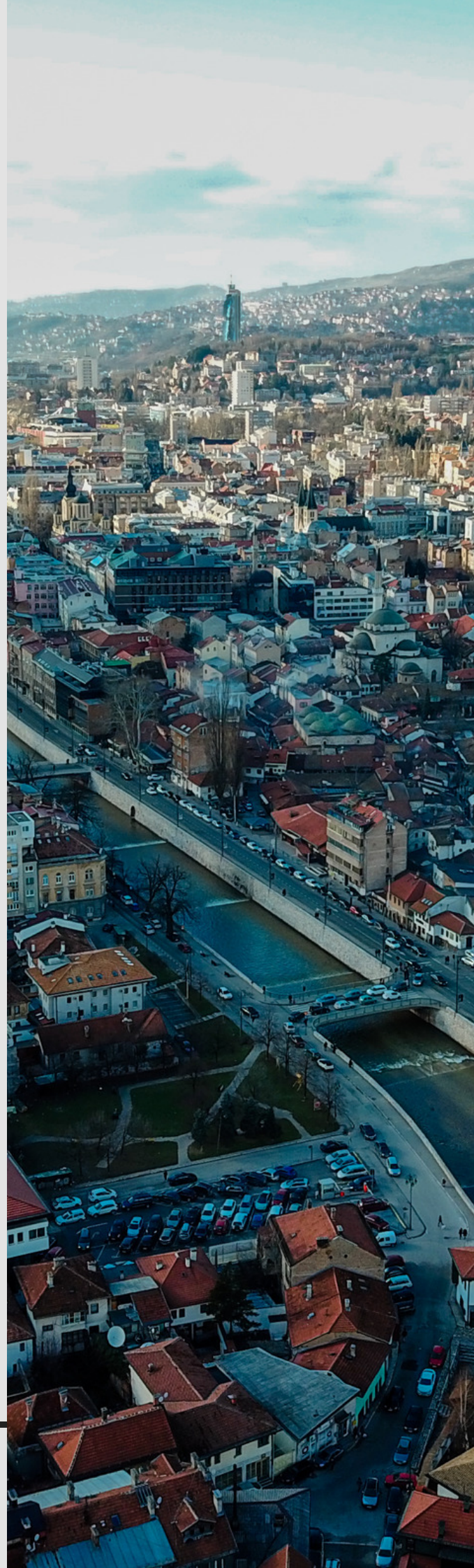ICESLT

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BOOK OF ABSTRACTS

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MEASURING EMOTIONAL INTELLIGENCE IN ADOLESCENCE WITH THE MEIT-YV: PSYCHOMETRIC PROPERTIES

EDGAR BRESO ESTEVE, MARTIN SANCHEZ GOMEZ

JAUME I UNIVERSITY

Abstract

Emotional intelligence has been proposed as a human faculty that may have a

strong impact on a variety of children's developmental outcomes such as: school achievement, peer acceptance, and behavioral adjustment. However, reporting data validating the importance of EI among youth have been limited due to the lack of measurement instruments.

This study analyzes the reliability and validity of the Mobile Emotional Intelligence Test-Youth Version (MEIT-YV), a new ability-based measure to assess emotional intelligence (EI), in Spanish adolescents. The instrument, based on the Mayer and Salovey model, measures three branches of abilities while the participant is executing emotional tasks.

The MEIT-YV was developed according to the MEIT test, an adult version published in 2019. MEIT-YV comprises eight different tasks designed to measure perception, understanding and emotional management. A total of 881 Spanish adolescents (48.7% males, mean age 13.47) completed the test. Data on personality, intelligence and psychosocial adjustment were collected.

The results provide evidence of instrument reliability and factorial, convergent, discriminant and some predictive validity. They further suggest that the MEIT-YV is a promising new measure for assessing EI in Spanish adolescents, which will allow researchers and educators to understand better how EI affects youth as well as assess the impact of EI interventions.

Keywords: Emotional Intelligence, Assessment, MEIT, Adolescents, Mobile, Validation

A COMPARISON OF ENGLISH LANGUAGE LEARNERS' LEARNING STYLES OVER THE YEARS

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Abstract

Learning styles may be defined as the way individuals prefer to process and remember information. Research in this area has shown that that there are three main types of learning styles: visual, auditory, and kinesthetic/tactile. Visual learners learn by studying charts, graphs, and pictures; auditory learners remember information by listening and speaking, and kinesthetic/tactile learners tend to retain information through hands-on learning such as building models or doing laboratory experiments (Abozeid, Atwa, and Fouad, 2016). The aim of this study is to explore whether Turkish students studying English as a foreign language (EFL) at the preparatory school of a state university have a dominant learning style or not, and to compare the learning styles of students in 2006 with the students from the same educational context in 2019. The Barsch Learning Style Inventory (1991) was used to evaluate the learning styles of 39 intermediate level students. The results of the data analysis showed that the visual learning style was the most prevalent style among the students in 2006 and in 2019, although there was a drop in this style and an increase in the auditory and kinesthetic learning styles in 2019. The study also revealed that there were mostly similarities between style preferences in 2006 and 2019 in terms of the order of styles. However, a significant increase in the level of auditory learning styles was also observed. Based on these findings, it may be beneficial to focus on sensory and auditory materials as part of the regular classroom practice.

