

# ICLEL 2021

7<sup>th</sup> INTERNATIONAL CONFERENCE ON LIFELONG  
EDUCATION AND LEADERSHIP FOR ALL

## ABSTRACTBOOK

AUGUST 24-26, 2021  
SARAJEVO, BOSNIA & HERZEGOVINA



The poster for the 7th International Conference on Lifelong Education and Leadership for All (ICLEL 2021) is divided into two main sections. The left section has a blue background with the IUS logo, the Sarajevo University logo, and the ICLEL logo. It includes the text "7th International Conference on Lifelong Education and Leadership for All" and the website "www.iclel.com". The right section has a yellow background with a red banner at the top stating "24-26 AUGUST 2021". Below the banner is the website "www.iclel.com" and the text "SSCI & ERIC SPECIAL ISSUES" and "Deadline: July 01, 2021". Further down, it lists the venue "International University of Sarajevo", email "iclelconference@iclel.com", and phone "+90 264 295 7160". The bottom of the poster features a collage of logos from various international organizations and a scenic view of Sarajevo.

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## Benefits of Using the Teaching Case Study in Synchronous On-Line Teaching

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Plagiarism Rate: 3%

### Abstract

Case studies intended for pedagogical purposes, the so-called teaching case studies, were used in synchronous on-line teaching for students of teaching disciplines at the Faculty of Education, Palacký University in Olomouc. Teaching case studies relate to the didactic category of project teaching. Thus, we develop teachers' skills to design this didactic category, formulate motivational and educational goals of project teaching and plan its reflection. The created teaching case studies consist of a total of 15 cases from implemented school projects, in which we identified problem areas and specific situations in elementary and secondary schools in the Czech Republic. This paper aims to emphasize the importance and benefits of this teaching method in on-line teaching for the development of future teachers' professional competence. The parallel goal is to find out how students of didactic disciplines evaluate this way of teaching. A Likert-type questionnaire is used for self-assessment. We have created a self-assessment tool range of professional competencies to teach containing a total of 14 statements; on a scale of 1-5 students assess their level of professional competence. The total group consists of 110 students of the discipline of didactics of Follow-up Master's degree studies. Students assess their professional competencies before and after using the teaching case study. We present the obtained data using coefficients in individual schools. We compare the results of questionnaire surveys. It turned out that work with a teaching case study is closely connected with the development of subject, didactic and pedagogical competence of the future teacher. In this paper, we show university teachers how to work with the category of teaching case studies in order to fulfil the professional competencies of future teachers in the on-line environment. We believe that teaching case studies focused on project teaching will provide educators with knowledge for effective application in their on-line teaching. At the same time, we expect the functions and meanings of the teaching case study to be applied in undergraduate teacher training, thus promoting functional synergies between theory and practice.

**Keywords:** Instructional case studies, on-line teaching, development of professional competencies of future teachers, project teaching, teaching strategy



## Dehumanization in the University: The Ingroup-Outgroup Relationship, Status and Gender

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### Abstract

The present study aimed to examine whether gender and status moderate the teacher-student relationship and the perception of dehumanization in professors and students. 528 participants from a university in Laguna (74% students and 26% professors) completed a questionnaire based on the teacher-student relationship scale, organizational dehumanization, and demographic variables. They completed a questionnaire based on the teacher-student relationship scale, organizational dehumanization, and demographic variables. The software utilized to analyze the data was PROCESS, a mediation and moderation package. The results indicated that ingroup-outgroup relationship influences the perception of organizational dehumanization significantly ( $p < .001$ ). Furthermore gender ( $p < .001$ ) and status ( $p < .001$ ) have moderating roles, specifically female students are at most risk of perceiving themselves dehumanized and males with high status (teachers) less vulnerable of dehumanization. These findings are very significant for the advancement in the knowledge of the intergroup relationship and organizational dehumanization and have practical implications for teachers and students.

**Keywords:** Organizational dehumanization, gender, status, teacher-student relationship, moderation





## The Education after COVID-19 - Challenges as Chances for the Future of Higher Education

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### Abstract

The higher education institutions all around the world face one of the biggest challenges in its history due to the situation with COVID-19. Although many institutions from all around the world have successfully met the challenge of COVID-19 using different online learning platforms, it seems that we are completely unaware that we only partially managed to bridge the gap between two points in time, between two epochs, between “before” and “after” the coronavirus. In that sense, the authors of this paper analysed the experiences of students of the Faculty of Philology, University of Donja Gorica, regarding the level of satisfaction regarding online learning process. On the other side, the authors also analysed the beliefs and attitudes of teaching staff in order to compare and cross out the results. The outcome of this analysis would be the introduction of a completely new educational approach which would significantly improve the quality of the higher education process as well as a better preparation of students for challenging and dynamic modern labour market. This period has actually shown us that changes are inevitable and that it is necessary to understand this situation as a chance to change ourselves, to change the approach in carrying out teaching and learning activities, to change the way of thinking, to change the concept of the educational system.

**Keywords:** Higher education, online learning, COVID-19, challenges, chances, future



## The Importance of Holistic Education in the Formation of People Committed to Personal Flourishing and the Development of Just Societies: A Case Study on Spiritist Pedagogy

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### Abstract

This article aims to analyse the bases of Spiritist Philosophy. Theoretical analysis sought to elect the works of Jose Maria Quintana Cabanas, Yves Bertrand and Paul Valois, to outline guidelines for the reading of Spiritist Pedagogy (SP). The objective is to get to know in depth the model of SP, applied to adults who left the “Educandário Espírita Maria de Nazaré” (Brazil) and their school teachers. The chosen empirical investigation strategy, the case study, is capable of allowing the study of the object (case) in its real context, using multiple sources of evidence (qualitative and quantitative). Data collection proceeded using the content analysis technique. The organization of the studies planned several phases: in the 1st, a documentary consultation is carried out, capable of reporting the axiological framework of SP - Reference Values Framework (RVF); in the 2nd phase, we seek to obtain the perceptions of teachers and graduated students regarding the Express Values Framework (EVF); the third phase is focused in the application of questionnaires to assess the exercise of citizenship, the meaning of life and the project for the future of adults graduating from EEMN; the 4th phase is intended to triangulate all results to infer the profile of the SP model and its contribution to educational renewal. We envision a meeting of the results gathered from the investigated reality with the many utopias of reconstruction in the world, at the height possibly a new paradigm to be presented to those interested in the transformation of the school into a new school. The intention, in addition to adding knowledge to the one existing, is also a possible proposal for a new pedagogy for the evolution of the educational system.

**Keywords:** Permanent education; holistic education; humanist education; spiritist education; spirituality



## **The Phenomenon of 3D Imaging for the Needs of People with Visual Impairment**

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### **Abstract**

The current progress in the field of 3D imaging represents the considerable potential for the development of the perception of space and ideas about the surrounding world of people with visual impairment. The subject of the paper is the presentation of application possibilities of three-dimensional display of haptic information for the purpose of making cultural-historical objects accessible with an emphasis on the formation of mutual relations and connections within the idea of the object. The aim is to increase the complexity of the performance of the people with visual impairment and to make the Czech historical heritage accessible to the people with visual impairment. Through user testing, the effectiveness of 3D imaging and its impact on the development of imagination and perception of space for people with visual impairment will be verified. The output of the project is a set of 3D models of important cultural and historical objects at various levels of display detail with regard to the specific character of the object. The essence is to increase the complexity of the idea of the object and its mutual spatial relationships with the overlap in the field of education of students with visual impairment. The purpose is to make cultural heritage accessible to visually impaired people, whose perception possibilities are affected by a marked information deficit. The concept of the presented project is based on previous experience with the creation of 3D audio-tactile maps developed specifically for the needs of the target group of people with visual impairment. The presented findings are the subject of Technology Agency of the Czech Republic – TACR projects (TL01000507, TL03000679).

**Keywords:** Visual impairment, imagination, perception of space, historical objects, cultural heritage



## **Lifelong Learning Tendencies of the Teachers, Prospective Teachers and Students**

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### **Abstract**

The aim of this study is to examine the dissertations thesis and articles published written in this the context in terms of the Lifelong Learning Tendencies (LLT) in terms of their structure, in order to provide on overview regarding LLT of the under for students, prospective teachers and teachers. In this manner the survey model has been adopted and applied while the data have been scrutinized with document analysis. The target population comprises dissertations and articles in the EBSCO, Ideal Online and ULAKBIM database written with regard to LLT of the students, prospective teachers and teachers. In this research, 60 studies have been accessed by searching LLT in the titles and keywords of the dissertations and articles in the conclusion of the study. The data obtained have been coded based on the method which is included in the document analysis. The study consists of the information regarding the 8 subheadings. It has been observed that it is preferred to study on teachers rather than prospective teachers and undergraduates, and to conduct random sampling technique frequently. It has been also assessed that the scale tool is preferred over collection tools and the most frequently used data analysis method is ANOVA test.

**Keywords:** Lifelong learning tendencies, document analysis, teachers , students



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### Abstract

It is a fact that science education plays an important role in solving the problems encountered in daily life. Most of the time, these problems are too complex to be solved within the perspective of a single discipline. At this point, it becomes necessary to raise awareness about interdisciplinary learning and to train knowledgeable teachers in the process of training teachers. In order to meet this requirement in question, a measurement tool called “The Opinion Scale towards Interdisciplinary Teaching” has been developed in order to determine the extent to which the opinions of prospective teachers about the application of interdisciplinary teaching practices in teacher training programs are carried out. The study has been conducted with 537 prospective teachers. As a first step of the scale development study, literature review has been conducted. The construct validity of the questionnaire has been analyzed by item analysis and factor analyses (exploratory and confirmatory). It is determined that the 23 items have gathered in 3 factors whose eigenvalue statistic is greater than 1 (Guidance to Interdisciplinary Teaching, Active Use of Interdisciplinary Teaching and Adequacy of Physical Facilities towards Interdisciplinary Teaching). Confirmatory factor analysis has been performed with the same data to determine the suitability of the three-factor structure of the scale with the sample data. When the criteria determined and the values calculated for the model are taken into consideration based on the literature, it is seen that the model is found to be appropriate for the sample data. The calculated Cronbach Alpha reliability coefficients of the scale are as follows: Guidance to Interdisciplinary Education is ( $\alpha=.89$ ), Active Use of Interdisciplinary Education is ( $\alpha=.89$ ), Adequacy of Physical Facilities towards Interdisciplinary Education is ( $\alpha=.79$ ) and the overall reliability coefficient of the scale is ( $\alpha=.91$ ).

**Keywords:** Interdisciplinary teaching, prospective teachers, validity and reliability



## Analysis of The Opinions of Prospective Teachers on Interdisciplinary Teaching in Terms of Different Variables

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### Abstract

Giving information in a separate and disconnected way in classes is seen as one of the most important problems of science education. The dissemination of interdisciplinary studies in schools will enrich the learning and teaching processes and enable students to transfer what they have learned in a course to different areas. In this study, it has been tried to determine to what extent interdisciplinary teaching approach is included in the education curriculum of a certain discipline. The research has been designed with the relational screening model. The research has been carried out with 1250 prospective teachers who continue their education in the Faculties of Education in different cities. In order to determine the prospective teachers' views on the interdisciplinary teaching in science courses, "The Opinion Scale towards Interdisciplinary Teaching" developed by the researchers has been used in collecting the data. The prospective teachers were asked to evaluate science curricula in terms of interdisciplinary approach. The opinions of the prospective teachers were analyzed within the framework of the responses they gave to this scale. In addition, the opinions about interdisciplinary teaching have been taken into consideration in terms of some variables such as academic average and final grade in science courses. Although the education and research system based on specialization on a certain discipline still maintains its importance in education, it is increasingly replaced by interdisciplinary and multidisciplinary education and research. At this point, it becomes necessary to raise awareness about interdisciplinary learning and to train knowledgeable teachers in the process of training teachers.

**Keywords:** Interdisciplinary teaching, academic average, prospective teachers





## The Relationship Between A Teachers Perception of Organizational Identity and Work Effort

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### Abstract

The purpose of this research is to determine the relationship between a teachers' perception of organizational identity and work effort. The study sample group consists of 392 teachers working in public and private schools in Başakşehir, Istanbul in the 2020-2021 academic year. In order to collect data in the research, the "Teacher Organizational Identity Perception Scale" developed by Tabak and Boyacı(2019) and the "Work Effort Scale" adapted into Turkish by Özdemir, A. (2013) were used. In this study, which was carried out using the relational screening method within the scope of the quantitative research method, the data was collected with a questionnaire consisting of three parts consisting of 22 questions. The collected data were analyzed with the SPSS 21 program. Since the data did not show normal distribution, the Mann Whitney U Test and the Kruskal Wallis Test, which are nonparametric tests were used in the analysis of the data. As a result of the research, it was determined that the teachers' organizational identity perceptions and work effort were at a high level. The difference in the communication sub-dimension between the teachers' perceptions of organizational identity and the level of education variable was found to be statistically significant. However, there was no statistically significant difference in the teachers' perceptions of organizational identity and work effort according to gender, years of seniority, educational status and type of institution. In addition, it was determined that teachers' organizational identity perceptions positively affected their work effort.

