuştur. Örneklem sayısını belirlemek için WHO tarafından yayınlanan hazır tablolardan yararlanılmıştır. Çocuklarda şiddetin prevalansı % 35 kabul edilerek ve bu oranın gerçek değerini 0.05 puan içinde % 90 güvenle tahmin edebilmek için gerekli örneklem büyüklüğü 724 olarak bulunmuştur. Basit rastgele yöntemle yedi okul belirlenmiştir. Çalışma, bu okulların 3. ve 4. sınıfta öğrenim gören 707 öğrenci ile tamamlanmıştır. Çalışmanın verileri araştırmacılar tarafından oluşturulan veri toplama formu ile toplanmıştır. Çalışmanın yapılması için gerekli izinler alınmıştır. Öğrencilerin %47'si 10 %46'sı 9 yaş ve altında olup %51,3'ü kız ve % 48,7'si erkektir. Öğrencilerin %56'sı 3. sınıf, % 44'ü 4. sınıfta okumakta ve %78,9'u okul başarısını iyi olarak değerlendirmiştir. Babaların %29,8'i ve annelerin %25,0'i lise mezunudur. Annelerin %35,6'sı, babaların %94,3'sü çalışmaktadır. Öğrencilerin %33'ü okulda şiddete maruz kaldıklarını ifade etmişlerdir. Öğrencilerin maruz kaldıkları şiddetin kim tarafından uygulandığı incelendiğinde %41,7'i öğrencinin sınıf arkadaşı tarafından şiddet maruz kaldıklarını belirtmişlerdir. Erkek öğrencilerin (%57,9) kız öğrencilere (%42,1) göre daha fazla şiddete maruz kaldıkları saptanmıştır ( $\chi^2:11,990$   $p<0,05$ ). Öğrencilerin şiddetin türlerini içeren ifadelerle ilgili görüşleri incelendiğinde öğrencilerin çoğunluğunun bu ifadelere katılmadıkları ve şiddetin türlerinin farkında oldukları bulunmuştur. Öğrencilerin yarısından fazlası (%58,4) şiddetin anlamını fiziksel şiddet olarak tanımlarken %22,3'ü sözel ve %13,7'si duygusal şiddet olarak tanımlamıştır. Öğrencilerin okulda şiddetti deneyimledikleri, şiddetin fiziksel, sözel ve duygusal boyutlarının farkında oldukları ve şiddeti daha çok fiziksel şiddetle tanımladıkları söylenebilir. Çocukların şiddete yönelik farkındalıklarını artırma ve korunma konularında düzenli olarak eğitimlerin yapılması ve eğitim müfredatında şiddete ilişkin konulara yer verilmesi sorunun çözümüne büyük katkı sağlayacaktır.

**Anahtar Kelimeler:** Çocuk, şiddet, sözel şiddet, fiziksel şiddet

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## Depremi Okul Dönemi Çocuklarının (6-12 yaş) Davranışlarına Etkilerinin Belirlenmesi ve Değerlendirilmesi