Keywords: Learning Styles, Barsch Learning Style Inventory, Preparatory School Students, Foreign Language Education

QUALITY CULTURE IN HIGHER EDUCATION ACCORDING TO THE EXAMPLE OF GEORGIA

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Abstract

The Topic of my Article "Quality culture in higher education according to the Example of Georgia" is actual and important. Georgia is a transcontinental country on the crossroad between Southeastern Europe and Western Asia. Georgia is a Post-Soviet countries. Higher education in Georgia possesses a long and complicated stage of origin and it consists of several important phases (particularly 1918 year, 1991 year, and periods of Georgian Independece). Georgia has joined the Bologna process in 2005 at Bergen Summit. Due to our country's geopolitical location, Georgian culture was developed and this process continues in the context of western and eastern culture. However, socio-politically and culturally it represents the part of Europe. How are the Post-Soviet states developing? How is Georgia as a Post-Soviet country own European integration? How is in Georgia develoment quality culture in higher education? These are important questions. It is important to answer these questions. Education field research is important during postcolonial studies. Education sphere helps to build a democratic society, European integration, including the Eastern partnership and etc. Educational quality assurance systems in Georgia Apart from the transparency and democratization of an educational system, the improvement of educational quality appears as one of the strongest vectors, which centrally determines the urgency and significance of the proposed doctoral research. The research method uses comparative method of research, qualitative research.

Keywords: Quality Culture Higher Education Georgia

PERCEPTIONS OF EFL STUDENTS ON THE USE OF CORPUS ASSISTED VOCABULARY LEARNING

ADEM SORUC

Abstract

In recent years, the use of corpora has achieved increasing prominence for educational purposes in general, for second language vocabulary development in particular. To this end, the qualitative study reported in this presentation aims to reveal learners' perceptions related to the use of corpus-assisted vocabulary learning activities in an EFL classroom. The study was carried out at an international high school in Istanbul, which sampled 26 learners (16 male, 10 female) conveniently. During two regular classroom hours of instruction, the learners were exposed to four unknown words engaging in activities prepared by using a corpus program in the literature (e.g., Thurstun & Candlin, 1998). Upon completion of all the activities, data, first of all, came from a persona evaluation checklist. Then, reflection papers were collected, and at the end, all learners were interviewed. Before the analysis, the qualitative data were transcribed and then coded for the common salient themes. The results showed that learners found corpus-assisted vocabulary learning activities interesting. They identified their thoughts with such expressions as "easy", "fun", "innovative", "autonomous", "practical", but "complex". Based on the main findings of the study, at the end of the presentation, a series of implications will be made for the teaching and learning context and suggestions for further research will be made.

FLUTE ENSEMBLES IN TURKEY AND CONTRIBUTION TO FLUTE TRAINING

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Abstract

Turkey has a variety of flute ensembles created by flute educators and artists. Some of these ensembles include only professional flute performers, while others include amateurs who can play advanced flutes and flute students of different educational levels. "What are the flute ensembles in Turkey and contributions of these ensembles to flute training?" is the problem statement of the study. In the study, it was given detailed information about the flute ensembles in Turkey. In addition, the founders and members of the ensembles were interviewed and these ensembles contribution to flute training was determined. The lack of any studies in this area increases the importance of the study. For the study, literature review was conducted and flutists were interviewed to determine the flute ensembles in Turkey. Detailed information about flute ensembles was reached through websites, newspaper news and interviews with ensembles members. In order to determine the contribution of these ensembles to flute training, a semi-structured interview form was prepared and interviewed with ensembles founders and members. The obtained data were analysed by descriptive analysis method. As a result of the data obtained it is seen that flute ensembles in Turkey has contributed flute training directly and indirectly. Flute ensembles contribute flute training directly with the participation of the flute students. With these ensembles, intonation of students develops, their musicality increases and they find the opportunity to make music together with professional flutists. Also flute ensembles contribute flute training both directly and indirectly with flute teacher members.

Keywords: Flute, Ensembles, Flute Training.

MUSIC TEACHERS' METAPHORICAL PERCEPTIONS REGARDING THE CONCEPT OF "MUSIC LESSONS"

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Abstract

It is targetted that the music education, which is the processes of creating, changing and developing in an individual's behaviors through their own experiences, ranks among the institutive education practice and contributes trough that way to one's improvement of life perception, interpretation, creativity, though system and communication skills. In this regard, it is conceived that music teachers, who are thought to have the biggest and the most important role in reaching these objectives, need to practice music teaching in accordance with professional gain and principles of music lessons. For this reason, it is considered that determining what kind of perception regarding "music lessons" that music teachers have is significant. The purpose of this study is to designate the metaphors that music teachers adopt when they make descriptions concerning the concept of "music lesson" and the reasons why they choose those metaphors. 120 current music teachers constitute the study group of the research. The data attained is analyzed by means of content analysis technique, which is one of the qualitative research methods. At the end of the study, 59 metaphor concerning the concept of "music lesson" is designated. When the metaphors that the music teachers created are analyzed, it is observed that the concept of "music lesson" is explained by various different metaphors, and these metaphors are collected mainly under the categories of the motivating/relaxing/healing music lesson and universal/multidimensional music lesson.

Keywords: Music Teacher, Music Lesson, Metaphoric Perception

THE INVESTIGATION OF SELF CONFIDENCE LEVELS OF ADOLESCENTS ACCORDING TO DIFFERENT VARIABLES

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Abstract

The purpose of this study is to investigate the relationship between the self confidence levels of the adolescents' and different variables. For this purpose, 600 students who were at different kinds of high schools at the province of Kocaeli were included in this research; and they were selected through random sampling. As the instruments of collecting data, a personal information form developed by the researcher in order to collect data on the demographic characteristics of the participants who were involved in the research itself; the self-confidence scale developed by Akın (2007) to determine the self confidence levels of the participants were used in this study. The relationship between demographic variables and self-confidence was analyzed through using T-test and One Way Anova technique. According to the data obtained from the demographic variables of sex, type of school, grade level, number of sibling, order of the birth , perception of weight of oneself and having a disciplanary punishment or not, there was not a significant difference on the levels of their self confidence. But on the other hand, when the other variables of age, socio-economic status , perceived parental attitudes, academic success and perception of self-physical appearance were taken into consideration, it was concluded that they all led a significant change in the levels of their self confidence. At the end of the research, the findings are related with the psychology counseling and guidance, and recommendations for the other upcoming studies are discussed.

Keywords: Self-Confidence, Adolescent.