**Keywords:** Work effort, identity, teacher, perception of organizational identity



## Attitudes Scale of the Higher Education Students Regarding the Use of Distant Education Environments During the Covid-19 Pandemic: Cyprus Sample

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### Abstract

Distant education model has become the most common educational model worldwide due to the Covid-19 (Coronavirus) pandemic which emerged in Wuhan city of China by the end of 2019. In North Cyprus, traditionally face-to-face education in all the institutes under the umbrella of National Education Ministry and Higher Education Institute had been halted as per to the Coronavirus and therefore, classes had been resumed through online channels. The rapid shifting to online channels not only caused distress among the students who do not have experiences in online education system but also surfaced many problems for the access to the education. This study aims to lay out the attitudes and views of the higher education students in North Cyprus regarding the distant education during the Covid-19 pandemic in 2020-2021 educational year. In this study, which was mixed modelled, random sample is used for the determination of the study group which was constructed with 470 volunteered higher education students who continue their distant learning. The qualitative analysis of the data was made through content analysis. Since the participant students did not have any precedent online education experiences, it is determined that they had been confronted adaptation problems at the beginning and they were concerned whether the applied classes will be as sufficient as the theoretical classes in terms of efficiency. Through the data that were collected from the students, several suggestions have been placed regarding the future of the online education. In terms of quantitative analysis of the data were collected from the students, it is determined that they received  $\bar{x}=82,52\pm19,50$  points from the overall Attitudes Scale Regarding the Use of Distant Education Environments During the Pandemic,  $\bar{x}=23,03\pm7,21$  points from competence and education sub-dimension,  $\bar{x}=26,36\pm5,81$  points from practicality sub-dimension,  $\bar{x}=18,20\pm4,83$  points from the efficiency sub-dimension and  $\bar{x}=14,93\pm4,12$  points from the satisfaction sub-dimension. It is identified that the points do not indicate any difference according to the age group, grade and internet use durations ( $p>0,05$ ) as the points of male students are observed as higher than of female when the points obtained in the sub-dimensions of competence and motivation as well as practicality within the Attitudes Scale Regarding the Use of Distant Education Environments During the Pandemic.

**Keywords:** Online education, education during the pandemic, blended education, synchronicity, asynchronous



## On-line Teaching Reflection During the COVID-19 Pandemic in the Future Teachers and Business Training

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### Abstract

During the second wave of the COVID-19 pandemic (February – April 2021) many Czech schools were forced to switch to online teaching. This transition also concerned tertiary education at universities and placed high demands on a number of teaching areas: technical equipment of teachers and students, quality of connection in online teaching, sufficient digital literacy of teachers and students, etc. The aim of the paper is to compare the reflection on-line teaching (including consultations and examinations) at two different professionally oriented higher education institutions in Olomouc (Czech Republic): the Faculty of Education, Palacký University Olomouc and the Moravian Business College Olomouc. The research sample was future mathematics teachers (59 respondents) and business students (55 respondents), who were asked to express thoughts about distance learning in anonymous statements. A qualitative research design was chosen, where strengths and weaknesses were identified on the basis of text analysis. The results of the research show that most students managed to cope with the increased demands of online teaching (especially from a technical or professional point of view), however, there are a number of aspects that are difficult to mediate (especially social contacts, concentration, etc.)

**Keywords:** COVID-19 pandemic, digital literacy, on-line teaching, future teachers teaching, future businessman teaching



## **The Prevalence of Internet Addiction in Pre-Service Teachers of Generation X and Y**

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### **Abstract**

Excessive and problematic use of the internet is a growing concern in the current world. In general, addiction to the internet is defined as excessive use of the internet, which brings psychological, social, work or school complications to life. Students are the most endangered population by internet addiction because they are encouraged to use computers and mobile internet devices. The topic of this study is attracting growing attention, especially in the time when a number of hours spent online increased tremendously due to the pandemic situation that has caused the transfer of many activities into the online world. Different studies show a relatively wide range of Internet addiction prevalence and it is necessary to specify if the results are associated with this concrete diagnostic disorder or only signs of potential risky behaviour. The aim of this study was to determine the prevalence of internet addiction among pre-service teachers belonging to Generation X and Y. The partial goal of the study was to find out if there are any differences in the Internet addiction between the pre-service teachers belonging to the Generation X and Y. The participants were 558 pre-service teachers aged 19–26. To determine empirical data, the following research methods were used: Young Internet Addiction Test (IAT) and socio-demographic questionnaire. The findings show that out of 168 students belonging to Generation Z, 29,2 % were mild addicts, 7,1 % were moderate addicts and 63,1 % were not addicted to internet use. There were no students who scored 80 point or higher to be considered as a severe addict. Similarly, the students belonging to Generation Y scored as following: 72, 8 % of the students were not addicted at all, 20, 3% were considered as mild addicts and 6, 7% belonged in the modest range. There were no student who scored more than 80 points or higher.

**Keywords:** Internet addiction, pre-service teachers, prevalence



## Job Satisfaction and Risk of Burnout in Special Needs Kindergarten Teachers

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### Abstract

The study deals with the issue of job satisfaction in connection with the degree of risk of burnout syndrome in special needs kindergarten teachers. The focus of the paper is based on the assumption that the teaching profession in kindergarten is a demanding profession that is based on interaction with people, and teachers are thus exposed to an increased risk of burnout. In addition, the difficulty of the position of teachers in the monitored research group is amplified by the fact that they work with children with various degrees of disability or disadvantages, who have highly individual needs and adequately require highly individual care. The main goal of the research was to find out to what extent the pedagogical staff of the mentioned kindergartens are endangered by the burnout syndrome and how satisfied they are in their profession. The connection between the degree of risk of burnout syndrome and the job satisfaction in relation to the most frequently mentioned stressful and protective factors of this profession, satisfaction with the work climate and perceived recognition is also determined. The research group (N = 90) represents teachers from all kindergartens for children with special educational needs in the Czech Republic. To determine the empirical data, the following research methods were used: Maslach Burnout Inventory - Educators Survey Teacher Satisfaction Inventory and One-Dimensional Assessment Scale measuring teachers' climate perception. The results suggest that special needs kindergarten teachers are at high risk of burnout in the dimension of emotional exhaustion and depersonalization in contrast to the high level of personal satisfaction, job satisfaction and satisfaction with the work climate.

**Keywords:** Burnout syndrome, job satisfaction, social climate



## Changes in Resource Systems in Online Education of a Secondary School Mathematics Teacher During the Covid-19 Pandemic

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### Abstract

This research aims to analyze the impact of the Covid-19 pandemic on the resource system of a mathematics teacher. This qualitative study is based on the documentational approach to didactics and is a case study conducted with a 7th grade middle school mathematics teacher. The research is limited to the subject of equations and equalities. Reflective investigation was used as a data collection method in this study. The data were obtained from the teacher under two phases as pre-pandemic and pandemic period. The data collection tools for the face-to-face education period are the schematic representation of resource systems of the teacher and the semi-structured interview which were both collected before the online education of the subject topic. The data collection tools for the online education period are the schematic representation of resource systems of online education prepared at the beginning of the online education, video and audio recordings of 11 lesson hours. Because of the reliability concerns, it is provided that the recordings analyzed belong to the same class. In the first stage of the study, the schematic representation of resource systems of the teacher for the pandemic period and the data obtained from the course records were subjected to content analysis, and the teacher's resource usage in online education was revealed. In the second stage, the change in the documentation system of the mathematics teacher during the pandemic was also revealed in detail by determining the teacher's schemes as a result of the data analyses for the face-to-face education period, compared with the resource usage for the pandemic period. In the first stage of the study, as a result of the analyses, three themes were established: "General Habits", "Pandemic Specific" and "Mathematics Knowledge". In the second stage of the study, when the data obtained in the pre-pandemic period were compared with the themes formed for the pandemic period; it was concluded that the diversity of materials and publications used by the teacher in face-to-face education before the pandemic, the effort to comply with the annual plan and achievements, the specific examples he used and the use of concrete examples did not change in online education period. However; the duration of completing the unit is recognized to be shortened during the pandemic period, the variety of resources used has not changed, but their types has shifted from printed resources to z-book applications and the teacher benefited much more from technological tools than he did in face-to-face education. Further longitudinal researches with wider study groups on documentation systems of teachers for online education is believed to support and elaborate the findings of this study.

**Keywords:** Documentational approach, resource, documentation system, covid-19 pandemic, reflective investigation





## Investigating the Relationship Between Online Learning Self-Efficacy and Digital Literacy During Covid-19 Pandemic

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### Abstract

Covid-19 has brought serious challenges to education along with many different sectors. Within the educational context, the main difficulties experienced so far have been reported to be challenges related not only to mechanical impediments such as technology or infrastructure, but to methodological and personal features like lack of motivation or online learning/teaching experiences. The abrupt transition from face-to-face to online education created the need for some specific abilities; namely, online self-efficacy and digital literacy on the side of the learners at all levels of education. In this context, this mixed-method study aims to investigate the relationship between online learning self-efficacy and digital literacy of learners during Covid-19 pandemic. The study also investigated whether age was a significant variable. The sample consisted of 506 participants representing different school levels and age groups. While the quantitative data for the study was collected through online questionnaires, the qualitative data was gathered from a smaller representative sample (n=20) via online interviews in order to unravel the learners' challenges related to online learning. Suggestions have been made in the light of the findings of the study.

**Keywords:** Online, self-efficacy, digital literacy, covid 19 pandemic



## Pre-service Teachers' Self-Assessment of Their Distance Learning Experiences during the COVID- 19 Pandemic: Usage of Mobile Applications and Attitudes toward Technology

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### Abstract

The COVID-19 pandemic is paving the way for a massive global challenge to higher education systems. In Turkey, higher education has transformed and moved online since March 2020. According to the Council of Higher Education's (2021) report, there have been more than 8 million university students in Turkey. The report revealed that roughly 1 in 10 people in Turkey is a university student and that Turkey has the most crowded student size in the European higher education zone. The COVID-19 pandemic has led to inevitable changes in education applications, as the unplanned and rapid move to online education shifted learning experiences substantially. Undergraduate students have encountered novel learning contexts, tasks and assessment tools. Furthermore, they have unequal technical skills, knowledge and devices. Their distance learning experiences are crucial to investigating the potential barriers and aids to digital education in higher education. Therefore, the purpose of the present study is to investigate pre-service teachers' self-reported distance learning experiences and the associations between their distance learning attitudes, use of mobile applications for educational purposes, and attitudes toward technology. Johnson's (2001) cross-sectional predictive research design for non-experimental quantitative research was used to examine associations between the variables. The study data will be collected through the Attitudes toward Distance Education, Usage of Mobile Applications for Educational Purposes, Pre-service Teachers' Attitudes toward Technology scales, and a demographic information form. The data will be collected via an online form from pre-service teachers who are enrolled at state universities in the spring semester of the 2020–2021 academic year. The findings will be discussed in relation to the relevant literature.

**Keywords:** Distance learning, technology attitude, mobile applications, pre-service teachers, covid-19



## Teachers' Views on Distance Education: Turkey in the Covid-19 Pandemic Process

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### Abstract

With the Covid-19 pandemic period, which emerged at the end of 2019 and affected the whole world as of 2020, transformations have occurred in many areas, particularly in the field of health. One of the most important of these transforming areas has been the education system. When the negative effects of the pandemic conditions on health were evaluated, practices were implemented in the form of reducing or not conducting face-to-face teaching. This has made distance education obligatory at all levels by pushing countries to new ways of teaching in education. Therefore, Turkey has been one of the countries that have implemented the distance education system. This study sets out to determine the experiences of teachers in depth by examining their perspectives on the positive or negative situations they experience in the distance education process during the Covid-19 pandemic period. The research is a case study designed in a qualitative design. For this purpose, a questionnaire was applied to ..... teachers working in different regions and at different levels in Turkey. While developing the questionnaire, researches on distance education in this process were examined in terms of accessibility and an item pool (such as short-answer and open-ended questions) was developed. The developed item pool was examined by 4 experts and 6 teachers in the field, necessary additions/removals/corrections were made in line with the suggestions of the experts, and the questionnaire was finalized. The survey form was delivered to the relevant participants via web 2.0 tools such as e-mail and whatsapp via the access link created through the Google Forms application. The data obtained from the surveys will be analyzed with descriptive statistics such as frequency and percentage using the SPSS 25 software. In addition, content analysis will be used by determining the views of the participants with themes and codes, and descriptive analysis will be used by directly including the views of the participants. The research is still in the data collection stage. The findings to be reached will be evaluated in the context of revealing the experiences of teachers on distance education and implication will be made regarding their reflections on the education process in Turkey.