Bedriye Ak

Deprem gibi travmatik olaylar, çocuğu ruhsal, mental, sosyal ve fiziksel yönden etkileyebilir. Çocuklar tepkilerini genellikle davranışlarıyla gösterir. Bu nedenle çocukta davranış değişikliklerinin izlenmesi, içinde bulunduğu durumun tanımlanmasına yardımcı olacaktır. Doğal felaketlerde, risk gruplarının belirlenmesi ve bu grupta ne tür sorunlarla karşılaşabileceğinin önceden bilinmesi, konuya ilişkin yapılacak eğitimlerin planlanmasına katkı sağlayacaktır. Çocuklar, doğal bir felaket olan deprem ile yaşamlarının herhangi bir döneminde karşılaşması açısından en büyük risk grubunu oluştururlar. Bu araştırma, depremin okul dönemi çocuklarının (6-12 yaş) davranışlarına etkilerinin belirlenmesi ve değerlendirilmesi amacıyla yapılmıştır. Araştırma tanımlayıcı tiptedir. Araştırmanın evrenini, Bolu İl Merkezindeki 15 ilköğretim okulunda öğrenim gören 6-12 yaş grubundaki öğrenciler oluşturmuştur. Bu okullarda öğrenim gören öğrenci sayısı 7579'dur. Araştırmanın örneklemini beş ilköğretim okulu oluşturmuştur. Tabakalı örnekleme yöntemi ile sınıflara ve cinsiyete göre orantısız seçim yapılarak 420 öğrenci araştırmanın örneklemini oluşturmuştur. Veri toplama formu araştırmacı tarafından bu konuya ilişkin, ilgili literatür incelenerek ve uzman görüşü alınarak hazırlanmıştır. Veri toplama formunun birinci bölümünde çocuk ve ailenin sosyo-demografik özellikleri, ikinci bölümünde deprem sırasındaki yaşadıkları ve üçüncü bölümde deprem sonrası yaşadıklarına ilişkin sorular yer almaktadır. Veri toplama formu, hem çocuklar arası etkileşimi önlemek hem de doğrudan iletişim sağlamak amacıyla okullarda uygun bir odada çocuklarla teke tek görüşülerek doldurulmuştur. Araştırma verilerinin istatistiksel değerlendirmesinde yüzdeler ve niteliksel grup karşılaştırmalarında anlamlı bir fark olup olmadığı  $\chi^2$  (ki-kare) testi kullanılarak test edilmiştir. Çocukların %49,0 'ının kız, %51'inin erkek olduğu ve yaş ortalaması  $9.05 \pm 1.42$  olarak bulunmuştur. Araştırmaya katılan çocukların hepsi en az bir kez deprem yaşamış ve yaşadıkları depremde yarıya yakın evleri, yarıdan fazlasının okulları hasar gördüğü öğrenilmiştir. Deprem sırasında kızların daha çok ağlama davranışı, erkeklerin ise dışarı çıkma/birine ulaşmak için koşma davranışı gösterirken, her iki cinsiyette kendini koruma davranışının (kız %5,0, erkek %11,8) yeterli olmadığı belirlenmiştir. Çocukların deprem sırasında düşündükleri sırasıyla aileyi düşünme, binanın yıkılacağını düşünme ve ölümü düşünme olduğu saptanmıştır. Depremin yaşantılarını etkilediğini ifade eden dokuz yaş ve üstü kız ve erkeklerin (%94,8), 9 yaş altı kız ve erkekler (%85,4) göre daha fazla etkilendiği dokuz yaş ve üstü erkeklerde bu fark istatistiksel olarak anlamlı saptanmıştır ( $p < 0.05$ ) Çocuklarda önemli bazı post travmatik bozukluğu bulgularının görüldüğü saptanmıştır. ; rüyada deprem görme, korkulu rüyalar görme, depremin tekrar olacağını düşünme saptanan post travmatik bozukluğu bulgularından bazılarıdır. Deprem sonrası çocukların somatik yakınmalarının baş ağrısı, mide bulantısı, karın ağrısı, halsizlik ve yorgunluk ve enürezis olduğu bulunmuştur. Depremi tekrar hatırladıklarında çocukların %61,0'ının korku hissettiği ve %36,0'ının ölümü hissettiği saptanmıştır. Çocukların yarıya yakını deprem nedenini bilmediği, büyük bir çoğunluğunun da gelecekte mutlu ve birlikte yaşam beklentisi olduğu bulunmuş, ancak istatistiksel yönden anlamlı bir fark oluşturmadığı görülmüştür ( $P > 0.05$ ). Yaşamlarında en az bir kez yaşadıkları depremin çocukların yaşamını ve davranışlarını etkilediği ve bu etkilenimin yaş ve cinsiyete göre değişebileceği sonucuna ulaşılmıştır. Bu sonuçların en az indirilmesinde aşağıdaki öneriler sunulmuştur;

- Depremi yaşamış tüm çocukların günlük rutinlerinin devamının sağlanması ve tiyatro, resim, öykü, gezi gibi aktivitelerin planlanması
- Depreme hazırlıklı olma açısından çocuklara eğitim verilmesi ve bu eğitimlerin daha organize, uygulamalı ve belirli aralıklarla tekrarlanması olması
- Ailelere ve öğretmenlere deprem sonrası çocuklarda görülebilecek değişiklikler, sorunlar hakkında ve çocuğun başatmasına nasıl yardımcı olacakları konularında eğitimlerin yapılması

**Anahtar Kelimeler:** Deprem, Çocuk, Postravmatik stres bozukluğu

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## Canonical Relations Between Basic and Motor - Situational-Motor Skills in Sport Games

Bećir Šabotić and Fikret Soyer

The aim of this study was to establish the correlation between the predictor-basic motor and situational-motor tests in sports games. On the sample of 620 subjects of the first year of high school was carried out measurements which covered 12 basic and 6 motor variables and situational tests in volleyball and basketball. Based on the results of the canonical correlation analysis, it can be concluded that there is a significant relationship between the predictor variables and a set of criterion variables, situational-motor tests basketball and volleyball. These results are logical given the structure of movements from basketball and volleyball that require a high level of coordination and speed.