INVESTIGATION OF 2015 - 2018 TURKISH COURSE CURRICULUM ACCORDING TO ELEMENTS OF CURRICULUM DEVELOPMENT

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Abstract

The aim of this study is to examine and compare the 2015-2018 Turkish course curriculum in terms of the objectives, contents, learning-teaching processes, and evaluation. Survey model was used in the study. Data were collected through document analysis. In the 2015 Turkish course curriculum, it was seen that the objectives were expressed in the subheadings of learning areas, only the necessary themes were included in the content, the teaching-learning processes were generally mentioned for each grade level and the emphasis was on not only cognitive but also affective and psycho-motor evaluations as a measurement-assessment approach. In the 2018 Turkish course curriculum, it was revealed that the skill areas of the objectives were expressed in the subheading, elective themes were included in addition to the compulsory themes, technology was mentioned in terms of learning-teaching processes and process and performance evaluation were taken as the basis of evaluation approach. As a result, in the 2018 Turkish course curriculum at the first grade level; it was determined that the objectives were more detailed and explanatory, the objectives were simplified and the overlap was reduced. In the curriculum, the content was presented more descriptive; it was seen that theme and subject samples were increased in number, types of text were detailed and number of texts was reduced. It was found that the biggest change in the curriculum was made during the first literacy process, more explanatory information about the learning-teaching process was presented and there was no major change in the evaluation approach.

Keywords: Curriculum Development, Turkish Course Curriculum, Elements Of Curriculum.

EVALUATION OF ENGLISH CURRICULUM WITH CIPP MODEL AND STRUCTURAL EQUATION MODELING

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Abstract

Education First (2018), which is a worldwide research network, published that Turkey ranked 73 among the 88 countries in the English Proficiency Index. This result demonstrated that the expected levels of present English curriculum do not meet the social needs in Turkey. In this respect, it is necessary to evaluate the existing English education curriculums and to reflect the results of these studies to the program development studies. From this perspective, the aim of this study is to evaluate the views of students according to the CIPP model. Structural equation modeling was used to analyze the dynamic relationships between the elements of the CIPP model. Method of the research was survey model. In the study, "English Course Teaching Program Student Evaluation Survey" was used as a questionnaire to collect data. Totally 434 students attending 9th graders in three public school were determined for the sample. Results of the research revealed that the direct effect of context on input (r=.93;p<.001); input on process (r=.93;p<.001) and process on product (r=.61;p<.001) was found remarkably strong. Also, the direct effect of context on product (r=.39;p<.05) was found moderate. Additionally, the indirect effects of context on process (r=.86;p<.001); context on product (r=.53;p<.001) and input on product (r=.57;p<.001) was found strong.

Keywords: English Curriculum, Cipp Model, Structural Equation Modeling

DEMONSTRATION EXPERIMENTS AND THOUGHT PROBLEMS FROM NEWTON'S PRINCIPIA

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Abstract

Demonstration Experiments and Thought Problems from Newton's Principia

Courses for science teachers deal with practical everyday aspects of physics.

On the other hand, one of the great success factors of science was its ability to abstract from the world, as we see it, to formulate theory, principle, concepts, etc. The similarity between the ideas of today's students and those of early students to improve the teaching of science concepts. Our paper selects some interesting experiments from Newton's Principle that are suitable for Thought Problems and demonstration in the classroom.

Students like Newton try to distinguish between observations, phenomena, and sentences. This methodology is an early manifestation of the important distinction between 'data' and 'phenomena'. Principia is considered to be the largest scientific book ever written. Newton analyzed the movement of the bodies by force, showing that the planets are attracting the Sun by a gravitational force that changes as an inverse square of distance, and it is generalized that all celestial bodies attract each other.

Students meet Newtons methodology in terms of the roles which concepts play, that can see that the phenomena are idealised explananda. Our approach reveals that Newton used them as such. It seems therefore, that, when discussing Newton's methodology, we should emphasize certain historical context.

Our comparative case study examined the practice of science teachers who participated special course and compared them with other science teachers who did not participate in the training. Quantitative and qualitative data were collected from classroom observations, surveys, teacher interviews, and observer's field notes. Results indicate that the teachers who experienced the training had observable improvement in their pedagogical content knowledge.

Keywords: Newton, Principia, Experiments, Thought Problem

CANDIDATE TEACHERS' PERCEPTIONS OF SELF-EFFICACY USING DRAMA METHOD

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Abstract

Creative drama is a method that makes an individual active in the learning process, enables him to learn by doing and living, contributes to self-realization and being a creative, productive individual, to establish positive social interaction with others, and in short, to develop in all aspects of the individual. Creative drama helps the individual to accept himself / herself and then others and thus facilitates his/her social development. Drama activities are carried out by the teacher of the class in primary and pre-school education institutions. For this reason, the experience of creative drama before the service is very important. The aim of this study is to evaluate the pre-service teachers' self-efficacy perceptions of using creative drama method according to different variables. Since the research was aimed at determining the perceptions of prospective teachers, quantitative research was based on. Accordingly, a descriptive research method was used. The research was conducted in the Basic Education Department of Pamukkale University Faculty of Education in the fall semester of the 2018-2019 academic year (n = 167). Participants consist of early childhood education and primary teacher programs. In order to obtain the research data, "Self-Efficacy Perception Scale for Using Creative Drama Method" developed by Cantürk-Günhan (2009) was used. The scale was applied to prospective teachers on a voluntary basis and the data were then transferred to computer environment. Arithmetic environment, standard deviation, t-test and variance analysis were used in the analysis of the data. According to the research, pre-service teachers' perceptions about using creative drama method do not show a significant difference according to the program and gender variable.