**Keywords:** Covid-19, pandemic, distance education, teacher



## **An Examination of Factors Influencing the Successful Adoption and Utilization of Online Learning Technology Among University Instructors Amid and Post Covid-19 Pandemic: A Conceptual Perspective**

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### **Abstract**

The emergence and rapidly evolving situation of coronavirus disease 2019 (COVID-19) has brought remarkable changes in the educational systems worldwide, including Thailand. In response to the COVID-19 pandemic, the Thai Government has implemented a nationwide infection control measures to slowing down transmission and reducing mortality associated with COVID-19. This includes the mandatory closure of all university campuses, shifting to remote learning in the effort to curb the spread of Covid-19. With this sudden disruption, most instructors have forced to adapt and use online learning tools in the provision of education. While some universities have already embarked educational technology with infrastructure in place, making such a transition much smoother. For others, this shift to virtual settings has resulted in the faculty struggling with unfamiliar technologies and methods, rendering them alienated, confused, and powerless. This study therefore aims to examine factors affecting instructors' successful adaption and utilization of online learning technology as a vital first step in the effort to thrive during this pandemic and post-pandemic era, bridging the existing technology gap in teaching and learning, providing effective delivery of online education, as well as fulfilling students' needs and academic achievement. Quantitative data will be surveyed from a sample of 630 from three groups of instructors with less than 5 years of teaching experience, instructors with over 5 years teaching experience and instructors with the age over 50 and these university instructors have experience in teaching during the Covid-19 era. Partial Least Square (SmartPLS) software will be conducted to analyse Structural Equation Model (SEM). The research questions include (1) What are factors affecting instructors' successful adoption and utilization of online learning technology? (2) What are direct and indirect effects towards the adoption and utilization of online learning technology of the instructors? (3) How different in ages and work experience effect the adoption and utilization of online learning technology?

**Keywords:** COVID-19, educational disruption, virtual classroom, TAM, SEM



## Being a Teacher Without Entering Classrooms: Pre-Service Teachers' Experiences on Online Teaching Practicum

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### Abstract

In order to prevent the disruption of education and training activities with the Covid-19 pandemic, distance education was started and applied courses were continued with online methods. Teaching Practicum course, which has an important place in teacher education, is one of these courses. In this process, the Teaching Practicum course, which the pre-service teachers took and acted as a bridge between theory and practice, was conducted with distance education, not in traditional classroom environments, and therefore, the pre-service teachers had a different experience. In this context, the aim of this study is to examine the experiences of pre-service teachers regarding the Teaching Practicum course they took during the Covid-19 pandemic in depth. For this purpose, *the phenomenological approach*, one of the qualitative research designs, was used in the study. The study group consisted of 17 pre-service teachers determined by *maximum variation sampling*, one of the purposeful sampling methods, and four different focus group discussions were conducted with the pre-service teachers. In the analysis of the data obtained during the study process, *content analysis* was used to reveal the experiences of pre-service teachers regarding the Teaching Practicum course. The expressions of the pre-service teachers who participated in the study regarding their experiences were grouped under four themes: (i) experience and skills related to the teaching profession, (ii) positive aspects of online Teaching Practicum, (iii) difficulties of online Teaching Practicum, (iv) aspects that need improvement. Under these themes, pre-service teachers stated the positive aspects of online Teaching Practicum courses such as using technology effectively in gaining experience and skills related to the teaching profession, while they stated the lack of interaction, short course times and the inefficiency of the teaching process. However, pre-service teachers frequently stated that they do not know how to reflect their experiences in the online education process to the real classroom environment and they do not feel ready to be teachers in real classrooms. As a result, the paradigmatic transformation created by the pandemic has created change and transformation in teacher education. In future studies, alternative solution proposals that will take the system forward should be put into practice in line with the opinions of pre-service teachers, instructors and practice teachers. While the inequality of opportunity in education, which has become more evident with online education, needs to be discussed again, it is important that the problems arising from infrastructure and technological inadequacy are quickly resolved. In line with the findings, it is necessary to structure the professional competencies of teachers in accordance with the online education process, and to review the obligations and responsibilities of instructors and pre-service teachers.

**Keywords:** Teaching practicum, pre-service teacher, distance learning, covid-19 pandemic, teacher training



## Culture and art in relation to people with disabilities

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### Abstract

People with disabilities face various problems not only in the physical area, but also in the mental and the social areas. Even though we are currently encountering a modern attitude towards people with disabilities, the development of technical and compensatory aids or an easier process of socialization, this adjustment is not 100 % perfect. In this paper, we will focus on the field of culture and arts in relation to people with disabilities in their full spectrum in the Czech Republic. Culture and arts affect each of us including individuals with disabilities. However, due to their disability, the availability of works of art often needs to be adjusted. Arts and culture are important factors not only in the development of aesthetic perception, but also in the field of socialization, communication, education, and overall quality of life. We can look at the area from several perspectives. First of all, it has an educational benefit. An individual can not only get to know art but can also get to know anything else through it. Moreover, art has a therapeutic benefit for people with disabilities. Art and culture in relation to people with disabilities have a place in the non-profit sector. With the help of cultural events, it is possible to obtain a financial amount that can be used for the needs of people with disabilities. Last but not least, we cannot forget the artistic activities and cultural events that are organized directly by people with disabilities. We will follow up on this information with the results of research that dealt with the adjustment of the surroundings from the perspective of people with disabilities. Based on these results from the distributed questionnaire, we will then specifically mention the very view of individuals with disabilities and their parents on the accessibility of culture and arts. This contribution was created as part of the solution of projects IGA\_PdF\_2021\_006 Accessibility in the context of people with disabilities.

**Keywords:** People with disabilities, art, culture





## **The Mediating Role of Emotional Intelligence in the Relationship Between School Principals' Sustainable Leadership Behaviors and Diversity Management Skills**

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### **Abstract**

The purpose of this research is to examine the mediating role of emotional intelligence in the relationship between school principals' sustainable leadership behaviors and their diversity management skills. For this purpose, this research, which was designed in the relational survey model, was carried out on a total of 402 teachers, 224 of which were women (56%) and 178 were men (44%). The data of the research were collected using the “Sustainable Leadership Scale”, “Management of Diversity Scale” and “Emotional Intelligence Scale”. Descriptive statistics, Pearson product-moment correlation coefficient, t-test, one-way Anova analysis and structural equation model were used in the analysis of the data. As a result of the research, it has been shown that teachers' sustainable leadership perception levels, diversity management skill levels and emotional intelligence perception levels are relatively high. As a result of the correlation analysis, it was found that there is a positive and significant relationship between sustainable leadership, diversity management and emotional intelligence. Path analyzes to examine the mediator variable effect revealed that emotional intelligence has a full mediating role in the relationship between school principals' sustainable leadership behaviors and their diversity management skills. In addition, teachers in the research; it was also examined whether school principals' perceptions of sustainable leadership behaviors, diversity management skills and emotional intelligence levels differ significantly according to teachers' gender, professional seniority, graduation and the level of education they work in. The results showed that school principals should use their emotional intelligence effectively as well as exhibit sustainable leadership behaviors in the management of diversity in schools. In addition, it can be said that the results obtained from the research will guide similar studies in the future.

**Keywords:** Sustainable leadership, emotional intelligence, diversity management



## **A Study on the Learner's Satisfaction of non-face-to-face online PBL classes in College**

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### **Abstract**

The threat of COVID-19 pandemic put many universities in Korea to develop and implement various types of non-face-to-face online classes. Online education has been recognized as one of the effective educational methods because of its ubiquitous and flexible educational environments. However quick move to non-face-to-face online education caused by the sudden attack of the COVID-19 led to many problems such as faculty's burden and stress from the planning and designing suitable for online classes, technology system problems for both students and faculty and students' complaints of the low quality of education. Especially COVID-19 pandemic put many instructors who have used Project based learning (PBL) for meaningful educational effectiveness in trouble. It was questionable whether it would be possible to manage PBL effectively, because PBL requires learner-centered learning and active interaction. Therefore, the primary purpose of this study is to investigate the effects of interaction between instructor and learners and learner's factors (learner's motivation, media utilization self-efficacy) on learner's satisfaction with non-face-to-face online PBL classes during the attack of COVID-19 pandemic. The data were collected from 175 undergraduate students of S women's university who took the non-face-to-face online PBL classes. The results of empirical analysis reveal that interaction and media utilization self-efficacy are likely to predict learner's satisfaction but learner's motivation is not. The indirect effect was found only in interaction-media utilization self-efficacy-learner's satisfaction same as direct effects by using Sobel test. These findings provide insights that the effective planning and designing classes are key to enhancing learner satisfaction with non-face-to-face PBL online education.

**Keywords:** COVID-19, non-face-to-face online education, learner's satisfaction, interaction, learner's factors



## Impact of Cultural Background on Business Students' Attitudes to Corporate Social Responsibility

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### Abstract

The aim of the current research is to study the impact of cultural background on business students' attitude to corporate social responsibility comparing students' perception of social/ethical values and their attitude to corporate social responsibility practices. Businesses today have to juggle between the need to survive due to increased competition and the pressure to become socially and environmentally responsible business entity. Consistent with the intensification of discussion about the importance of embracing Corporate Social Responsibility among businesses, the issues now has expanded to the concern over the future of Corporate Social Responsibility. In view of this, the future of CSR will depend on how the future generations perceive the importance of embracing CSR in business operations. There is a number of socio-demographic factors that influence students' attitude to corporate social responsibility, such as age, gender, etc. Amidst them a cultural background (upbringing, education, differing social values, etc.) plays a prominent role. That is a general consensus that it is an important factor in different cultures has different ways to perceive the world. The quantitative research design is applied in the study – survey using 7-point Likert scale questionnaire, developed on the basis of the Globe culture clustering model (10 clusters). The convenience sampling method was applied in the study (n=177). Respondents were asked to answer two sets of questions – the first set comprised the value aspect (general attitudes), while the second set – business students' vision of social responsibility activities (practices aspect). Although not entirely conclusive, results demonstrate the tendency – the higher students' social/ethical concern level, the higher is their involvement potential. Albeit there are differences among culture clusters. The results of the research will be used to design a culturally sensitive course for MBA students in Business Ethics and Corporate Social Responsibility.

**Keywords:** Corporate social responsibility, business ethics, hofstede cultural dimensions, globe model, globe culture clusters



## Two Waves of Covid-19 in University Setting: Mental Health and Risk Factors

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### Abstract

**Background:** For a year and a half now, the ongoing Covid-19 pandemic with recurring waves resulting in various restrictive government measures has affected the lives of every person and group in different ways. One of the specifically affected populations is students who in addition to the risks of the pandemic itself have had to cope with disruptions to their studies and bans on face-to-face classes. The aim of the paper was to assess the differences in the mental distress of university students in the first and second waves of Covid-19, to compare the level of mental distress between students and the general population as well as to identify the risk factors that influenced the presence of depression, anxiety and stress. **Methods:** The study included 800 students from Palacký University divided into two groups from the spring (N=438, 408 [93.2%] females, mean age=23.8 ±7) and autumn (N=362, 342 [94.5%] females, mean age=26.6 ±9.8) waves. The data were collected using a battery of questionnaires including the Patient Health Questionnaire (PHQ-4), Perceived Stress Scale (PSS), Difficulties in Emotion Regulation Scale (DERS), Connor-Davidson Resilience Scale (CD-RISC), Positive Behavior Interventions and Supports Scale (PBIS) and The Internal External Locus of Control-4 scale (IE-4). The data were analysed using the independent sample t-test, Welch Modified two-sample t-test and binary logistic regression. **Results:** The results showed that depression ( $P<.001$ ,  $d=0.35$ ) and stress ( $P=.027$ ,  $d=0.159$ ) were significantly higher in the autumn wave, while anxiety was the same in both groups. Furthermore, mental distress was significantly higher in university students than in the general population in both waves, especially in the autumn wave (depression  $d=1.25$ , anxiety  $d=1.01$ , stress  $d=0.94$ ). Finally, a series of logistic analyses revealed that the presence of depression, anxiety and high stress were influenced by different sets of risk factors in each wave. Emotion regulation emerged as the most significant and pervasive factor, both influencing all three indicators of mental distress and being a significant predictor in both waves. Specifically, lower emotional awareness and resilience emerged as a protective factor, while a lack of emotional clarity was a risk factor and the effect of impulse control difficulties changed between the waves. Regarding the strength of the effect, involvement in volunteering (spring stress OR=2.6, autumn depression OR=8.7, autumn stress OR=7.5) and clarity from university (spring anxiety OR=2.0, autumn stress OR=2.1) emerged as the most significant factors. **Conclusion:** The two waves of the Covid-19 pandemic and the related restrictive measures had an effect on the mental distress of university students, both in terms of increased distress and higher levels of distress compared with the general population. Thus, larger tangible impacts of the epidemic measures (school closures and uncertainty about the future course of study) seem to have taken a greater toll on students' mental well-being. As was stated earlier, promoting students' resilience along with developing their ability to process and regulate emotions appears to be the key tool for preventing the negative impact of the Covid-19 pandemic on students' mental health and well-being.