**Keywords:** motor skills, sports games, basketball, volleyball, variables



### **How Does Concept Transform into Product?: An Appraisal of Analogy-Based Design Practices in Architecture Education**

*Senem Kaymaz Koca and Oze Uluengin*

When defining the concept of 'metaphor' as 'an intuitive abstraction of uniqueness in diversities', Aristoteles also creates a common-sense in comprehending analogy-based design processes. Therefore, as in all design practices, drawing analogies - with/to/between- by generating metaphors is also an important tuition for learners/students in architectural design education. Starting from the question of 'how a designer's initial concept is transformed into an architectural product', this study generates a discussion on architectural thinking and designing practices based on analogies, aiming at creating perspectives with regard to architectural design education which primarily intends to improve students' designing abilities by providing the sustainability of current environmental datas through the subsequent designs. In this education, the students are firstly directed to reveal metaphors in their specific studying areas by gathering inspiration from directly formal and physical environmental datas or from indirectly informal and contextual datas; and secondly expected to transform analogies into spatial decisions with architectural programs. In this sense, architectural products are required to be evaluated as a result of the dialogues in between every single student and his specific study area. This study is methodologically carried out in two sections. The first section analyses the associating potential of metaphors and the role of meditating by creating analogies in design practice. In the second section, six student studies/products selected from design education studios are appraised in context of the metaphors they captured in their study areas and the analogies they created –or in other words, the reasons they asked for to design-. Among the consequences of the study are the inferences to be made on how to transform design practices, in which the students interrelates between environmental datas, into architectural products.

*Keywords: Analogy, metaphor, design practice, architecture education, architectural product*

### **The Contributions of Workshops on Formal Interior Architecture Education**

*Umut Tuđlu Karalı and Serpil Özker*

Formal interior architecture education is a design-oriented type of training in which students become skillful at solving technical, technological, cultural and social aspects of the problems of interior architectural design. In design education, abstract notions like imagination, intuition, flexibility and creativity come to the forefront. Abstract notions can more effectively be learned through self learning rather than being taught. Likewise, in design education, students acquire to experience the design, which is one of those abstract notions, by his/her own and this is the only way to learn how to design. In this context, apart from formal interior architecture education, informal studies as workshops, exhibitions, seminars, contests etc. have an undeniable contribution for student's design thinking techniques and practices. The purpose of the research is not to discuss the validity of the formal interior architecture, rather to assess the contributions of workshops, a type of informal work, to formal education as an informal and experiential learning tool. In this framework, primarily the formal interior architecture education is studied in research. Secondly, workshops are examined as a contributor to formal education as an informal and experiential learning environment, while in the third part the evaluation of knowledge, skills and experiences gained during the workshops through a survey administered to the participants of two workshops are examined in order to discuss the contributions of workshops on formal interior architecture education.

*Keywords: Interior architecture education, informal learning, workshops*

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## **In the Context of Universities in Turkey; Analysis of Academic Programs for the Department of Interior Architecture**

*Serpil Özker*

Education is a crucial factor in achieving cultural development. This factor exposes communication with each other, the transfer of information, sharing and consequently personal development. For this reason, education turns into an essential object of consumption in modern life. In this sense, Interior Architecture education takes its place as an important field of expertise responding to these growing needs. Interior Architecture is closely related to departments of Industrial Design, Urban Planning and Landscape Architecture. All these portions are independent disciplines as well as they are linked together. Thus, in the profession and education of Interior Architecture, training of educators and professionals who support development, progress, innovation is quite important. Accordingly in Turkey, when department of Interior Architecture in the Universities are analyzed, departments have been observed to act independently from their "Academic Programs" and have developed different educational systems/models. Whereas, together with the fact that departments such as Architecture, Literature, Psychology located in Turkey does not show a change depending on universities, "Instructional Programs" are the same. But Interior Architecture which is trying to get institutionalized offers great diversity depending on the faculty of the university. In this context, this article intends to examine the curricula of 46 Departments of Interior Architecture in Turkey, analyze of them and reveal the differences. As a result of this analysis; an example of "Curriculum" that will serve as a model for Interior Architecture is targeted.

**Keywords:** *Interior architecture, interior architecture education, education model, curriculum, program analysis*

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## **An Examination on Reflections of Mainstream and Oppositional Architectural Approaches in Architectural Design Studios**

*Öze Uluengin and Senem Kaymaz Koca*

This study concentrates on the experiences acquired in the architectural design studios which are a prominent part of the architectural education, and evaluates also the effects of the space where the project is being put to life has on an architectural product. In this sense, this study includes mainstream design approaches, based on the idea that an interdependence is mandatory between space, context and the architectural outcome; and also contarian ones which criticises this interaction. This paper aims to weigh the potential that these two different approaches discover whilst interacting with space against the conceptualization and spatialisation methods through the design process. In order to do so, the study advances in two separate stages: The first stage develops a discussion of the mainstream design approaches which are based on the *a priori* and urgent interaction of the architectural product with the space and context, and evaluates also the architectural discourses opposing these ideas. The second section has chosen to dissect two different architectural design studio experiences of Bomonti and Seyrantepe (Districts located both in Istanbul) based on the context set forth in the first section. Thus in this manner, six student studies with architectural products relating to different districts of Istanbul have been chosen from these design studios and they have been evaluated on the basis of interaction they have implemented with space. The conclusion of the study is that the architectural design process incorporates multiple potentials to the architectural understanding, and that the education given in the architectural design studios carries an important responsibility in the development of the design approaches. In this sense, as an independent platform, the architectural education is seen as a valuable laboratory which has the ability to expose the embedded potentials of space and its design.