Keywords: Creative Drama, Self-Efficacy, Early Childhood Education, Primary Teacher

INVESTIGATION OF COUPLES' RELATIONSHIP DYNAMICS IN TERMS OF INTERPERSONAL INTERACTIONAL STRATEGIES IN HIGHLY-QUALIFIED MARRIAGES

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Abstract

In this study, it was aimed to find out what the interpersonal interaction strategies of couples and how they work in highly qualified marriages. Embedded theory design was used for the purpose of research. The research group of the study consists of forty individuals, including twenty pairs who are in the first nine years of their marriage and determined using purposive sampling method, criterion sampling and theoretical sampling method. The sample size was determined according to the theoretical saturation used in embedded theory studies. Qualitative data were collected through semi-structured interview form developed by the researcher and in-depth interviews between 47 and 95 minutes. The data recorded with digital voice recorders were transferred to the data analysis program NVivo 11, the open coding, axis coding, selective coding processes of the embedded theory and analyzed by the continuous comparison data analysis method. When the findings are examined, the interactional strategies of the couples consist of three main themes and sub-themes that are conceptualized, including time-consuming, effective communication pattern, adequate role performance, and functional conflict resolution skills. When the researcher examined the interpersonal interactional strategies of couples with high quality marriages in connection with the findings, the researcher concluded that the spouses took care to spend time together, there were patterns of effective communication among spouses, proper role performance was fulfilled for marriage and functional conflict resolution skills were used.

Keywords: Marriage, High Quality Marriages, Relationship Dynamics

COMPARATIVE EVALUATION OF SCIENCE QUESTIONS OF A NATIONAL (TEOG) AND AN INTERNATIONAL (PISA) EXAMS HELD IN 2015 IN THE CONTEXT OF TEACHING PRINCIPLES

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Abstract

The aim of this study is to compare the science questions of the national exam which is Transition from Primary Education to Secondary Education (TEOG) and the international exam which is PISA held in 2015 according to teaching principles. In this research, survey model was used.The study group consisted of 20 academicians working in the Department of Science Education at Istanbul University, Marmara University and Yildiz Technical University and 100 Science teachers working in secondary schools affiliated to the Ministry of National Education in Istanbul, Turkey. Both qualitative and quantitative data were collected, qualitative data were collected through document analysis and open-ended questions and quantitative data were collected by data collection tools developed by the researchers. In the document analysis, the second TEOG and PISA 2015 examinations held in April 2015 were examined and the data collection tools were formed according to these questions. Descriptive statistics was used for analyzing of quantitative data; in the analysis of qualitative data, content analysis was used.It was found that the PISA questions directed the students to interpret in general, the TEOG questions were based on knowledge and memorization, the TEOG questions were prepared away from the life of the children, the students did not assume responsibility and they did not provide effective participation and daily life. It was concluded that TEOG questions were not prepared for the needs and problems of the society and daily life, and that the student should be handled physically, mentally, psychologically and socially as a whole, and that it was not in accordance with the principle of Integrity, which included the necessity of a unity between the subjects.Instead of knowledge-based questions, questions that encourage students to interpret, require scientific process skills, creative thinking, problem-solving skills, and appropriate to the geographical and daily life of the childeren, the time they live, the needs of society and daily life should be used. The questions should be handled as a whole in terms of physical, mental, psychological and social aspects of the student and there should be an integrity between the subjects.

Keywords: Transition From Basic Education To Secondary Education (TEOG), PISA, Comparison Of PISA And TEOG, Teaching Principles

AUGMENTING THE LEARNING LANDSCAPE THROUGH QR CODES

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Abstract

Incorporating ICTs into contemporary pedagogical practices and their continuing adjustment to the challenges imposed by the millenial learning environment in order to cater to increasing students' needs, learning preferences and expectations represents one of established and stressed priorities of 21st century education. Besides remaining current in their respective disciplines the key stakeholders critical to effective technology-enhanced teaching, the educators, are required to be highly skilled in their use of ICT and to constantly streamline their modes of technology-aided knowledge delivery. An ultimatly uncompetable approach able to provide engaging, active, authentic and collaborative learning experiences correspondent with digital natives' participative, immersive and intuitive modes of learning is the application of ubiqitous mobile devices or M-learning. In the plethora of their potential educational possibilities and highly specialized applications for different content areas an on-the-spot and on-the-go digital tool stands out that can transform and augment traditional learning landscape by linking the offline and online media, namely the QR (Quick Response) codes. Pursuant to mobile learning principles and with their potential to augment learning experience by referring students to further sources of online information employing QR codes in teaching creates a dynamic and motivating learning evnironment, provides an element of gamification and adds value to the educational content. This paper contributes knowledge and ideas about a practical, customizable, cost-free and above all user-friendly teaching and learning solution supportive of various interactive learning activities applicable in different content areas and diverse educational contexts.

Keywords: Keywords: QR Codes, Learning Landscape, M-Learning, Digital Natives

CHEMISTRY TEACHERS' PERCEPTION AND PRACTICES RELATED TO FORMATIVE ASSESSMENT TECHNIQUES

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Abstract

The aim of this study is to investigate the perception of chemistry teachers related formative assessment techniques (FATs) in Turkey. For the purpose of the study, different types of formative assessment techniques were included in the research. Thus, it was tried to reveal how each formative assessment technique is perceived in theory and how they are reflected into practice by chemistry teachers. This research was conducted as a case study, which is a kind of qualitative research methods. The participants in the study were 12 chemistry teachers working in different high schools in a one of the largest cities in south-eastern Turkey in 2017-2018 spring semester. Study data were collected with a semi-structured interview form. Content analysis, which is a type of qualitative data analysis, was performed on the study data. According to the findings obtained from the study, chemistry teachers do not have adequate understanding and perception about what to assess with each of FATs. Chemistry teachers do not recognize the FATs adequately and they have serious deficiencies about the function of the techniques. The findings imply that chemistry teachers' perception and understanding about the interpretation of the results obtained from FATs and its inclusion into the learning-teaching process and giving feedback to the pupils with FATs, is almost non-existent. Results indicated that chemistry teachers have serious deficiencies related to FATs and they focus on summative assessment rather than formative assessment and related techniques in their chemistry classes.