**Keywords:** Covid-19 pandemic, mental health, university setting, risk factors



## Academic Motivation in the Context of Reading Activities among University Students

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### Abstract

Motivation is considered an important factor which increases or decreases the interest in performing an activity and which affects the learning process at any age. It is the driving force that not only motivates an individual's active behaviour but also helps determine people's priorities at a specific moment that help them determine what is important. Academic motivation is the degree of motivation (amotivation) for study in university students. It includes the causes and reasons explaining why people study. To a large extent, motivation is decisive in whether students will actively use their potential and whether they will develop their abilities. The present paper focuses on an analysis of academic motivation among university students in the context of their interest in reading activities. These can be seen as subjective attitudes towards reading or as reading literacy in the population, specifically in the population of university students. The aim of the study was to identify the correlations between academic motivation and reading activities among university students. The research sample consisted of 624 university students aged 19–55 years ( $M=23\pm6$ ) of which 528 were women (84.7%). The data were obtained by means of the Academic Motivation Scale (AMSC-28). Reading activities were assessed using 6 items derived from the Background Questionnaire for Reading Skills. The study was conducted in compliance with applicable ethical principles. The data were analysed using descriptive statistics, Pearson correlation analysis, and Fisher's  $r$ -to- $z$  transformation with an evaluation of  $z$ -test statistics. The most significant correlations were observed in the context of intrinsic motivation and all types of reading activities. The distribution of significant correlations for extrinsic motivation and amotivation and reading activities varied. The overall strength of the correlations varied between weak and medium. A subsequent analysis showed that despite the apparent differences in the correlations between males and females, the strength of the relationships in the context of gender differed significantly only between extrinsic external regulation on the one hand and time spent reading printed texts and overall time spent reading on the other.

**Keywords:** Academic motivation, reading activities, students



## Information and Communication Technology and Critical Thinking in University Students

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### Abstract

The aim of this paper was to find out how ICT competences affect the individual domains of critical thinking in university students. The 21<sup>st</sup> century is often referred to as the digital age, which places high demands not only on the ability to work with information and communication technology but also on being able to understand the huge influx of information as well as evaluate its relevance, truthfulness and usability. In this context, it is primarily the area of education that should become the place where these competences are built and developed. Even more urgently, the importance of this issue lies in the training of future teachers who should be able to work with the future generations of children and young people. The sample consisted of 624 university students (mean age = 23, SD = 6) including 96 men and 528 women. The data were collected using the Critical Thinking Disposition Inventory (CTDI) which examines students' dispositions to critical thinking using 3 factors – open mindedness, systematicity/analyticity and truth seeking. The Information and Communication Technology Competence (ICTC) examines students' qualification in ICT using three factors – basic competences, application competences and ethical competences. The study was conducted in compliance with applicable ethical principles. The results of the correlation analyses revealed weak to medium relationships among all of the observed domains. The subsequent linear regression models showed that all of the domains of critical thinking were affected by ICT competences. In this context, the most interesting was the effect of ICT competences on open mindedness (9.8% of explained variance) while the effect on the remaining factors of critical thinking was weaker (8.4–8.7% of explained variance). The limitations of the study and possible application of the results are discussed in the conclusions section.

**Keywords:** Critical thinking, information and communication technology, university students





## Analysis of the Share of ICT Competences in Academic Achievement among Future Teachers

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### Abstract

The present paper shows some of the correlations between ICT competences and academic achievement in future teachers (both men and women). The current era is characterized by the dynamic development of new technologies and an enormous amount of information in the public space. It is therefore important to monitor the current developments in future teachers' ICT competences because digitization and the related ability to adopt new skills indicate the potential for academic achievement and later professional achievement. This seems to be an important basis for further education of future generations. As a result of the reorganization of educational forms and methods, teachers are expected to face increased demands in the future and will have to be able to respond accordingly. It is therefore important to raise awareness of this issue and to monitor the links with other determinants which contribute to academic and later professional achievement, including the system of training of high-quality professionals which is the basic mission and at the same time a measure of the level of higher education institutions. ICT competences and the related concept of academic excellence is gradually becoming the focus of attention of the general public and an important part of the ongoing academic debate. The aim of the paper is to investigate the effect of ICT competences on academic achievement. The research sample consisted of 624 undergraduate students of both teaching and non-teaching pedagogy. The results were obtained by means of two questionnaires: the Information and Communication Technology Competence (ICTC) which examines students' qualification in ICT using three factors (basic competences, application competences and ethical competences); and the Academic Achievement Questionnaire (AAQ) which measures academic achievement using three subscales: study performance, coping with study demands and social adaptation. The basic correlation analysis revealed a number of important associations between the factors of academic achievement and ICT competences. It turned out that increasing ICT competences led to an improvement in academic achievement in the different domains. The results of a series of linear regression analyses suggested that only the core ICT competences had an effect on academic achievement. In this context, the most interesting relationships were found between the core ICT competences and the total score of academic achievement (9.5% of explained variance). The effect of the core ICT competences on the other sub-domains of academic achievement was weaker (1.4–6.5% of explained variance).

**Keywords:** Academic achievement, information and communication technology, university students



### Academic Achievement and Reading Activities in University Students

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#### Abstract

Academic achievement represents a very important aspect in education as well as in the learning process. It is one of the most important outcomes of the educational process as well as the main goal expected of an individual. Academic achievement is a mechanism through which students learn about their talent, abilities and competencies which are an important part of their career development. Academic achievement is also affected by the environment of the organization, effectiveness of study, self-management and the ability to organize time. The goal of the study was to assess the effect of the time spent reading on academic achievement and to examine whether there were any differences in the effect of individual forms of reading activities on academic achievement. The research sample consisted of 624 university students aged 19–55 ( $M=23\pm6$ ) of whom 528 were women (84.7%). To determine empirical data, the following research methods were used: The Academic Achievement Questionnaire AAQ, a 9-item questionnaire measuring academic achievement. The questionnaire includes three subscales: study performance, coping with study demands and social adaptation. Reading activities were assessed using 6 items derived from the Background Questionnaire for Reading Skills. These items measure the time spent reading printed and online texts for leisure and study and the types of materials read. The results suggested that the only domain affected by reading activities was dealing with study demands. Specifically, all three models were significant while printed reading time and total reading time were the only significant predictors. All unstandardized  $\beta$ -coefficients suggested positive relationships between reading activities and dealing with study demands. However, this effect was extremely weak given that the explained variance ranged from 1.3 to 1.7%.

**Keywords:** Academic achievement, reading activities, university students



## The Effect of Perceived Parental Support on Student's Learning Factors During the Coronavirus (COVID-19) Pandemic

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### Abstract

In 2020, the unforeseen outbreak of a new virus disrupted life around the globe. The quick spread of this virus brought about the necessity for many changes in most sectors, including education. An assortment of e-learning platforms transformed into the main tool for the continuance of education. While studies have shown that there has been an increasing demand in the last decades for existing online courses, the current situation has immensely intensified the drive for such means of learning, prompting developing countries, such as Albania to adapt to these forms of education in both public and private institutions. The aim of this study is to analyze the effect of perceived parental support (PPS) on students' learning motivation and self-regulated learning during the COVID-19 pandemic while controlling for demographics such as age and gender. Next, this study also aimed at exploring whether there are gender differences on student's learning motivation and self-regulated learning. A total of 458 university students participated in this study recruited via google forms during the period of April – May 2020. The results showed that a statistically significant difference was found among males and females on learning motivation ( $p = .002$ ) and self-regulated learning ( $p < .001$ ). Next, the multivariate analysis of covariance (MANCOVA) was conducted to assess whether there were differences between the three PPS groups on student's learning motivation and self-regulated learning while controlling for age and gender. A statistically significant difference was found where both learning motivation and self-regulated learning contributed statistically significantly toward discriminating group 2 (moderate level of PPS) from the other two groups among female students. But the findings revealed that only learning motivation contributed statistically significantly toward discriminating group 2 among younger age female students. In conclusion, perceived parental support has an effect on students' learning factors and especially among young female students. Though the findings contribute to the literature supporting the role of parental support on students' learning especially among young females, more research is needed to explore how parental support may impact students' learning factors among male and female respondents of different ages reporting different levels of PPS during unprecedented times.

**Keywords:** Parental support, age, gender, learning, COVID-19



## Adaptation of Diversity Climate Scale to Turkish

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### Abstract

Diversity is an indispensable phenomenon of human nature. Considering that individuals are social beings who are different from each other physically, cognitively and emotionally by nature, it is an important issue to be able to live with these differences in the social environment they are in and adapt to them. Especially considering that most of their people's lives are spent at the workplace, this situation has become an issue that needs to be emphasized for organizations. The characteristics of each individual determine the structure of the organization. Therefore, the concept of diversity has entered the research field of management with the increasing importance given to people. The importance of the diverse workforce has been recognized over time and its importance in the success of the organization has begun to be seen. For this reason, diversity climate, which expresses the perception of people towards differences at the workplace, and its measurement has gained importance. The main purpose of this study is to present the evidence regarding the validity and reliability of the Turkish version of the diversity climate scale (to adapt Diversity Climate Scale to Turkish), which was adapted by Buttner, Billings-Harris and Lowe (2012) and developed by Mor Barak, Cherin and Berkman (1998), and Chrobot-Mason (2003), by adapting it into Turkish, in order to measure teachers' perceptions of difference. For this purpose, the items in the scale were first translated into Turkish and then into English. Then, the consistency between the backtranslation and the original was examined. After it was seen that there was no loss or change in meaning, a trial application was made with 10 teachers who currently continue their master's education in the field of educational administration. This study is a quantitative study. Data was collected from 445 teachers working in different parts of Turkey with the online scale form by the help of Google Docs., which was finalized according to the feedback received and after the approval of the field experts. The SPSS 15 package program was used for the reliability of the data obtained from the questionnaires, and for the validity the AMOS 20 package program was used. Reliability was tested by Cronbach's Alpha internal consistency coefficient and construct validity was tested by confirmatory factor analysis (CFA). As a result, the fit indices were found to be sufficient and acceptable and the three-factor structure in the original version was confirmed. In addition, it was concluded that the internal consistency coefficients calculated for the sub-dimensions were sufficient. The findings obtained show that the Turkish version of the DCS has adequate psychometric properties. Results of this study were argued in the light of recent studies and some recommendations were suggested.

**Keywords:** Diversity, diversity climate, reliability, validity, adaptation of scale



## The Research on the Reverse Mentoring Practice Between Baby Boomer Generation and Y Generation Teachers

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### Abstract

The aim of the research is to examine the perspectives of vocational-technical anatolian high school Y generation and baby boomer generation teachers on reverse mentoring practices. For this purpose, answers to the following questions will be sought; on what issues do millennial teachers reverse mentor the Baby Boomer generation? In what ways do millennial teachers reverse mentor the Baby Boomer generation? On what topics do Baby Boomer teachers receive mentorship from millennial teachers? In what ways do Baby Boomer teachers receive mentorship from millennial teachers? The sample of the research consists of some teachers from vocational-technical anatolian high schools in Kocaeli. On the research, the descriptive analysis method, one of the qualitative research techniques, was used to examine the perspectives of the teachers. According to the findings, it shows that baby boomer generation teachers have some difficulties to follow especially technological developments and new contents related to their fields and on this issue they demand reverse mentoring from Y generation teachers. In the say, Y generation teachers state that they are willing to pass their knowledge and deneyimler down to next generations and they want to be reverse mentoring teachers in case of need. The teachers in the research state that they are willing about the vulgarization of reverse mentoring activities in schools and formal-regular reverse mentoring activities/practices will be a more effective way of practice. The most important two views supporting this idea are emphasis on benefits of need-based, regular reverse mentoring studies during both the beginning of year seminars and the year end seminars.

**Keywords:** Mentoring, reverse mentoring, Y generation, baby boomer generation



## The Effect Of Family Climate on the Quality of Intergenerational Relationship

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### Abstract

Social, emotional and physical relationships are one of the most important tools that human beings need to continue their lives. The people that individuals firstly get in touch with are their families. It is quite possible that individuals who were grown up in the normally multigenerational families are impressed by these families' atmosphere. Some research findings indicate that individuals constitute their relationship at advancing ages by taking as a reference their first relationship forms. The purpose of this study is to examine the effect of family climate on the quality of intergenerational relationship in terms of different generations. The universe of the study consists of 672 individuals who live in Kocaeli Province in Turkey. The sample group was chosen by convenience sampling method. Study data were gathered by using "Family Climate Scale" which was developed by Björnberg and Nicholson (2007). And adapted into Turkish by Gönül, Işık-Baş, and Şahin-Acar (2018), and "Multidimensional Intergenerational Relationship Quality Scale For Aging Chinese Parents" which was developed by Xue Bai. For data gathering, online questionnaire forms were used. In the analysis of the data, the Pearson correlation coefficient was calculated for the correlation between variables. To examine predictive power of the predictor variables on dependent variables simple linear regression analysis firstly done, and then multiple hierarchical regression analysis was carried out. According to this research findings, relatedness in family, intergenerational authority and cognitive cohesion which are the subdimensions of family climate variable effect and predict of intergenerational relationship quality in a significant way. Thus, this study reveals that there is moderate and positive relation between family climate and intergenerational relationship quality. In the light of these findings, to increase the quality of intergenerational relationship, it is very important to increase interpersonal harmony, similarities in attitudes, beliefs and values and sharing things.