**Keywords:** *Architectural education, design studio, oppositional architecture, Bomonti, Seyrantepe, Istanbul*

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## Role of Expression Techniques in Interior Architecture Education

Serpil Özker

Interior Architecture is to design a living environment based on the user's needs. Interior Architecture study is a professional area that helps development of expert designers. However, the Interior Architecture education in Turkey is provided through ever-changing education models due to differences between departments. In this sense, the expression techniques have an undeniable role in the Interior Architecture education and sketching as a design process is the most effective communication tool in interior architecture profession. It enables fast-thinking with the ability to transfer thought to the paper. It helps gaining the ability to realize detailed images existing in the mind and to deliver clear visuals in a fast manner. The sketch and presentation have a very important role in this process. The sketch process serves as an active tool for visual expression by encouraging different design through fast development of thought. In this respect, this study aims to discuss the creative "sketching and presentation process" behind the design factor in the interior architecture education. The Interior Architecture education is examined based on "sketching and presentation" within the framework of "design" by looking into the application patterns, materials used, education, processes and results of these two methods and by providing relevant examples. The first part discusses the knowledge of design, professional institutions, and universities providing education, while the second part discusses the relationship between design, interior architecture presentation process, perspective and the third part focuses on the role of expression techniques in the Interior Architecture education. In parallel, in this study the expression techniques are associated with the concepts of design, sketching and presentation, their essential role in Interior Architecture education and the need to convey this skill through education are highlighted.

**Keywords:** Interior architecture education, expression techniques, presentation process, sketching process, perspective

## Creative Learning Environment Assessment Scale Developing Process for Harmonies-Counterpoint-Accompanied Lesson

Aslı Kaya ve Sermin Bilen

Development of the creative potential of individuals is considered to be one from the requirements of modern education. As in all areas, in music education the development of the creative potential of students is among the objectives of education programs. The music teachers' who expected to be achieving this objectives, creating learning environments will develop students' creative potential, is directly connected with their be trained in creative learning environment. In this regard, the aim of this research; developing "Creativity Supported Learning Environment Assessment Scale" for Harmonies-Counterpoint-Accompanied Lesson trained in Faculty of Education Department of Fine Arts Education Music Education Programmes. The developed scale's is thought to contribute to composed of creative learning environment by depicting learning environments consequently trained of creative music teacher. The scale developed 5 point likert scale, was applied with 478 students who study in the Faculty of Education Department of Fine Arts Education Music Education Programmes in the 2012-2013 Educational Year. The datas analyzed with SPSS 16.0. Additionally, LISREL 8.8 program was used for confirmatory factor analyses. After distorting factor structure items was removed, the scale consists of 16 items. The Scale's Cronbach Alpha was determined as; .933. The goodness of fit criteria was found to be;  $\chi^2$ :2.43, RMSEA: .086, NFI: .91, NNFI: .93, CFI: .95, IFI: .95, RFI: .89, GFI: .88, AGFI: .83 at the end of the confirmatory factor analyses. The data show that the scale is in general having improved fit. Key Words: Music Teacher Training, Harmonies-Counterpoint-Accompanied Lesson, Creative Learning Environment, Developing Scale.

**Keywords:** Music teacher training, harmonies-counterpoint-accompanied lesson, creative learning environment, developing scale

## On To Sculpture Art That Opens Ways of Different Creativity and Production in Art Education

Hülya Bozbiyık

In the education system of our country, it is known and experienced that neglecting of art education is a reality. In a country where statues and statuettes are sprouting from the ground, the art which is shoved, trivialized, regarded unnecessary is a known fact. We are in the position of a country that has a history of art, but cannot have the future of art. The art which is created by people. There is a dialogue preserves continuity between the art and human as well as the relationship between nature and life. One complements the other, unless the one exist, the other one doesn't exist. Education is a scientific concept and much later, in other words, it began with evolutionary development of the human and thought, systems of thought and creation of systems of thought which are consequences of this development. The art is an asset and memory of a community. Each community should have understanding of art and art policy. As well as the necessity of this, the art is an universal value that should not be ignored. For this reason, the relevant conclusions and recommendations will be included by putting emphasis on the achievements of individuals and society on to sculpture art and sculpture training.