Keywords: Chemistry Teachers (Cts), Formative Assessment Techniques (Fats), Perception, Practices, Turkey

THE EFFECT OF DIGITAL WRITING INSTRUCTION ON THE PRIMARY SCHOOL STUDENTS' WRITING SKILLS

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Abstract

There is a few study and implementation on the use of digital tools in teaching writing to primary school children. Further research is needed to compare tablet-based or technology-based writing instruction and traditional pencil and paper-based writing instruction. This study aims to examine the effect of traditional pencil and paper-based writing instruction and digital writing instruction with tablets on primary school students' writing performance, writing knowledge and writing motivation. The study adopted pre-test and post-test control group design. In this study conducted in Kayseri Province, 2 classes (49 students) were assigned as experimental group and 2 classes (47 students) as a control group. The experimental group students carried out their writing activities on a tablet using an educational software called "Strategic Digital Writing Environment" (SADIWE). The control group students completed the writing activities in the regular Turkish curriculum by using paper and pencil. Throughout the intervention, students in both the traditional group and the digital writing group participated in story writing tasks twice. The implementation continued for 14 weeks, one hour per week. The findings of the study showed that students' intra writing quality scores and post-test writing quality scores were significantly higher in favor of the digital writing group. Moreover, the stories of the students writing on the tablet were significantly longer compared to the students writing with paper and pencils. Finally, the post-test writing knowledge scores were significantly higher in favor of the digital writing group, although there was no significant difference in the post-test story length and post-test motivation scores.

Keywords: Writing Knowledge; Writing Motivation; Writing On Tablet; Writing Software; Traditional Writing

DIAGNOSTIC APPROACH TO TEACHING TRANSLATION

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Abstract

Having worked for years as a professional translator and interpreter, the researcher intuitively hinges upon the interpreting and decision-making processes he goes through when he himself performs a translation task and resorts to the insights and dexterity he has gained as a result of his professional experiences. Making use of these resources as well as via a critical analysis of the translations, he exerts himself in diagnosing where, why, and in what way a particular product (i.e., translated phrase, sentence or text) diverges from optimal achievement or what was primarily expected by the researcher. Once digressions are determined, they are put on the board for an interactive and diagnostic analysis, a process that includes cricitical observation and close examination of the ST, which is a springboard for the production of the TT. "Most writers on translation theory agree that before embarking upon any translation the translator should analyse the <source or translation> text comprehensively, since this appears to be the only way of ensuring that the source text (ST) has been wholly and correctly understood" (Nord, 2005, p. 1).

Nord also stresses that the reading of a SL for translation purposes is not like reading an ordinary text. "Moreover, like the literarycritic or the linguist, the professional translator will never read a text that has to be translated in a naive or intuitive manner, but will aim for a critical, comprehensive, translation-oriented analysis" Nord, 2005, p. 12). Adab, in the meantime, underlines both the significance and benefits of such reading in translator training. "... the Translation-Oriented Source Text Analysis advocated by Nord (1991) is an essential tool in the training process, as this gives students a framework for the systematic analysis of their interpretation of the ST and can guide students in TT production" (2000, p. 221).

As is widely emphasized, translation, especially its pedagogy, is a phenomenon consisting of two separate dimensions - process and product. Translation, as defined by Ottinger (1997, p. 11), is a product born or produced out of a "process of transforming signs or representations into other signs or representations". Thus, both the product and the process are interlinked and inseparable although until recently the focus was mainly on the former - the product.

Additionally, some translation scholars (including Gile, Schäffner, Oettinger and Nord) have rightly stressed the significance of and the need for a methodology focusing on these two aspects of translation, rather than the traditional product-centered approach. As a result, successful pedagogy of translation calls for the knitting up of the earlier product-focused method and the more recent process-centered approach, both of which are required to help gain insights into the translator's cognitive processes. The new approach is likely to yield the two desired positive results: (1) helping to minimize translations errors by diagnozing their causes and (2) further improving the quality of translation products.

Adab (2000, p. 218) characterizes traditional approaches as "often explanatory, tutor-oriented, prescriptive and wordbound." Fox follows a similar path: "traditionally, translation pedagogy has been both prescriptive and product-oriented. If, following Hairston, we accept that we can best improve our students' translation performance by understanding how their texts have come into being and why they have assumed the form they have, i.e, by understanding the translation process, then traditional product-oriented translation methodologies may be abandoned in favour of a potentially more effective process-oriented approach" (Fox, 2000, p. 115). Fox favors the latter approach, maintaining that it helps trainers to both spot any deviancies and pinpoint their causes as to whether it is the language skills or ability to translate that is getting in the way (2000, p. 128).

Keywords: Diagnosis, Translation, Decision-Making Process, Digression, Source Text And Translated Text.

NEGATIVE ATTITUDES ON CAMPUS AGAINST FACULTIES OF EDUCATION

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Abstract

One of the main goals of educators and education policies in the field of education is to make education holistic and equal for all. Because of the fact that higher education has directly been affected by fundamental local and global changes, different stakeholders have different opinions and practices regarding higher education and its components. Equality is one of such demands and a reason for such changes. However, it is difficult to reach a consensus even on fundamental definitions and their practices within higher education. It has recently been observed that university students have some negative attitudes against students from different faculties or departments, especially against those from the faculties of education. The aim of this study is to examine the attitudes of students from different departments against faculties of education in general and the students studying in those faculties in particular. One hundred and twenty university students (F=52, M= 68) were given a questionnaire regarding attitudes towards the educational faculty students in a university. The participants were from different departments and in different grade levels; therefore the result is believed to represent the perspective of that university as a whole. The results showed that university students have negative attitudes towards the faculty of education because of its entrance criteria, the perceived quality of faculty and the student profile. Furthermore, it is believed that this negative attitude is not specific to this university; it is believed to be a common case for most of the universities in the country.

Keywords: Higher Education, Attitudes, Faculties Of Education, Entrance Criteria, Student Profile.