**Keywords:** Family climate, intergenerational relationship, relationship quality, intergenerational relationship quality



## The Use of IT Technologies and Tools in the Classroom for 6th Grade Students

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### Abstract

Digital tools and technologies are an integral part of today's educational process. Under COVID - 19, 1.5 billion students from 188 countries had to learn mostly from home using collaborative platforms that support live video communication: Zoom, MS Teams, Webex. However, using them is a big challenge for the participants of the educational process. Researchers have pointed out that there are many barriers to making the educational process more meaningful, therefore teachers need to improve their digital skills. Teachers are just starting to use these solutions because of a lack of knowledge and a fear of using digital tools and technologies. Teachers and school principals need to develop their professional competencies and exchange experiences in the use of digital tools and technologies. Many schools lack technical equipment, e.g., no projector to show presentations, and experience other technical issues. Overall, appropriate digital work environment should be created and promoted. Summarizing the results of scientific research on the meaningful use of digital tools and technologies, to a large extent a lot depends on how the teacher uses digital tools, what (pedagogical) aim it serves, which information and communication technologies (ICT) are preferred by Generation Z students and their parents and what are respondents' usage habits. Research about Generation Z teenagers show that their learning environment requires teachers and students to use a variety of digital tools. Within the lessons, knowledge could be developed in cooperation, and it would be possible to watch educational materials in video format. The information environment must be interactive. The aim of the research is to find out what are the possibilities to improve the educational process by using digital tools and technologies in work with Class 6 students. Both student work and research data show that Kahoot, ClassDojo and Menti.com make a learning process more meaningful and interactive, while receiving strong support for their use by parents and grandparents. In the educational process, students' achievements are positively influenced by the effective and meaningful use of digital tools and technologies for giving tasks and tests, providing and receiving feedback, creating and playing interactive games, and not the least important, involving parents in the learning process.

**Keywords:** Digital tools, technologies, age, generation Z, kahoot



## Pedagogical Challenges in Distance Learning During COVID-19 Conditions – Latvia Experience

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### Abstract

Due to the global pandemic caused by the spread of coronavirus disease Covid-19 the educational process has experienced very significant transformations – in the pedagogical process both pupils and parents, and teachers and education policy makers have encountered essential challenges and an unprecedented experience. Distance learning has become an integral part of the learning process, at the same time the teachers' overload has increased and solutions will have to be found for the consequences emerged due to distance learning. The goal of the research, based on the theoretical study of the distance learning concept and empirical research, finding out the teachers' attitude towards distance learning, is to describe the Latvia experience in distance learning during COVID-19 conditions. The authors of the research have analysed historical transformation of the term "distance learning" and studied the teachers' experience in the distance learning context at the national and local level. Summarizing the historical development of the concept of distance learning during the time period from 1966 to 1997, it has to be mentioned that the distance learning process which is systematic, purposeful and at the same time individual, providing pupils with an opportunity to acquire knowledge, skills and methodological support regardless the pupil's location, mostly depends on the teacher's professional competence, pupil's digital skills and their access to information technologies. Analysing the results of the empirical study, summarizing the outcomes of the survey, it has to be concluded that teachers are tired of distance learning, teachers feel psycho-emotional and physiological overload, whereas the support of the state and municipal institutions, including the methodological and technological support, is insufficient. The amount of work has significantly increased for teachers and work conditions have got worse in general due to the arrangements of distance work compared to face-to-face pedagogical work – the teachers' self-assessment of their wellbeing is critically low. It is important to mention that a third of teachers (33.85%) would leave their pedagogical job if there were such an opportunity. Therefore, as a result of distance learning, educators are more prone to anxiety and depression with a significant increase in the teachers' burnout syndrome and endangering further professional capacity and performance of teachers.

**Keywords:** Distance learning, education, pedagogical process, pupil, teacher





## Value Orientation of University Students

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### Abstract

Values are an important aspect of any society. Without them, it is not possible to direct one's life or live in harmony with other members of society. Finding out what value orientations most often appear, especially for people whose future profession is directly linked to working and influencing people is quite necessary. Through education the significant values of a given culture are mediated, therefore we have focused on individuals who intend to pass on the values of society to future generations. Values have a significant impact on the integration of the individual into the society in which he lives, and can be both significant inclusive factors and barriers to functioning. The aim of the paper is to find out what are the values (or value orientations) of university students in Slovakia. In addition, the relationship between respondents' values with respect to their gender, age, residence, religion, educational attainment, family integrity, marital status and social status was examined. To determine the data the 40 - item Portrait Values Questionnaire (PVQ - 40) was used. The sample consisted of 241 students from selected universities. The results showed a statistically significant relationship between the variables gender, age and residence and the value orientations in university students, while the other variables proved to be statistically insignificant. The most preferred dimension of values was conservation, which includes areas such as security, conformity and tradition. Furthermore, respondents less preferred values saturate the dimension of openness to change. With regard to the independent variable gender, the results showed that women are less open to change than men and at the same time more conservative than men.

**Keywords:** Values, university students, value orientation, conservation, conformity



## Gender Expectations as a Part of Intersectionality and its Impacts on the Characters in Hamlet

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### Abstract

Shakespeare as a representative of timeless themes likewise touched the gender relations in his dramas. The question of Shakespeare's tendencies fitting to masculinist or feminist has been a point of interest for scholars. Followed by this was likewise the gender issue as a part of the intersectional theory which discusses the repression of social elements. Among others dramas, Hamlet is known for scholars' researches on gender matters. Hamlet's state of mind in the moment of the crisis showed confusion which created rage. This indignation sought an object to reflect to and the women around him became the target. While sex as biological features of living beings include the anatomy and physical traits, the notion of gender sets the norms of behaviour in men and women as socially structured and imposed, which will be the element of our study. The gender issue being based on roles set by society and identity sourcing from our inner self influences our relations with the environment. We will hereby focus on the gender roles and one example of the psychosocial concept of the gender issue is likewise seen in Hamlet where the characters were expected to behave in accordance with the societal expectations. As a conclusion, we saw the consequences occurred at the point when characters did not comply with the social prospects and affected the psychological state of the other characters.

**Keywords:** Gender issues, intersectionality, inner state, influence



## Psychological Basic Needs and Gender as Predictors of Student Wellbeing During the Global Pandemic of COVID-19

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### Abstract

The COVID-19 pandemic has had major psychological and social effects on the population. Studies have highlighted the impact of the pandemic on the well-being of the most vulnerable groups, such as young people and especially, university students, who are more likely to develop psychological disorders. The purpose of this study is to explore and analyze the links between psychological needs and gender with student wellbeing during the pandemic times as well as to investigate gender differences on student wellbeing. A total of 452 university students participated in this study who were recruited through online questionnaires during 2020. By conducting a simultaneous multiple regression analysis, the results showed that the combination of variables including positive affect, social relatedness, competence, autonomy, and gender, significantly predicted student wellbeing, ( $p < .001$ ). Social relatedness, competence and autonomy significantly predicted student wellbeing when all five variables were included. The analysis revealed that 37% of the variance in student wellbeing was explained by the model which is a large effect. Next, the Independent Samples *T*-test analysis showed that females were significantly different from males on well-being, ( $p = .002$ ), where the average level of wellbeing for male students is significantly lower than the average level of wellbeing for female ones but with a small effect size. Based on the findings of this study, important recommendations were suggested for the role of psychological needs on student wellbeing and how gender may contribute to this link. Recommendations for further studies have also been suggested.

**Keywords:** Psychological needs, student wellbeing, gender, COVID-19



## Effect of the Leadership Skills Development Program: A Mixed Method Research

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### Abstract

When the relevant literature is examined, it is possible to find many studies on leadership skills along with leadership characteristics, but there are limited studies on leadership in children (Mullarkey, Recchia, Lee, Shin, & Lee, 2005; Duran & Zembat, 2020). The training of intelligent and gifted leaders is essential for national and international progress. Therefore, education programs for leadership skills should be created for gifted children from an early age (Parker & Begnaud, 2004). There is a need for training programs to develop leadership skills to be organized for students with leadership potential. With this research, it is aimed to determine the effectiveness of the leadership skills development program prepared for special talents. In addition, it is aimed that the educational program, the effectiveness of which was determined within the scope of the research, is realized for the gifted students to realize their leadership potential and to discover the ways to realize their existing potentials. In this study, a mixed research method, which includes qualitative and quantitative approaches, was used to obtain more reliable results. The study group consisted of 54 students (26 in the experimental group, 28 in the control group) in the 9-11 age group, who were identified as gifted students and continued the same Science and Art Center support education program in Istanbul. In Science and Art Centers, there is an education and training process that differs from the curriculum and determined goals in general education. In these centers, there are 5 programs: Adaptation Program, Support training program, Individual Talent Recognition Program, Special Talent Developing Program and Project Production and Preparation. In the research, the “Problem solving inventory for primary school children” developed by Serin, Bulut Serin and Saygılı (2010) and the “Leader student scale” developed by Tüysüz (2007) were used. The student leader scale consists of basic leadership, personal ability, problem solving, teamwork and social service sub-dimensions. In line with the findings obtained from the research, it has been determined that the Leadership Education Program has positive contributions to the development of students' problem-solving skills and leadership skills.

**Keywords:** Leadership skills, gifted, leadership education program



## Differentiation: The Key Point for Heterogenous Classes in Latvia

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### Abstract

According to the findings of the last decade in the education system in the world, each child is considered an individual personality, and his or her individual needs must be taken into account in order to determine the most appropriate teaching methods for the child. (School 2030 Conference; Pumpurs 2019 and Svence 2020). Pedagogical researches of modern times indicate (Helmke, 2013) that the education system has already deviated from the outdated 7-G model “the same students, in the same class, at the same time, receiving the same task, achieve the same result”. At the same time, the statutory acts of each country (in this case, the Republic of Latvia) provides a certain standard in accordance to which a Latvian student must be educated within a certain period of time (Education Law of the Republic of Latvia, Regulations of the Cabinet of Ministers No.416 and Regulation of the Cabinet of Ministers No.747). The results of examinations of Latvian students (for example, in English as a foreign language) show that 42% of students have not reached the standard specified in Latvian education legislation (NCEL 2020). In author’s survey of teachers (50 teachers), teachers of foreign language in Latvia indicate that in cases where there are significantly different levels of knowledge in a group (for instance, differences between two or more CEFR levels) (CEFR), child-centered education is mostly (68%; N=34) implemented through internal differentiation methods (e.g., internal differentiation methods are indicated by Ballweg and others 2017). Thus, this approach of internal differentiation, does not fully achieve the results specified by the requirements of statutory acts of education. Aim of the study is to explore effective pedagogical means to implement child-centered education, while ensuring the goals set out in Latvian statutory acts regulating the education. For the study the scientific pedagogical literature and statutory acts of the Republic of Latvia was analysed, as well as the statistical data was used. The survey (12 items) was conducted to obtain answers of 50 foreign language teachers in Latvia (the internal consistency of the entire measure was average (Cronbach’s alpha 0.61)). Also interviews with 9 representatives of the Latvian education sector were carried out in order to achieve the aim. The research results show that if a real learning goal is set for each student, his/her skills in a particular subject, including academic performance, increase, which, on its turn, has positive influence on the self-efficiency and motivation. The results of the research can be used to implement the child-centered didactic methods in the Latvian education system, which increase the skills of all students in the specific subject.

**Keywords:** Differentiation, child - centered education, motivation



## Healthy Lifestyles Of Italian And Latvian University Students, According To Demographics, Nationality, And Study Specialty With Special Reference To Sport Studies

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### Abstract

This study compares lifestyles behaviour of Italian and Latvian university students, with special reference to sport students, to assess if there are differences for gender, age, university or study speciality. An online questionnaire (Robbins, et.al., 2011) investigating healthy lifestyle habits and 8 wellness dimensions has been compiled by 155 (43.9 % females) respondents from Italy Bologna University (all having Italian nationality) and 132 from Latvia Liepaja University and Liepaja branch of Riga Stradins University (76.5 % females, all having Latvian nationality), the questionnaire contains a total of 105 questions. The responses were collected between April and December 2020. Presence of smokers in our sample is negligible. Statistical analysis was performed with SPSS v.25. At first, Cronbach's alpha test was performed to determine the internal consistency of the survey which gave an  $\alpha = .933$ . The answers were assessed for normality with the Kolmogorov–Smirnov ( $p < .05$ ), which suggested using the nonparametric tests. Then, Kruskal–Wallis and Mann–Whitney tests were performed. **Results.** On the total group, statistically significant differences are found in all Wellness dimensions regarding age, gender, study specialty and university. Physical activity was associated with healthier lifestyle choices. Sport students showed more health awareness. Geographical differences were found (eating and sleeping behaviours, alcohol awareness) as well as socio-economic differences. Female students showed being more stressed than males. Occupational Wellness increased by age. **Conclusion.** The present study shows statistically significant differences between students' specializations in the area of Healthy Lifestyle Habits and in all Wellness dimensions, which indicate students' health competence; and higher statistically reliable scores are for Bologna students. The research data indicate that in general there is a negative trend observed with the increase of age, lowering the indicators of Healthy lifestyle habits and Wellness dimensions. Comparing the sample of Italian and Latvian Sports students, there are statistically significant differences between universities in overall Healthy Lifestyle and all Wellness dimensions, except for Physical wellness and Financial wellness, and no significant gender differences were found. There are statistically significant differences between age indicators only in two components of Wellness (Environment wellness, Occupational wellness).