**Keywords:** Art, creativity, education of art, sculpture, education of sculpture, community, memory

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## Notes on Architectural Education: An Experimental Approach to Design Studio

*Ayşen Cıraoğlu*

The discussions related to architectural education is diversified and complicated. As the discipline is located in-between science and fine arts, its education also lays somewhere in-between disciplines, shortly positions in a luminal position. This situation has many facets. In terms of educational research it has both potentials and disadvantages. As an architect mainly designs and builds buildings and structures, the education of an architect has to involve the practice of this activity. However this activity is a very challenging one; because, it involves integration of nearly all of the competences that are gained during architectural education in one unique design process. This finding underlines the importance of architectural design studio. As architectural design studio is the only place where the activity to design an architectural project is experimented, this brings it into a core position among the other course elements. There are too many teaching methods in architectural design studio. The studio traditionally is a gathering place of the teacher and the student, and the teaching method is a conversation over the project that the student prepares. This conversation includes a critique of the architectural project. However this traditional approach has many disadvantages. The most important one is that it puts the teacher in a master, and the student in an apprentice position. The other problems in the traditional design studio are as follows:

- Copying the tutors own architectural approach
- Lack of students responsibility and taking possession about the project
- Lack of initiatives about the project
- Lack of self confidence and constantly waiting for affirmance

Therefore learning outcomes of this model is questionable. As within new pedagogies we do not see teacher-student as a lot knowing-not knowing relationship, we have to move towards new pedagogies in architectural design studio. Architectural studio has to be a free environment where the learner experiments design of an architectural project with the support of his/her tutor. The aim of this paper is to share a new method in architectural design studio teaching. In order to eliminate the problems outlined above, an experiment is conducted in both fall and spring terms of 2010-2011 academic year and fall semester of 2011-2012 academic year. The process was designed to eliminate the matching between a single tutor and student. In other words student had the freedom to select anyone of the teachers of the design studio to talk over his/her project. Also every week all of the studio teachers overviewed the projects together. After competition of each semester a questionnaire for both students and tutors were conducted. The questionnaire both included close and open ended questions. According to the findings of the questionnaire, tutors mostly think that the new method is a positive one. However the students disagree. According to the teachers one of the positive side of the new method is that it presents a rehearsal of the dynamic and many voiced structure of the architectural medium. However one of the limitations of the new method is that the duration of the design studio. Limited studio hours is a disadvantage to see all of the students' works. According to the students one of the important thing that the new method accomplishes is that it paves a way to development of the student project related to the student's architectural perspective. However the most important critique of the students is that the exceeding number of students is not appropriate for this kind of new method. As a conclusion common suggestion of both teachers and students is to assign a specific teacher to each student, however give freedom to take critique from each tutor of the design studio. In this perspective the paper discusses the main findings and possible future scenarios of architectural design studio.

**Keywords:** *Architectural education, design studio, experimental approach*

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## Analytical Path on Voice BAPNE® Method Handling Attention Levels Using a Voice- Music- Movement Association

*Alberto Quarello, Elisa Pezzuto and Francisco Javier Romero Naranjo*

One of the principal problems in the topical educational activity is related to the student's ability to keep the focus on what they're training on maintaining high levels of attention during the work; in relation to this the research project reported here is incident to music education. This study aims to expose here the results of an analysis conducted on attention levels in a particular choral activity called "circlesinging"; from this analysis highlighted a number of factors (observed in several classes led by Alberto Quarello since 2006) that support the thesis that the circlesinging activity can produce a significant increase of the rapidity in learning and an extension of musical, vocal and choral singing skills, there's also an increase of the ability to work together; this results were observed in subjects with different backgrounds and entirely different interests so this kind of practice is intended for various fields, not just for music education. Furthermore the contribution of ethnomusicological research is constitutive in the process of individuation of many correspondences between some musical-dancing practices of North Africa and Central America groups and numerous exercises developed by Voice BAPNE® method.

**Keywords:** *music education, circlesongs, voice, body percussion, Voice BAPNE® method, BAPNE® method, ethnomusicology, choral activity, attention levels, voice-movement association.*

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### **Music Rhythm and Movement: A Comparative Study between the BAPNE and Willems Methods**

*Giorgio Cozzutti, Elena Blessano and Francisco Javier Romero-Naranjo*

In the field of musical education, many methods developed during the last century, including Orff, Kodaly, Willems, Dalcroze, Martenot, Gordon. The features of these methods are theoretical principles and practical activities designed to refine the musical abilities of children and adults. In the educational field the importance of body movement together with the use of the voice is steadily increasing. Comparing the musical learning methods may improve their effectiveness and take part in the development of the methods themselves. This study aims at comparing the theory of the BAPNE and Willems method according to structured thematic modules. The author has access to specific training over several years in both methods, tested on the educational field. The following issues will be compared: rhythm, melody, harmony, teaching methods, laterality, creativity, attention/concentration and memory, voice and body movement. The objective of this systematic comparison is that of highlighting differences and similarities in order to define possible integrations and lines of development. By highlighting such differences and similarities it's possible to affirm a specific understanding of different methods can provide a precious teaching resource which reveals itself depending on the type of students (auditory, visual, hyperactive, etc.) The different methods can therefore integrate each other. Willems and BAPNE are two very different methods: one essentially musical and aimed at training the ear and learning reading and writing, the other aimed at cognitive stimulation through the use of music and body percussion. Society nowadays has developed issues in the educational and scholastic field connected to attention and hyperactivity. The necessary instruments need to be available in order to favor learning through a joyful activity. This activity needs to be justified from a scientific point of view and agree with the necessities of modern times. The teacher therefore needs to be open to different methods in order to answer the various problems and situations which can occur.