EVALUATION OF POSTGRADUATE THESES ON RELATED TO WEB-BASED EDUCATION IN THE FIELD OF NURSING IN TURKEY

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Abstract

Aim: The aim of the study was to evaluate some characteristics of the postgraduate theses on related to web-based education in the field of nursing in Turkey.

Tool and Method: Search terms included "web-based education" and "nursing" were used separately and together on the database of the National Council of Higher Education Thesis Center in the framework of research; Related to web-based education in the field of nursing within the Institute of Health Sciences of 5 master's and 19 doctoral thesis, including a total of 24 theses were examined of between 2007 and 2019 have been analyzed. In this study, document review technique was used and the frequency and percentage techniques were analyzed.

Findings: The first graduate article on ethics was prepared in 2007, and the highest number of graduate papers on ethics belongs to the year 2018 (29,1%) and the majority of these were doctoral theses 79,1%. 16,6% of the dissertations were written in Akdeniz University, 95,8% in Institute of Health Sciences and 37,5% in the department of Nursing and more than half of the supervisors of the dissertations 41,6% were associate professor, and 66,6% of them had full text on the database. In the thesis, it was determined that web-based education topics were mostly addressed to nursing students 25,0%, diabetic 16,6% and health care professionals 8,3%.

Conclusion: As a result, the dissertations have been found a limited number of related to web-based education in the field of nursing.

Keywords: Nursing, Web-Based Education, Postgraduate, Thesis.

VARIANCE FREE GRADING IN ANY MULTI-CRITERION EDUCATIONAL ASSESSMENT

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Abstract

If educational institutions need to be accountable by the third party members (stake holders other than instructors and students) then learners need to be graded to the extent of their competency and adequacy they acquired all along the learning process. Abolishment of grades remains as a utopia. There are very few collaborative learning procedures where participants are graded in teams as well as single subjects. To a great extent students have to reply exam questions independent of all the others. Interactivity during testing is still an unethical act. After the completion of exam however students are given norm referenced grades. Legendary "bell curve" grading still reigns supreme in student evaluation. The final total score of any particular student is influenced by the arithmetic mean and the standard deviation of the scores obtained by the other companions. It is obviously weird that a certain score is apt to be converted to a different grade among curve raisers than that of relatively modest ones. This study proposes a straightforward method by which instructors can assign grades to their students independent of the achievements or the failures of the other participants. It is applicable in single subject experiments as well as in large scale testing. It is applicable in one-shot case study or in multi-criterion testing. It is applicable with the scores at ratio and interval level scores and also with ordinal or nominal level measures. One thing cannot be done is to elevate the qualitative construct validity of any item or test-battery.

Keywords: Norm Referenced Evaluation, Criterion Referenced Evaluation, Grading

CROSS-CURRICULAR INTEGRATION OF VOCATIONAL AND GENERAL SUBJECTS IN VOCATIONAL HIGH SCHOOLS INCREASES STUDENTS' COMPETENCES

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ŠOLSKI CENTER LJUBLJANA

Abstract

The vocational high-school education system in Slovenia devides curriculum subejcts into two groups. The first group consists of the general subjects that include mathematics, phyisics, chemistry, Slovenian language, English language, history, geography, etc. The second group consist of vocational subjects called modules. These are intended to equip the students with vocational knowledge and competences. Many vocational modules include practical lessons conducted in eduactional workshops and executed in smaller groups of up to 16 students. All vocational modules are taught by engineers.

Among the most important competences for vocational high-school students are professional competences – vocational literacy, writing reports and giving oral presentations of their projects. In order to address these three competences, we connected the subject of Slovenian language with two of the vocational modules about technological processes. The given themes usually concur with the students' interests and can be general (for example casting, steel construction process, CNC cutting, TIG welding, etc.) or more specific (for example the programming of a 6-axes robot, the programming of Siemens S7 – 1200 controller, the development of air-pressure system, etc.). Within the "Information technology" module the students learn to prepare the presentations that can be executed with MS PowerPoint software. The presentations must be executed according the instructions and must include an appropriate title slide, a slide with quick facts, slides on the strategy and technology, and development slides. The "Information technology" subject covers writing project documentation that teaches the students the correct way to write the title page for the project document, the table of contents, the table of pictures, the annotations to the pictures and the tables, as well as the correct way to write the bibliography at the end of the document. The grammar and the proper use of Slovenian language, as well as learning how to do oral presentation is covered within the "Slovenian language" lessons. All themes are orally presented in front of all three teachers. Every teacher grades each student according to his/her competences.

Keywords: Cross-Curricular Integration, Vocational Education, Vocational Competences, Strategy And Technology Presentations.

THE IMPACT OF INTERNATIONAL MOBILITIES ON TEACHERS PROFESSIONAL DEVELOPMENT

SILVIU DANIEL BREBULEŢ

SCOALA GIMNAZIALA VINATORI

Abstract

The analysis was conducted in the context of the implementation of the Erasmus + KA1 project „Preventing school dropout for remigrant children" that allowed 8 teachers to attend international training courses on this topic.

After the international courses and after the training organized for the rest of schools' staff, we analysed the impact of the international experience on the development of the competencies of the schools' staff. The methodology was quantitative, based on questionnaires that teachers use to self-assess the competencies they have developed within the framework of the project. The subjects were all the teachers in Vînători Gymnasium.

The results showed that there are competencies that were developed for all the teachers in the school (specific competencies related to the integration of the remigrants, didactic skills, motivation for professional development, teamwork abilities, interest for participation in future Erasmus projects and mobilities) and competencies that were developed only for the participants in the international activities (intercultural skills, linguistic skills, digital skills).

The institutional impact was also measured and it reflects the new curricula (a new optional course to be implemented) and new didactic methodology that is already is use and it is considered to be effective and reliable.

To summarize, the Erasmus international experience had an important and positive impact on the professional development of all the teachers in the school, not only on those participating in the international mobilities, and on the school procedures and methodologies.