**Keywords:** Healthy lifestyle; sport studies; wellness



## A Study on the Behavior of Change & Korean Dance Creation by Foreign Visitors

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### Abstract

This survey was created to hear the opinions of experts in order to the education curriculum direction university in the field of culture and arts. In order to change the provision of educational environment classes and curriculum of contents. The education situation in the COVID19 pandemic era. Along with this the development of science technology has been re-produced a new education environment which is used as a general concept of the new normal industrial technology. Therefore, this is the case in an era when the new educational environment is creative. This is a COVID19 pandemic environment where the curriculum of education in the form of metaverse classroom. Metaverse classroom is organized interdisciplinary which were knowledge system with cultural and arts curriculum. Include media, and Virtual Reality (VR)" "Argument Reality (AR)" Artificial Intelligence (AI)" and Big data, through it is connected to appears in metaverse class. In which were collected that hyper-connectedness, super intelligence, virtualization, and tries to try knowledge of performance, behavior performance with 3D's visual, music and dance, etc. in terms of culture and arts 'education curriculum is educated through the metaverse classroom. In this study 279 educational experts were examined to creative COVID19 condition of in-line education, and knowledge system of theory and practice of interdisciplinary of subject, and the tools and basic data that are being taught. As well as, the Un tact has become a daily life due to COVID 19 Pandemic to study anywhere, any contents and curriculum of the culture and arts area at the metaverse classroom. This research was intended to show the possibility of curriculum change in the lecture type.

**Keywords:** Intimacy, attitude, visiting experience and Korean dance creation



## A Study on the possibility of a Change in Culture and Arts Education Curriculum by Shooting Metaverse Classroom in the COVID19 Pandemic Era

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### Abstract

This survey was created to hear the opinions of experts in order to the education curriculum direction university in the field of culture and arts. In order to change the provision of educational environment classes and curriculum of contents. The education situation in the COVID19 pandemic era. Along with this the development of science technology has been re produced a new education environment which is used as a general concept of the new normal industrial technology. Therefore, this is the case in an era when the new educational environment is creative. This is a COVID19 pandemic environment where the curriculum of education in the form of metaverse classroom. Metaverse classroom is organized interdisciplinary which were knowledge system with cultural and arts curriculum. Include media, and Virtual Reality (VR)" "Argument Reality (AR)" Artificial Intelligence (AI)" and Big data, through it is connected to appears in metaverse class. In which were collected that hyper-connectedness, super intelligence, virtualization, and tries to try knowledge of performance, behavior performance with 3D's visual, music and dance, etc. in terms of culture and arts 'education curriculum is educated through the metaverse classroom. In this study 279 educational experts were examined to creative COVID19 condition of in-line education, and knowledge system of theory and practice of interdisciplinary of subject, and the tools and basic data that are being taught. As well as, the Un tact has become a daily life due to COVID 19 Pandemic to study anywhere, any contents and curriculum of the culture and arts area at the metaverse classroom. This research was intended to show the possibility of curriculum change in the lecture type. Not only the relevance, but also the theory and practical application of knowledge in the class room of metaverse. The possibility of using science and technology by applying education curriculum used in metaverse class. Which were delivered in the field of Culture and Arts in accordance with that the changes in the Performance education of curriculum style were BR, AR, AI and Big data, through the metaverse was utilized VR, AR, AI, and Big data. the reason that the culture Arts curriculum was studied, and a survey of about perceptions for establishing the direction of education of curriculum. This curriculum can be benefits form the learn metaverse classroom, thereby improving their literacy, and it will do helpful culture & arts curriculum the COVID19 era.

**Keywords:** Metaverse classroom; knowledge system; interdisciplinary; COVID19 condition; culture & arts curriculum





## Enhancement of Educators' Digital Competences in Acquisition of Programming Fundamentals in Programming Environment

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### Abstract

Life-long learning, including development of professional competence, is an essential paradigm of the 21st century. The goal of the research is to analyse the efficiency of the educators' professional competence enhancement programme "Fundamentals of Programming in Visual Programming Environment Scratch" according to the criteria: organization, lecturer's competence, quality of handouts, content, expectations, usefulness, applicability and the overall assessment of the programme. The target group of the research: 98 educators of Latvia. Due to the acquisition of the professional competence enhancement programme, educators have statistically significantly ( $p=.000$ ) improved their knowledge in programming, as well as the digital competence in general. The overall assessment of the programme is most influenced by such resources as course organization ( $r=.79, p<.000$ ), lecturer's competence ( $r=.81, p<.000$ ), quality of handouts ( $r=.73, p<.000$ ) and content of the programme ( $r=.72, p<.000$ ). In its turn, the usefulness of the courses is statistically significantly correlated with educators' expectations ( $r=.52, p<.001$ ).

**Keywords:** enhancement of educators' professional competence, digital competence, fundamentals of programming, programming environment scratch.



## **Remote Learning In Basic Education Schools In Latvia During Covid-19 Pandemic – Experience Of Pedagogical Internship**

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### **Abstract**

In 2019, an unexpected change of situation was caused by an outbreak of a new virus in China, which later covered the whole world and is known as Covid-19 pandemic. The remote learning process implemented during this outbreak created new challenges for everyone – for teachers, students, pupils, and their parents. The organization and implementation of remote learning required new ideas, it created unprecedented feelings, reflections requiring self-analysis and evaluation of the achievements. While implementing the epidemiological safety measures, the Latvian government kept prolonging the remote learning process, and as a result, in the academic year 2020/2021 (from September 1, 2020 to May 31, 2021), the schools in Latvia were closed completely or partially for 34 weeks. During the remote learning process, the students of Liepaja University teacher education programmes had to conduct internships adapting to the remote learning process. This publication reflects on the remote learning process during Covid-19, analysing the results obtained by students during their internships. In this study, the research questions put forward are the following: What tasks can students perform during pedagogical internship if the learning process in schools takes place remotely? What experience do the students gain during the pedagogical internship? What are students' observations about the pupils during the remote learning? How does the student's collaboration with internship moderator (teacher-mentor) take place, and what is the teachers' opinion about the remote learning process? How can the implementation of the content of pedagogical internship be improved using the remote learning experience? The research study involves 81 full-time and part-time students of Liepaja University study programmes: "Primary education teacher", "Teacher/ Basic education teacher". Most of them completed one internship, while 24 students had two pedagogical internships within the given period. The internship tasks were developed for 1<sup>st</sup> to 4<sup>th</sup> year students, and they have been implemented accordingly in Classes 1 to 9. Pedagogical internships were conducted in various Latvian schools, and each student had at least one teacher as a mentor in this remote learning process. During the internships, a feedback was also provided by the director of the study programme, as well the evaluation of internships was conducted within a group of students. This publication is based on a qualitative empirical research, using the case study method within a natural environment. The research is based on students' internship diaries, which describe the process of the internship, students' personal feelings and self-reflection, as well as on interviews with teachers about the remote learning process, problems, benefits and results. As the result of this study, the conclusions are drawn, revealing the identified problems, strong points and contradictions in the learning process, providing a basis for improvements. The obtained research results can serve as a foundation for the research in future.

**Keywords:** Consequences of Covid -19, remote learning process, internship



## Perception of Medical Students Regarding the Importance of Pedagogical Practice in a Future Teaching Career

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### Abstract

Pedagogical practice is an essential component of training medical students for a future teaching career. In the process of initial training, the pedagogical practice is a fundamental component both through its special formative role and through the share it holds in the new curriculum of the Department for Teacher Training - 33% of the total hours. One of the objectives of the practical activities is to place theory and practice in a relationship of complementarity and mutual functionality, the theory serving to design / program and control instructive-educational situations while practice allows contextualization, particularizations of theory, the possibility of reorganization and approach critical of the theory. The pedagogical practice offers to the students both models of educational action and the optimal framework for capitalizing the psycho-pedagogical theory in the conception and realization of the didactic activity. Regarding the topic: The perception of medical students regarding the importance of pedagogical practice in a future teaching career, we conducted a practical investigation among students of the Faculty of Medicine and Pharmacy in Oradea, Romania. Also, the investigation was carried out at teachers (teachers-mentors) who teach Biology, in pre-university education in Oradea. The level and volume of information transmitted to medical students, the number and complexity of activities for the formation of intellectual and practical skills on teaching, the intensity and duration of effort required by school and extracurricular activities must correspond to the specifics of the Faculty of Medicine and Pharmacy. The introduction of the disciplines of the Pedagogical Module in the medical education system presents the advantage of achieving a complex and unitary approach to some issues related to the instruction-education relationship, the disciplines being approached from an interdisciplinary perspective. Some proposals for improving pedagogical practice:

- expanding the exchange of experience of medical students and teachers involved in teaching the subjects Didactics of the specialty and Pedagogical Practice with students and teachers from other faculties (Faculty of Sciences), but also from other Universities. Some interdisciplinary topics will be addressed such as:
    - Romanian biological education between theory and practice - synthetic approach -;
    - Designing instructive-educational approaches at micro level in teaching and learning sciences;
    - Student-centered teaching-learning methods;
    - Methodological landmarks in organizing and conducting the science lesson;
    - Tools for analysis and evaluation of a science lesson;
    - Evaluation indicators for the development and management of the planned lesson / teaching activity,
    - Health education and its current issues.
  - expanding the development of pedagogical practice in rural areas;
  - the annual organization of a meeting prior to the period of pedagogical practice, in which to meet the holders of the disciplines of Biology Didactics and Pedagogical Practice, the teachers involved in leading the practice groups, teachers-mentors, the school inspector from the Science discipline, and a representative from school management; the pedagogical practice program will be debated and the tasks of each participant will be established;
  - organizing a meeting at the end of the pedagogical practice period, with all the mentioned factors, to evaluate its results.
- In conclusion, knowing and taking into account the place and role of pedagogical practice in the Romanian education system is a professional responsibility of each educator, which provides knowledge of the educational reality on which to act, while choosing the most appropriate educational means for career development.

**Keywords:** Medical, students, pedagogical, practice, teaching



## Hybrid Model in Accounting Education: The Experience of Management Simulation Course

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Plagiarism Rate: 15%

### Abstract

The pandemic redirected and changed education, significantly, raising the challenge of distance schooling. The transformation of didactics and technological methods was necessary to promote students' self-learning and motivation, alongside teachers' tutoring, guiding students' academic journey. This paper investigates the effect of COVID-19 on digitalization accounting higher education and explores the students' perception of the adapted hybrid model. The study follows a qualitative approach and relay on the final-year students of the accounting and management degree of Accounting and Business of Porto Polytechnic School. Data were collected through a questionnaire to students who experienced both distance and face-to-face education and completed the course of Management Simulation. The study highlights the digitalization of accounting teaching and the pandemic effect on the future of digital accounting education. In sum, the hybrid model meets the needs of this practical course and can be a model to be applied in the future. Although most students show a clear preference for face-to-face education.

**Keywords:** Accountant profession, digitalization accounting education, digital hybrid pedagogy, digital education, human skills



## Organizational Commitment of Managers and Teachers, Relationship between Job Satisfaction and Reporting, and Sustainability in Education

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### Abstract

The purpose of this research is to evaluate the contribution of the administrators and teachers working in Lifelong Learning institutions to sustainability in education by determining the relationship between organizational commitment, job satisfaction and whistleblowing behaviors. The universe of the study consists of all administrators and teachers working in Official Public Education Centers from Lifelong Learning institutions in Turkey in the 2020-2021 academic year. The sample consists of 912 administrators and teachers selected using the simple random sampling method. The Organizational Commitment Scale (OCS), the Job Satisfaction Scale (JSS) and the Whistleblowing Scale were used as the data collection tools in the study. For the analysis of the data, SPSS 18.0 and LISREL 8.80 statistical package programs were used. Descriptive statistics on variables were performed on SPSS program and the testing of the model in which the effect of job satisfaction on whistleblowing and organizational commitment on job satisfaction were studied was carried out using path analysis technic in LISREL 8.80 program. According to the results of the research; it is seen that the organizational commitment of administrators and teachers is at a 'very' level and their emotional commitment is at a higher level compared to continuance and normative commitment. The job satisfaction of administrators and teachers is at the 'full' level. In addition, although whistleblowing behaviors occur at a 'moderate' level, administrators and teachers are mostly internal; they exhibit the least external whistleblowing behavior. Organizational commitment of administrators and teachers affects their perceptions of job satisfaction and whistleblowing. As the organizational commitment of administrators and teachers increases, job satisfaction levels increase, but whistleblowing behaviors decrease. In addition, as job satisfaction levels increase, whistleblowing behaviors also increase. Job satisfaction has a stronger predictive effect on whistleblowing than organizational commitment. Organizational commitment and job satisfaction of administrators and teachers do not differ according to gender, marital status and region of employment; however, vary depending on age, seniority, education level and titles. The whistleblowing behaviors, on the other hand, do not differ according to gender, marital status, educational status, title and region of employment; however, it varies depending on age and seniority. Within the scope of this result, it can be concluded that sustainability in Lifelong Learning institutions can be achieved by increasing the level of organizational commitment and job satisfaction and by realizing some suggestions about sustainability in education.