**Keywords:** *Willems, BAPNE, education, music, rhythm, movement, voice, attention*

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### **The Use of Body Percussion in Contemporary Choral Music**

*Veronica Emer and Francisco Javier Romero-Naranjo*

From 20th century the body and the movement are at the center of music education thanks to pedagogists' studies such as Dalcroze, Orff and to the philosopher Merleau-Ponty's study about perception, where music is no longer seen as a purely intellectual phenomenon, but a bodily experience. We see a growing interest in the body in composition as well: due to the timbral exploration that body percussion offers (as in Vinko Globokar), and to a new ethnographic and ethnomusicologic interest (as in Steve Reich). Aim of this research is to analyze the use of body percussion in contemporary classical choral music, and then to examine every composition in detail. The research compares different composers (Tadeja Vulc, Eric Whitacre, Ko Matsushita, Ángel Peña and others) relating to their place of birth, to the type of body percussion chosen, to the different expressive aim; considering the spreading interest in the moving body in choral live performances' dramatization, the research shows the importance of body percussion in choral education, as well as in timbral exploration looking for more popular sounds. Purpose of this study is also to give a foundation for future researches since this ground seems to be unexplored and in great development.

**Keywords:** *BAPNE, Body, Body percussion, Choral Music, Expression*

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### **Synesthetic Approaches in Art Education: Multimedia Design in Combination of Sound, Sensation, Visual.**

*Sevgi Can Sargın*

From past to present, through the desktop accessibility of computer technologies and user-friendly features (not as complex as the former technologies and nearly true for print media); the "motion" phenomenon in Graphic Design, which is one of the most significant changes occurring in design principles, has become an inseparable part of the design concept. With the fact of "motion", is possible to achieve: converting the possibilities of computer technologies to different forms of perception and to a new vision, hearing, touching, feeling and thinking experiences for the audiences. At the same time, it is possible to realize with the words, sounds, dialogues, videos and animations, a kind of digital, audio-visual storytelling. Like variables such as, the past experiences, aesthetic accumulation and the level of perception of the audience, with a kind of perception/sensation cross, this narration, reaches different meanings in the mind. A visualization of a sound or a visual by audiences perception with different codes, colors, shapes, personality and tonal values may cause the different meaning and different connotations. This can also be associated with the concept of "Synesthesia", which is called a sensory property like "a sense evokes another sensation, also a sound give a sense of color". In this paper, gain of synesthetic approaches and its effects on production process are recommended in Multimedia Design courses, which are situated in the curriculum of Graphic Design and Visual Communication Design Departments.

**Keywords:** *Synesthesia, multimedia, design, education, perception*

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### **Therapeutic Benefits of Body Percussion - BAPNE Method**

*Alejandro A Romero-Naranjo, Jordi A. Jauset-Berrocal, Andreina Liendo Cárdenas and Francisco Javier Romero-Naranjo*

Body percussion according to the BAPNE method is a method of cognitive stimulation with multiple applications. The objective of this research is limiting their full potential as a therapeutic resource. The methodology used is of a theoretical nature and has been in a bibliographic drain that evidence their therapeutic effects. In practice the general lines of the body percussion involves improvements in three areas. Physics by stimulating the body awareness, coordination and balance. The Psychic improving attention, memory and perception and finally the Socio-Affective promoted egalitarian social relations, support staff and strengthening that facilitate participation and a strong link with the group. This therapeutic resource has several different applications and it is aimed at different target populations. In the present investigation we systematize into five major categories. For neurodegenerative diseases like Alzheimer's or Parkinson's Disease, for learning disorders such as dyslexia or ADHD, for patients affected by diseases of the spinal cord, cranial neuropathies and trauma (Neurorehabilitation), for the treatment of addictive behavior (addiction) and finally to depressive disorders or anxiety disorders. After a thorough analysis, we have found scientific evidence that the therapeutic body percussion according to the BAPNE method improves the quality of life of patients and it is an important factor for stabilizing the development of different diseases. As well, for example, evidence relating to certain biological indicators (in control and experimental groups, and through a pre-test and post-test) show its incidence in the stress and anxiety (reduction of the cortisol), as well as an enrichment in social relations from the group participation (increased levels of oxytocin), not to mention the positive results obtained in the self-esteem (scale of Rosenberg) and in a variety of personal aspects through the questionnaire of aspects of Identity AIQ-IV.