Keywords: Remigration, Dropout, Teachers Training, Erasmus +

SOCIAL STRATIFICATION THROUGH EDUCATION: UNIVERSITY STUDENTS' VIEWS

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Abstract

Education is a two-sided tool which enables people to gain a higher position in society and controls people and limits their options as positions in society. Social classes and stratification has long been discussed; however, university students in faculties of education hear this phenomenon for the first time in sociology of education classes. Although they do not want to believe this function of education, they realize it is a tool to locate people in specific positions. This study aims to analyze the opinions of students in faculty of education about the role of education in social stratification. As they will be teachers of the future, primary subjects of education, their awareness about the social effect of education is highly significant. Thus, this study serves as a tool to understand how they interpret the social function of education. As their understandings will be effective in directing new generations' education lives, analyzing how they understand social stratification through education is vital. The data of the study was collected through a debate that students prepared for. The debate was organized and students had time to read about social stratification and education. The debate was recorded and analyzed by the researcher with content analysis technique.

Keywords: Education, Social Stratification, University Students, Sociology Of Education

THE EVALUATION OF COMIC BOOKS IN SOCIAL STUDIES LESSON ACCORDING TO TEACHER AND STUDENT VIEWS*

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YILDIZ TECHNICAL UNIVERSITY

Abstract

Comic books have been used both for entertrainment and educational purposes. Since their first release, comic books have grabbed the attion of readers. Its rich content and unique style made it an unexchangeable genre. Also, educators started to use comic books to enhance students' reading and langauage skills, and to arouse students' interest. The aim of this study is to evaluate the use of comic books use in social studies lesson according to teacher and student views. The effect of comic books as a supplementary material was tried to be revealed through data collected from teachers and students. The data of this qualitative study consisted of interviews, observations and document analysis through 3 weeks in 2015. The participants of this study were 10 students in 7th grade and their social studies teacher. The interviews were done by the researchers as face to face. Also, the researcher observed the classes with comic books and took field notes. Moreover, the notes of the students on their comic books were analyzed with document analysis technique and the findings were reached. Under the light of the data analyzed, comic books seem to have a positive effect on students' attitudes towards social studies, academic success, perceptions of history and reading habirs. The opinions of the teacher seem to support the results.

Keywords: Social Studies, Comic Books, Material, Views

BLOCK SCHEDULING ON HIGH SCHOOLS

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Abstract

Today, we live in a rapidly changing world. As a result, we want to perform the tasks we have set out, to the best of our ability and in the shortest possible time, but not as soon as possible. In order to keep up with time in high schools, we could apply a block system of teaching - that means, block schedules. The first pilot project would mean a schedule where items are distributed annually. Professional theoretical subjects in the first pilot project would not initially be combined with generally theoretical subjects. The second pilot project, would in the schedules include the combination of professionally theoretical and generally theoretical subjects. After several years of trial variants, results and analysis, the most optimal variant could be selected for programmatic and temporal coordination and for combining generally theoretical and professionally theoretical subjects. With this method of teaching, students would gain knowledge and at the same time in more of their free time, since they would focus more hours on one subject per day, but at the same time less different lessons per day. This could mean fewer hours per year, with greater efficiency in receiving and, above all, using the information obtained.

Keywords: Block Schedule, More Effective, Less Classes, More Student's Free Time

EFFECT OF THE ERASMUS PROGRAMME ON THE OUTGOING STUDENTS: THE EXAMPLE OF SELCUK UNIVERSITY

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Abstract

Erasmus Programme is one of the cultural exchange programme which enable students to study one or two semester in European or Programme Countries.

Higher education institutions can cooperate each other, expand their relations and enable internalization of education. Programme promotes a culture of tolerance and understanding by means of Erasmus Programme. Turkey has been a full participant to the Erasmus programme since 2004 with the establishment of National Agency. Selcuk University has started to exchange students since 2005.

In this study, the effect of erasmus exchange program will be evaluated. In this study qualitative research method is used and data are obtained by applying semi-structured interview technique. Descriptive method was used to analyse the research data. Some questions were asked to the students of Selcuk University who went to Polish Institutions framework of Erasmus Exchange Programme in order to evaluating the impact of the programme. The dimension of the foreign students' communication with each other will be tried to be determined, through the questions of the study. The results of the study show that Erasmus Exchange programme is successful to provide opportunities for intercultural encounters and increases the effect of language learning .

Keywords: Erasmus Programme, Exchange, Intercultural Communication, Students

INPULSE, AN APP TO DEVELOP EMOTIONAL INTELLIGENCE IN EDUCATIONAL CONTEXTS

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JAUME I UNIVERSITY

Abstract

The previous results suggest that EI trainings should be considered effective interventions. There are several meta-analyses that reveal a significant moderate change between pre- and post-measurement for the main effect of Emotional Intelligence training, and a stable pre- to follow-up effect. However, we believe that new methods to develop social and Emotional skills are required.

We have developed InPulse, a software designed to improve the emotional skills of children and adolescents in educational environments. Through the game, the student trains their emotional skills for 15 minutes a week.

InPulse method improves EI through 3 phases: 1-Evaluation. The first step is to know the emotional quotient of the student, for this the MEIT is administered (Sanchez-Gomez, Breso, 2019). 2-Training. Once a week, different adapted exercises are performed taking as reference your previous score in MEIT. 3- Information. The data reaches the control panel of the person in charge of the center, showing the relevant information, which allows identifying weaknesses and strengths and making decisions.

InPulse has been tested on 110 students from 2 centers, who have recommended its use 90% of the time. In addition, the data show that the IE score of the experimental group has grown significantly from the use of the tool with respect to the control group.

InPulse was born as a digital solution that aims to improve socio-emotional skills in educational contexts through a new training methodology that will also facilitate better management of students.