**Keywords:** Organizational commitment; job satisfaction; whistleblowing; lifelong education, sustainability in education



## Mentoring for School-based Teacher Education

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### Abstract

The article deals with the experience of the implementation of mentoring programme for the introduction of work-based studies in pre-service teacher education in Latvia since 2020. Pre-service teacher education in Latvia is organized in two ways representing two models of the entry point into the teacher's profession: novice teachers who obtain the teacher's qualification via a concurrent model and novice teachers who obtain the teacher's qualification via consecutive model – modified in Latvia adding new trends of alternative pathways into the teaching profession. Due to the shortage of teachers at schools, the Ministry of Education and Science in Latvia has devoted special attention to fast track of teachers to teaching. Since 2020 the alternative initiative has been merged with consecutive model to license new 2nd level professional higher education programme “Teacher”. The programme recruits university graduates and professionals with no particular knowledge in teacher education for a teaching position at school. The programme offers a two-week summer course and students start work at school – four days a week and one day study at the university. Such approach also created the need to develop a modified mentor professional development programme meant for improving the professional competence of mentors of various study subjects for the provision of pedagogical support for work-based studies. Research questions were put forward: what education teacher needs to work as a mentor for a novice teacher in work-based teacher education? What good practice experience is in different countries in preparing mentors to work with students studying in work-based programmes? The study aimed to explore and evaluate mentor education in the context of work-based (school-based) pre-service teacher education. The research sample consisted of 55 school mentors, the data were collected by the participants of mentor professional development programme questionnaires, self-evaluations and reflections. Mentors play an essential role in implementing effective work-based teacher education, i.e., introducing new teachers to the teaching profession and facilitating teacher retention. It is vital to train competent teachers to act as mentors in work-based teacher education programmes. The content of the professional development programme for school-based studies differs in several aspects from the one of the concurrent teacher education model. Partnerships between schools and universities should be developed to promote a common understanding of work-based teacher education. As part of the partnership, universities should offer consecutive follow-up professional development programmes for mentors. The analysis of good practice of mentor education from different countries deepens the understanding of the conditions to build research-informed mentor education that develops mentors' mentoring experience for school-based teacher education students.

**Keywords:** Mentor education, school-based teacher education, university-school partnership



## The Importance of Teacher's Attitude for Multifaceted Educational Experience Transfer to Students' Personal and Professional Development

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### Abstract

At present Latvian education system is experiencing a content reform of general education following the strategic goals of Latvian education policy. A shift towards competency-based learning is emphasized to ensure the quality education, thus promoting the competitiveness of education in the local and global context. Teachers become the agents of this change, but there is always a question – HOW to achieve the best results. The theoretical framework of this article offers an integrative approach to the teacher's professional activity, and includes such dimensions as knowledge, skills, understanding, values, professional conduct, as well as attitude. In this context, teachers' attitudes can be defined as pedagogically significant subjective concepts that affect both the teacher's perception of the educational environment and professional interaction with students, determining the classroom climate. For obtaining the research data, a survey method was employed, allowing respondents to reflect on their own educational journey, analysing both positive and negative experiences of their schooling. Although the sample of respondents was diverse – 530 adults of various age groups and from three different countries (Latvia, UK, and RSA), the analysis of the research data proves that the teacher's example and teacher's attitude are regarded as crucial by almost all respondents, regardless their country of schooling, ethnicity, race or gender. Some of the dimensions highlighted by the respondents are the following: respect for learners, belief in the learners' abilities, positivity, justice and humane attitude, trustworthiness, understanding and forgiveness, ability to care, encouragement, charismatic personality, compassion, congruence (when words correspond with the deeds), wisdom of heart, etc. For several respondents it was their teacher's example that motivated them to become teachers. The outcomes of this research demonstrates the link between the teacher's example and attitude and the learner's personal and professional growth, as well as shows the long-term emotional impact related to teacher's attitude and teaching.

**Keywords:** Competence, learner's growth, teacher's attitude, transfer



## **The Competencies and Roles of Foreign Language Teachers Through the CEFR in Kosovo**

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### **Abstract**

The Common European Framework of Reference for Languages, in terms of teaching/learning and training of FL teachers, opens a new perspective to the teacher on the level of complex CEFR practices, to which it is essential to emphasize the importance of training analysis in the teaching process. In recent years, the transfer of learner-centered education has played an important role where the FL teachers find themselves only as organizers in the learning process. These role changes are much more demanding in comparison to the traditional roles since they require professional training, are time consuming in terms of planning, as well as involve creativity. This research includes a reflection on the teaching and the competencies of teachers of FL in Kosovo under favor of recent educational reform, always emphasizing linguistic and didactic aspects, based on the place of the teacher in the teaching situation, its role of being cognizant of its target audience, making the target language interesting, their behavior which reflects on their attitudes and abilities, as an important part of the language acquisition environment. They play a role of a guide for their students would imitate them in the future in terms of use of the language and in their possible subsequent teaching practice.

**Keywords:** Teaching process, didactics, reform, training, competencies





## Digital Games Designed By Prospective Teachers in The Scratch Program Through The Eyes of Mathematics Teachers\*

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### Abstract

Algebra is central to teaching mathematics at all levels, as it is associated with many subjects of mathematics. In this context, it has become a necessity for students to learn algebraic thinking for their next learning. The role of teachers in addressing these challenges is great, and the teaching approaches used by teachers are important because teachers may encounter students with different qualities in their lives. These different qualities can be age, subject area, and socio-economic situations. In recent years, advances in technology have not only changed social structures, but also made changes to educational systems mandatory. Along with these developments, the teaching methods, techniques, and strategies used by teachers also began to change, and teachers began to use many computer programs in classes. One of these programs is the Scratch program. The Scratch program has been developed to help young people think creatively and learn to work collaboratively. The Scratch programming tool is an effective tool for the logical problem-solving skills of middle school students with its ease, richness of their visual characters and all their objects, as well as processing skills. The mathematics course can be supported by the Scratch program and a wide range of educational games can be designed for students. In particular, the fact that research has shown that teaching with Scratch has a positive effect on students' mathematical achievements in algebraic expressions indicates that a different teaching method can be used in the field of algebra learning. Therefore, it is believed that the use of mathematics teachers in the lesson by learning this program before service will contribute to the students' learning and love of mathematics. Accordingly, the aim of the research is to examine the opinions of mathematics teachers about the games that prospective teachers design in the Scratch program. The participants of this study, in which the case study was conducted, are six mathematics teachers who are actively engaged in public secondary schools. As a data collection tool, the revised Pedagogical Rubric of Li et al. (2013) was used. The research process was carried out in three stages. In the first stage, 13 games were designed by prospective teachers about achievements in algebraic expressions. In the second phase, six mathematics teachers were asked to score these games according to the revised rubric of Li et al (2013). In the third stage, teachers' opinions on the reasons for the scores they gave to the games were taken. Kappa coefficients were calculated for the scoring compliance among teachers. Qualitative data analysis techniques were used in the analysis of teacher opinions. At the end of the research, it was revealed that most teachers found the games interesting, understandable, and instructive/reinforcing. Some teachers found the games original, while others stated that they were classic games that they often encountered. In addition, some teachers emphasized that they can use these games in their lessons, while others stated that they cannot use them in their lessons for reasons such as missing instructions, code errors, and lack of program.

**Keywords:** Algebra teaching, mathematics teacher, prospective teacher, scratch

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## Thematic Examination of Graduate Theses on Artificial Intelligence: The Case of Turkey (2010-2020)

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### Abstract

Artificial intelligence is a computer simulation that mimics the ability of human thinking, learning, reasoning, generalization, such as the ability to perform mental tasks of the human brain or central nervous system through the operating principles of artificial neural networks. In other words, artificial intelligence is defined as the ability of a computer or a computer-centric machine to perform tasks such as executing logic, inferring meaning, generalizing, and learning from past experiences. Artificial intelligence is not only associated with computer technology. It is closely related to many branches of Science, from engineering to medicine or even psychology. As technology has developed, the use of artificial intelligence in education has recently begun to attract people's attention. With the developing technology, artificial intelligence has started to offer new learning and teaching solutions that will be tested in different situations. With applications in artificial intelligence, educational goals are more easily achievable and manageable. One of the biggest obstacles faced in education is that students learn better or worse when the subject they want to be taught is told in different ways. These differences are one of the biggest challenges in the education system. Therefore, individualization of education and training will improve the quality of education and training. Accordingly, it is considered important to study researches that examines for which purpose the artificial intelligence is used in education. In this context, the research aimed to examine the graduate theses written on artificial intelligence in the National thesis center covering the years 2010-2020 in Turkey. Data of the research was collected by document analysis method. As a result of the review, a total of 71 theses were reached. Theses were transferred to Excel file by researchers and analyzed according to thesis type, year, approach, method, sampling, and subject themes. In addition, it was determined how the distributions of theses for these themes were. Data obtained from the research is interpreted according to frequency and percentage values and presented by creating charts in Excel program. At the end of the study, it was found that the number of master's theses (f=51) was weighted compared to doctoral dissertations (f=20). When other findings were examined, it was concluded that the theses mainly consisted of the research group of students, and that the case study and survey method were preferred as the majority in the methods used.

**Keywords:** Artificial intelligence, artificial neural networks, fuzzy logic, thematic review



## Current Aspects of Professional Competence Formation in Educational Process at Higher Educational Establishment

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### Abstract

The article raises a significant issue of higher education pedagogy in the field of educational sciences about the improvement opportunities for the study efficiency and quality in the students' professional competence formation process. The goal of education in the 21<sup>st</sup> century is not only to acquire new knowledge, but also learn to manage their own process of knowledge acquisition, so that during the studies, beginners could transform into independent learning experts – personalities who are not only motivated to acquire the chosen profession responsibly, but also are able to plan their professional growth and career consciously, preparing themselves for a life-long education. Training of such professionals, thanks to the science development and possibilities of modern informative technologies, is the responsibility and challenge of every higher educational establishment, which requires qualitative study programmes, appropriate for the social demand, and organization of a student- centred study process. The goal of the article, as a result of the action research, is to reveal and describe the students, future social workers and lecturers' understanding about the topical aspects of professional competence formation in the study process at a higher educational establishment and work environment during the practice, developing recommendations for the improvement of study programmes and educational process at Liepaja University (Latvia). In the research a combination of qualitative (analysis of study programmes, content analysis of narrative interviews) and quantitative (analysis of survey data) methods has been applied. In the research students of the Bachelor's and Master's level have been involved in order to obtain a possibility to assess the progress gained during the studies and its self-assessment, promote greater reliability and internal validity of the research data, which raises the certainty of the exploratory opinion. Important findings have been obtained in the research, which in general confirm the orientation of the study process towards the students' educational needs in the acquisition of professional activity in the social field, as well as identify students' understanding about the difficulties of professional competence formation and systematize lecturers' opinions about the insufficiencies of the study programme implementation and pedagogical opportunities in their enhancement. The outcomes of the research confirm that just in the study process at a higher educational establishment, thanks to the synergy of theory and practice, it is possible to pay more attention to students' adequate awareness of the topicality of social work and politics and complexity in practical activity, thus promoting purposefully the future social workers' professional competence motivation, practical and personal potential and its development perspectives, ensuring better quality education for future specialists. Based on the data obtained in the research, a discussion has been initiated and conclusions and recommendations for the improvement of the study process for the development of students' professional competence in social work have been collated.

**Keywords:** Development, students, studies, social work, professional competence



## Evaluation of Admission Requirements in Initial Teacher Education Programme

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### Abstract

The article deals with the admission process, namely admission requirements and entrance examinations in Professional Bachelor Study Programme “Teacher” for graduates who have acquired secondary education and have chosen to study to become teachers of two or more school subjects. According to the European Commission (2013) report, admission to initial teacher education seems to be governed more by general entrance requirements for tertiary education than by more specific selection criteria for teacher education. The selection process usually takes place at the point of entry to initial teacher education. While good academic qualifications are necessary for entry to the teaching profession, they are not always sufficient for becoming a good teacher (Donaldson, 2010). Institutions need to be more effective in identifying and selecting candidates with the potential to become good teachers. For this to happen, there needs to be a consensus on what qualities and capabilities make such a teacher. Since 2013 the University of Latvia has introduced the entrance examination as a means of selecting appropriate candidates for the teaching profession via Professional Master’s Programme “Teacher” and since 2016 also in Professional Bachelor Programme “Teacher”. The aim of this article is to explore the students’ and teacher educators working as assessors in entrance examinations opinions about admission requirements in initial teacher education programme. The research questions were proposed to find out whether students’ interest in the application for the programme did not decrease due to entrance examinations and what they thought about the criteria of admission requirements and how achievable they were. The research was conducted as a survey. The data were collected by a content analysis of admission process to initial teacher education in several countries, questionnaire to students and group interviews with students and teacher educators working as assessors in entrance examinations. The data were gained from 69 student questionnaires and 15 interviewed students and 12 teacher educators. Comparative overview of the approaches taken to selecting entrants to initial teacher education reflect the different education structures, prestige of the profession, as well as supply of and demand for teachers across Europe and elsewhere. The data of the questionnaire revealed that the entrance examination raised the attractiveness of the programme and the admission requirements were not difficult to fulfil and majority of respondents expressed their appreciation about this process. However, the findings also indicate that the students of teacher education programmes start studies, on average, with a lower level of knowledge and skills than in other study programmes, which makes them difficult to succeed. Potential students are not able to identify themselves with work in the teaching profession (low pay, psycho-emotional stress), although the prestige of teacher’s profession in their eyes is high enough. Students have no idea what awaits them in the study process. The findings highlight that teacher educators working as assessors in entrance examinations need more structured professional learning to determine whether applicants possess the desired attributes or to assess their ability to be suitable candidates for teaching.