**Keywords:** *Music, body percussion, therapy, attention, memory*

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### Determining the Level of Aggressiveness in Hearing Impaired Children

*Ayhan Babarođlu*

The objective of this study is to determine the aggressiveness level of hearing impaired children and to discuss the drivers within the framework of the obtained data. In the study conducted on 81 students between the ages of 10 and 17 going to the public Seyhan School for the Deaf in the province of Adana in the south of Turkey, we used "Buss-Perry Aggressiveness Questionnaire (BPAQ)" and the "General Information Form" drawn up by the researcher in order to obtain some demographic information about the students included within the study group. As a result of the analysis of data; it was determined that the total aggressiveness scores did not differ by sex, but that the male students had higher scores than girls in sub-dimensions of aggressiveness, that age did not make any difference on aggressiveness, the children receiving special education got meaningful scores in sub-dimensions of verbal and consequential aggressiveness and hostility, and that the children communicating verbally got higher scores in total aggressiveness and all sub-dimensions, and the existence of another impaired individual in the family made difference in scores achieved in the sub-dimensions of total aggressiveness, physical and verbal aggressiveness. Furthermore, the data reveals that the parent's attitudes did not make any difference on the aggressiveness scores of hearing impaired children.

**Keywords:** *Hearing impaired children, aggression, children*

### Relationship between Attitudes toward School and Underachievement for Gifted Students

*Lütfü Çakır*

Institute of Gifted and Talented Students accepts students according to their IQ levels. Although those students have shown high performance academically, they may experience underachievement in many areas. The purpose of this study is to analyze the relationship between attitudes toward school and underachievement for gifted students. The School Attitude Assessment Survey-R (McCoach) was applied gifted students who are high achiever and underachiever. The sample consisted of 54 students from primary schools; 35 high achievers and 24 underachievers. Gifted achievers and gifted underachievers differed in their attitudes toward school, attitudes toward teacher, motivation, self-perception, and goal valuation. In addition, as the grade level increase, means of five factors decrease for our sample. This study represents an important step toward quantifying factors related to the underachievement of gifted students in primary schools.

**Keywords:** *Underachievement, school attitude, gifted education*

### Özgül Öğrenme Güçlüğünde (Dislekside) Yardımcı Teknolojinin Yeri

*Ümran Korkmazlar, Sinan Hopcan ve Elif Polat*

Beş-Altı yaşına gelen bütün sağlıklı çocuklar, okuma-yazma öğrenecek bilişsel gelişim düzeyine erişirler. Okula başlayan bir çocuktan beklenen, okuma-yazma becerisini kazanmasıdır. Bu beceriyi kazanma adeta başarı ile eşdeğer tutulur. Oysa bireysel farklılıklar nedeniyle bütün çocuklar okuma ya da yazmayı aynı anda öğrenemezler. Öğrenmeye engel olabilecek çeşitli nedenler vardır. Özel öğrenme güçlüğü bunlardan biridir. "Öğrenme Güçlüğü" çeken çocuklar, zekâları normal ya da normalin üstünde olmasına rağmen, zekâlarına uygun performans gösteremezler. "Öğrenme Güçlüğü/Disleksi" herhangi bir duyuşsal, fiziksel, ruşsal, kültürel soruna bađlı olmayan, okuma, yazma, matematik, kendini ifade etme, mekânda yönelme alanlarından birinde ya da bir kısmında güçlük çeken bireyleri kapsar. Öğrenme güçlüğü'nün nedeni henüz belirlenememekle birlikte, genetik ve nörolojik bir bozukluk olduđu düşünölmektedir. Öğrenme Güçlüğü çeken çocuk ve gençlerin eğitimi, normal sınıflardaki müfredat programıyla ya da evde alınan özel derslerle gerçekleştirilmemektedir. Öğrenme güçlüğü olguları farklı sayıda, farklı yoğunlukta belirtiler gösterdiğinden müdahalede, her olgunun özelliklerine uygun geliştirilen "Bireyselleştirilmiş Eğitim Programları-BEP" uygulanması gerekir. Ülkemizde Öğrenme Güçlüğü olguları, Milli Eğitim Sistemi içinde çeşitli güçlüklerle öğrenimlerini sürdürmekte, ailelerin özel çabalarıyla sınırlı sayıdaki çocuk ruh sağlığı merkezlerinden profesyonel yardım almaktadırlar. Özel öğrenme güçlüğü'nün tanısı da, terapisi de ekip çalışmasını gerektirir. Bu çalışmada özel öğrenme güçlüğüne müdahalede kullanılan yardımcı teknolojilere değinilecek olup; örnekler ve öneriler sunulacaktır.