Keywords: Adolescence, Training, Emotional Skills, E-Learning, App, Digital

INTRODUCING A REAL PRODUCTION CASE OF AN AUTOMATED PROCESS LEADS TO A BETTER UNDERSTANDING OF THE THEORETICAL BASIS AND THE COMPLEXITY OF THE PRODUCTION SYSTEMS FOR VOCATIONAL COLLEGE STUDENTS OF MECHATRONICS

HELENA MLADENOVIC JERMAN

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Abstract

The case study presented in this paper represents an optimized time-flow of the process of die production operations. Die production is usually organized within small production organizations that employ around 50 employees. However, their products are intended for mass production, which increases the importance of die and tool production. The die production includes the CAD/CAM design of a tool, which usually requires customer cooperation. This is followed by the process of machining and quality control protocol. The automated process continues with EDM machining in order to finish the special details and textures and achieve the required quality of the surfaces. The process ends with a final quality control protocol. Presenting the optimization case of the technological process enables the teachers to present numerous optimization methods that are used in production processes within different industries. The optimization case can be applied to the smart-industry concepts, as well, with an emphasis on the economic benefits. Students learn about lean production, KAIZEN, 5S, cost/effect as well as CSI aspects. Today, there is a need to discuss sensing, efficient data collection, device-to-device communication, high-speed communication, simulation, statistical models and artificial intelligence. The optimization case enables the students to learn about how the new production environment creates new value through the three zones of improvement (productivity, quality, safety).

The case presented in this paper teaches vocational college students of mechatronics that a systematic and analytical approach of die tool design must be supported by a creative approach that considers the principles of lean production, the benefits of production and the software for process simulation, based on the concepts of smart industry. The final results are high ROI as well as high OEE.

Keywords: Tool And Die Production, Smart Industry, Lean Production, CAD/CAM, MRP, MES, RFID Identification, ROI, OEE.

TEACHERS PROFESSIONAL DEVELOPMENT THROUGH ERASMUS COURSES

STELUTA FLORENTINA CIOMAGA

ȘCOALA GIMNAZIALĂ „PRINCIPELE ȘERBAN GHICA ȘI PRINCIPESA ARISTIȚA GHICA" SIHLEA

Abstract

Context. Sihlea Gymnasium is implementing the Erasmus + project „Preventing and tackling the school dropout" that financed 8 international mobilities with 8 teaches participating in international courses focused on preventing early school leaving.

Methodology. Questionnaires were filled-in by all 8 participants, investigating the competencies that were developed and attitudinal changes consecutive to the international experience.

Main results. The teachers involved in the international mobilities reported both the development of skills and competencies and attitudinal changes. Most mentioned developed skills were referring to intercultural skills (and knowledge), linguistic skills, didactic abilities, especially for organizing and implementing extracurricular activities to prevent early school leaving, learning to learn and teamwork abilities. Most mentioned attitudinal changes refer to increased interest for participating in Erasmus + projects and mobilities (easy to explain considering that for most of the participants it was the first Erasmus and international training experience) and strengthening the efforts to internationalize the teaching activities, including teachers training. Surprisingly, the results also reflected a positive impact on emotional skills, change that was explained by the participants with reference to the specific content of one of the trainings and with increased empathy for pupils in risk of early school leaving.

One very important result that was not related to specific competencies and / or attitudinal changes was the extension of the professional network, with teachers considering that the new contacts established during the course could contribute to future professional developments.

Keywords: School Dropout, Erasmus, Teachers Training

DETERMINATION OF AWARENESS AND USAGE LEVELS OF INDIVIDUALS APPLIED TO INTERNAL MEDICINE POLYCLINIC IN TERMS OF E-PULSE SYSTEM

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BURDUR MEHMET AKIF ERSOY UNIVERSITY, BUCAK HEALTH SCHOOL

Abstract

Objective: The objective of this study was to determine the awareness and usage level of the individuals who applied to the internal medicine polyclinic in terms of the e-pulse system.

Materials and Methods: The universe of this descriptive study consisted of all individuals who applied to the internal medicine polyclinic of Manisa Private GrandMedical Hospital between August-September 2019, while the sample consisted of 370 individuals who agreed to participate in the study. The data were collected by using the E-Pulse Diagnostic Form, which questions the socio-demographic and e-pulse characteristics of the individuals and was created by reviewing the literature.

Results: 47.8% of the participants were at the ages of 30-50; 51.6% of them were women; 50.3% of them applied to the polyclinic for examination; 15.7% of them had a chronic disease; 27.8% of them received health care service every 6 months; 53.2% of them used the internet. 58.3% of the individuals heard about the e-pulse system; 34.5% of them heard it from social media; 24.1% of them were registered to the e-pulse system. It was found that 27.9% of the participants used the e-pulse system; 85.4% of these participants used it to view their health histories. It was determined that 29.2% of the participants did not use the e-pulse system because they did not know it.

Conclusion and Recommendations: In conclusion, it was found that the individuals had already heard the e-pulse system but did not use it effectively and did not know its application fields.

Keywords: Internal Medicine, Polyclinic, E-Pulse, Awareness.

EATING HABITS AND THEIR IMPACT ON EDUCATION

NEJC

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Abstract

Nowadays, there is a lot of research on nutrition with implications for healthy and unhealthy eating. To the extent that eating affects every adult at job and in private time, then surely it also affects every student during high school education. We have been following energy efficiency trends for several years and have been transferring this knowledge to high school students by special environmental subjects. Compulsory education on healthy and unhealthy eating patterns and the consequences should also be introduced. Above all, students should become familiar with the facts about the impact of poor eating habits and other bad behaviors on overall well-being, and consequently better on learning, satisfaction and performance in life. Poor and erratic nutrition has a strong influence on the student's mood swings on a daily basis, it can also have a significant effect on hormones and, as a result, lead to acne, chronic fatigue, poor energy levels, bowel problems and indigestion, etc. However, it can lead to diseases which are not suitable for years. Most students do not know what is happening to them, as no one has taught them about it. Therefore, it would be obligatory to introduce this subject in all secondary schools and high schools, and in the long run to conduct research, make statistics, analyze and compare it with the results of previous generations.

Keywords: Health, Eating Habits, Impact, Changes, Results

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