**Anahtar Kelimeler:** *Yardımcı teknoloji, özgül öğrenme güçlüğü, disleksi, özel öğrenme güçlüğü, özel eğitim*

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## Case Studies and Sustainable Urban Mobility Research Schemes: A Communication Channel among Researchers and Interdisciplinary Community Groups

*Efthimios Bakogiannis, Maria Siti, Avgi Vassi, Georgia Christodoulou and Charalampos Kyriakidis*

It is well known that planning and urban mobility researchers rely heavily on case study methodology for illustrating and emphasizing advantages and disadvantages in urban schemes. In broad terms, they use them mostly to challenge theoretical assumptions, support successful paradigms, convince for specific policies and measures as well as to justify correlations among various parameters, such as social and economical factors, affecting urban development. This paper examines the usefulness of the case study methodological approach in planning and urban mobility research in the Greek context, bearing in mind complexities as well as any limitations occurring by generalization and identification of common epistemological ground. Since 1920s, when it was first implemented in Harvard University, learning by exposure to case studies, is not seen as a 'building theory through examples' procedure, but rather as an concise analysis of outcomes of particular theories through their implementations. A critical analysis of cases can contribute significantly in administration procedures and new planning researches especially when it comes to urban mobility schemes, as Greece lacks the extended experience of other North-European countries and the need of rooted approaches and useful inputs, without simple mimic solutions, is profound. Researchers, when dealing with community groups, local authorities and other stakeholders, present relevant case studies of implementations around the globe in order to engage the public in new mobility proposals, as proven good practices can easily transfer knowledge to non-specials and make them familiar with the project's philosophy and the expected outcomes. Moreover, the paper argues that the nature of urban mobility research field prerequisites a thorough exploration of case studies in different planning environments, with the parallel investigation of land use and housing policies. Campbell (2003) argues that 'When transportation influences land use, which in turn influences housing and the environment, which affect the local economy, and so forth, then the boundary between variables and parameters are either unclear or arbitrary. In such situations, case studies can far better handle these "loose ends" than traditional statistical analysis.' Exposure to implementation outcomes allows the learner to understand the complexities and compare practices, rather than being told about positives and negatives in planning and mobility theories. Lastly, methods of selecting the appropriate case study, extracting the needed information and most importantly handling the outputs in further sustainable mobility research are presented, such as digital tools and libraries, online platforms and applications.

**Keywords:** *Urban mobility, case study, methodological tool, research approach*

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## Özel veya Üstün Yetenekli Çocuklara Eğitim Veren Beyazıt Ford Otosan İlköğretim Okulu İncelenmesi

*Şükran Tantay ve Oktay Kurt*

Günümüzde eğitim kurumları fark yaratmak, rekabette daha iyi duruma geçmek amacıyla özel veya üstün yetenekli çocukların eğitimine yönelmiş durumdadırlar. Eğitim sektöründe bir çok kurum diğer sektörlerle işbirliği ile eğitim stratejileri belirlemektedir. Ancak bunu gerçekleştirebilmek için özel veya üstün yetenekli çocukları tanımak ve bu çocukların eğitimi için gerekli bilgi, donanım, model vb. önem kazanmaktadır. Bu nedenle özel veya üstün yetenekli çocukların gereksinimlerine cevap verebilecek eğitim modellerine ihtiyaç vardır. Bu çalışma, T.C. Milli Eğitim Bakanlığı ve İstanbul Üniversitesi arasında 2002 yılında imzalanan protokol gereğince Özel veya Üstün yetenekli çocuklara eğitim veren uygulama okulu olan Beyazıt Ford Otosan İlköğretim Okulu'nun eğitim ve yönetim modelini incelemeyi, değerlendirmeyi amaçlamaktadır. Bu araştırmayla Özel veya Üstün Yetenekli Çocuklara eğitim veren Beyazıt Ford Otosan İlköğretim okulunun ilk ve tek olması sebebiyle önemini, eğitim sistemi içerisindeki yerini, farklılıklarını ve eksikliklerini okulun paydaşlarından; yönetici, öğretmen ve öğrencileriyle yüz yüze gerçekleştirilen görüşmeler sonucunda oluşturulan anket çalışmalarına dayalı olarak bu model incelenmiştir. İstanbul Üniversitesi, Hasan Ali Yücel Eğitim Fakültesi'nde, Türkiye'de ilk kez "Üstün Zekâlılar Eğitimi" Anabilim Dalı kurulmuş 2002-2003 öğretim yılında üstün zekâlı öğrencilere hitap edecek tarzda sınıf öğretmeni yetiştirilmeye başlanmıştır. Buna paralel olarak İstanbul Beyazıt Ford Otosan İlköğretim Okulu'nda farklılaştırılmış bir müfredat programı pilot proje olarak uygulanmaya başlanmıştır. Her biri ayrı özellikler taşıyan bu çocuklara eğitim veren okul 4+4+4 Eğitim Sistemi nedeniyle günümüzde eğitim verememektedir. Öğretmen öğrenci seçimleri, eğitim sistemi, bina ve donanım konusunda üstün veya özel yetenekli öğrencilerin eğitimine farklı bir bakış açısı getirmek ve eğitim süreçleri Özel veya Üstün yetenekli çocuklara eğitim veren okul olan Beyazıt Ford Otosan İlköğretim Okulu'nda yapılan anket vasıtasıyla değerlendirilmiştir.

**Anahtar Kelimeler:** *Özel, üstün, üstün yetenek, üstün zekâ, Özel veya üstün yetenekli öğrenciler, Beyazıt Ford Otosan İlköğretim Okulu*

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