**Keywords:** Admission process, entrance examinations, initial teacher education



## The Promotion of Self-Directed Learning in Preschool: Reflection on Teachers' Professional Practice

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### Abstract

A learning environment that ensures the opportunity for the child to explore the world, express him/herself and use everyday life experience as a learning experience forms the basis for child's self-directed learning. In Latvia, the guidelines for pre-school education that envisage children's self-directed learning have been implemented since 2019. Therefore, it is important to identify the challenges and conditions that affect the implementation of children's self-directed learning in teachers' pedagogical practice, ensuring a balance between the teaching and learning, which forms children's personal understanding of the relationship between interdisciplinary and transdisciplinary connections to everyday real life. However, the study of the current situation in Latvia shows contradictions between pre-school education and the implementation of successful learning activities at school, revealing underdeveloped skills of pupils, such as ability to listen, to complete the work, to solve problems independently and express one's own ideas. Thus, the research objective is to discover the determining factors of the child's self-directed learning, revealing the challenges of the pre-school education teachers in organizing self-directed learning process. The research question: What are the challenges for pre-school teachers in implementing self-directed learning in preschool? In our paper, self-directed learning of preschool children is analysed, linking it with the concept of self-realization from a philosophical, pedagogical and psychological point of view, encompassing different approaches in the explanation of the concept. Summarizing the academic research findings, the determining factors of children's self-directed learning are described. This is a phenomenological research study, and its design can be described as a mixed sequential qualitative and quantitative study, which implies a qualitative processing of the initial data. 150 teachers from different regions and cities of Latvia got involved in the research study and completed the survey. The interviews were conducted with 7 participants: headmistresses and methodologists of pre-school educational institutions, and preschool education teachers. In this study, 50 pre-school teachers' self-assessments on quality of their professional activity were analysed. This paper describes the following challenges that teachers face during the implementation of children's self-directed learning in pre-school: 1) involvement of children in planning of the learning process, 2) arranging of development promoting environment, 3) balance between the teaching and independent creative activity of a child, 4) organization of child's self-reflection. We will discover a shift in teachers' understanding of their professional pedagogical activity, its content and implementation methods related to metacognitive abilities, in order to effectively plan, organize and evaluate their pedagogical strategies. In our paper, we will stress the need for purposeful teacher's participation in the learning process, including in learning taxonomy such basic components as learning how to learn, basic knowledge, responsibility, application of knowledge, emotional aspect.

**Keywords:** Preschool, child's self-directed learning, teachers' practice



## Self-assessment of the Digital Skills of Career Education Specialists During the Provision of Remote Services

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### Abstract

The drastic and structural changes in the labour market and organisational environment related not only to the COVID-19 pandemic and rapid technological development, but also to general globalisation trends, demographic situation deterioration and dynamic changes at all levels of education emphasise the need for qualitative career education and guidance in secondary schools. Career education and guidance events in Latvian schools are organised in different ways, but since 2016 a huge contribution has been made by the European Social Fund project “Career Support in General and Vocational Education Institutions”. This programme implements various comprehensive career activities to promote the development of students’ understanding of their abilities, skills and assessments, as well as to help them set and manage career goals. It also promotes knowledge and understanding of the world of work, thus ensuring continuous development of career skills, successful choice of further education and successful entry into the labour market. The situation caused by the COVID-19 pandemic not only created the need to remotely organise the learning process but also to transfer all career guidance activities—educational classes, lectures, seminars, consultations, testing, excursions, etc.—to a virtual environment. As career guidance professionals worked with students primarily in person before the pandemic, the issue of the digital skills of career guidance specialists became topical to ensure continuous career guidance. Not all career professionals were able to reorient their work remotely. In e-learning education circumstances, career guidance professionals need to assess and develop their digital skills and literacy, find and compile the necessary materials and different e-tools and become creators of digital content themselves. The aim of this study is to explore the digital self-assessment of career guidance professionals and to determine the following: How do career guidance professionals use digital technology to deliver career guidance services? How do professionals view the potential of digital tools to provide career skills development? How do career guidance professionals evaluate their digital literacy? The authors gathered and analysed both quantitative (closed-ended) and qualitative (open-ended) data from several sources, including a survey of 66 career guidance practitioners (career counsellors, educators-career counsellors, teachers) and online expert interviews with 5 leading career guidance professionals from Latvia. The survey and expert interview results showed that career guidance professionals engaged remotely during the COVID-19 pandemic using virtual platforms and different tools. In the self-assessment of digital literacy, career guidance professionals recognise that they have a high level of skill in selecting and compiling digital resources for career choices and in collecting and compiling a variety of data on the career guidance process. Their use of various digital tools for communication and interactive tests for obtaining feedback is also not a problem. It is necessary to improve their ability to use various digital counselling techniques, to assess the reliability of sources, to use video opportunities more widely and to create their own career education and counselling materials. Experts point to the need to develop digital skills in career guidance to be able to use the combination of online and in-person career guidance in the future, seeing its great potential. The data obtained from the research will help improve the professional development programmes of career guidance professionals.

**Keywords:** Career guidance, career education, digital competence, digital literacy, digital tools in career guidance



## A Discourse on Innovation of English Teaching in China from the Perspective of Artificial Intelligence

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### Abstract

Based on economic globalization, China's expectations for the quality of English teaching have increased, and the restrictive drawbacks of orthodox English teaching models cannot meet this intentions. At the same time, the emergence of artificial intelligence (AI) technology can create new opportunities for the optimization of the English teaching process. As an essential product of modern technology, AI has achieved breakthroughs in many fields in recent years, such as natural language understanding and image recognition. However, introducing AI into English teaching efficiently integrates with English teaching and learning. What effect will be produced after the integration has not yet been fully sorted out and researched. The study aims to systematically review and analyze the current research on the AI provided innovation for China's English teaching model, especially the AI application of individualized English teaching. In order to address the problem, the research questions for the literature review were: Which AI provided innovations of English teaching are used in China? What are the advantages of implementing AI in English teaching in China? What are the recommendations for successful AI application of individualized English teaching? The descriptive-analytical approach was used to study and analyze the literature. The Chinese National Knowledge Infrastructure (CNKI), Wanfang Data, Web of Science, and EBSCOhost electronic databases from 2011 to 2021 were searched. Search terms were 'AI for foreign language teaching', 'AI for individualized English teaching', and 'advantages of AI in English teaching'. The research results highlighted evidence of success cases, e.g., that the implementation of artificial intelligence in China's English teaching can provide new ideas and entry new space for the innovation of teaching models and has a driving effect and important realistic and contemporary significance for achieving the latest English teaching goals, as well as teacher and student (human) related and methodology related (content, strategies, methods) challenges. The present research results could be significant for English language teachers and school administrators developing and using innovative English teaching programs and developing English language strategies and methods.

**Keywords:** *English teaching in China, artificial intelligence in English teaching, innovation of English teaching*





## Health Literacy and Health Awareness Among Older People Aged 60 and Over

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### Abstract

This research was conducted to determine the health literacy levels of the elderly and to determine the impact of this level on health awareness. The population of this research, designed in the screening model, consists of older people aged 60 and over who are studying at the Refreshment University. The sampling consists of a total of 300 elderly individuals aged 60 years and over, 151 women and 149 men, selected by random sampling method. The Information form containing the introductory characteristics of the participants, the Turkish Health Literacy scale-32 (THLS-32) and the Health Awareness scale were used in the collection of research data. In this study, it was found that the health literacy of the elderly was at an inadequate and problematic level and that the health awareness levels were at a low level. It has been observed that the variables "perceived health status" in the first place, "educational status" in the second place, and "marital status" in the third and last place affect the health literacy of the elderly. It has been found that there is a high level, positive, and significant association between health literacy and health awareness of older people. Accordingly, it was determined that older individuals with high health literacy were more adequate in health awareness than those with low health literacy.

**Keywords:** Health literacy, health awareness, elders





## Employment of Visual Arts Education Practices in Treatment: Art Therapy

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### Abstract

This study aims to investigate previous studies on art therapy where visual arts education practices are employed. To this end, visual arts education practices in medical field and works carried out with various groups of patients were examined. This study analyzes the related literature in terms of the terms visual arts education, treatment, as well as the topics art therapy and the connection between visual arts education and treatment, the place of visual arts education in treatment and how it is utilized in treatment. American Art Therapy Association refers to art therapy as “an integrative mental health and human services profession enriching the lives of individuals, families, and communities through active art-making”. The results show that art therapy is a type of treatment employed with healthy, disabled, or ill individuals of all ages at hospitals, schools, and as a part of counselling services to motivate the patient and provide permanent recovery if handled with the correct methodology. Art therapy helps recover while having fun, learning, and achieving self-acceptance as well as ease the long and painful healing process the patient has to experience. It not only helps patients perceive the illness, interpret the meaning of life, change their relationships in a positive direction, and thus recover, but also yields effective results with many physical and mental disorders.

Art therapy has been utilized to some extent since 1950s around the world, experts have been trained in private or state-sponsored training programs, and it is used in alternative treatment in contemporary health services, but in Turkey, although popular lately, it should be further developed, streamlined for academic structure by promoting its multidisciplinary nature and made more commonly available to implement through permanent centers to be founded.

**Keywords:** Visual arts education , art therapy, ,healing with art therapy



## Sustainable Design and Sustainability in Graphic Design

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### Abstract

The life process of humans includes a large consumption cycle. To be able to stay alive, to learn, to shelter, and to live within a standard, people are in continuous consumption. Undoubtedly, the human who is also productive creature has to pay attention to their consumptions to leave the World in which they live to future generations having more livable conditions. Otherwise, disruption of the Earth's life cycle also affects the environment, ecology, and public health. The concept of sustainability expresses the efforts to bring the Earth ability of continuity as well as the produced material. Besides the fact that sustainability should be a concept that is a core philosophy in many fields and disciplines, a common ground of them is the sustainability of the Earth in which we live. One of the fields playing an active role in sustainable world construction is the field of design. The design field has an extensive framework. In this study, the subject of sustainability in graphic design, one of the branches of the design field, was investigated. In simple terms, sustainable design is a process of designing economical, ecological, sustainable objects and materials. At present, where the consumption rate is so high, everything is becoming unfashionable quickly, and the information is getting older fast; in the name of sustainability, design has a great responsibility, but on the other hand, technological developments make sustainable designs possible. Sustainable designs enable the designer to exhibit solutions that create value for today and the future by making the design process long-term. Today, design, which is no longer a simple action, has turned into a strategic tool for many countries and products in the innovation stage to reach higher competitiveness. Design is considered a substantial factor also for economically sustainable competition. Dieter Rams, one of the pioneers of modern design, clearly states the basic rule of sustainable design among the famous design principles: "Good design is nature friendly: It contributes greatly to the protection of nature. It saves resources, minimizes physical and visual pollution throughout its lifespan."

**Keywords:** Graphic design, design, sustainable design



## Challenges of Children's Literature Teaching During A Pandemic

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### Abstract

The COVID-19 pandemic, in addition to all the health, psychological, economic and other consequences it left, directly affected all levels of the educational system in the world, including Bosnia and Herzegovina. Unlike other studies and courses studied at higher education institutions, the specificity of literature teaching is that in addition to textbooks on theoretical aspects of literature, students have a mandatory reading list where they learn to analyze literary texts and apply theoretical knowledge, so they can interpret it as future teachers. Thus, within the course Children's literature, students in mandatory books deal with all genres, from lullabies, poetry, through fairy tales, fables, short stories to novels for children. Most of the books are available to students at university, local libraries and some of the books online too. Due to the spread of the pandemic, the complete closure of all public institutions and the transition to online teaching, has affected the inability to access public libraries and rely on home and online libraries, so syllabi had to change and adjust to available literary titles. The paper presents different methods of online children's literature teaching and the challenges faced by teachers and students of pedagogical faculties at two public universities in Bosnia and Herzegovina, the University of Sarajevo and the University of Bihać.

**Keywords:** Children's literature, COVID-19 pandemic, students, books



## Transformational Leadership Effect on Teachers' efficacy in the context of Education for Sustainable Development: A Serial Mediation Analysis

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### Abstract

Background: Plenty of empirical research studies support that principals' transformational leadership practices can positively affect teachers' commitment, create school structures that foster participating in professional development, and promote higher teachers' efficacy significantly. There is prior research that investigates the relationship between commitment and participation in professional development (PD) as well as the relationship between commitment and self-efficacy, showing that teachers' mastery orientations predict teachers' enthusiasm. A strand of research reported that PD including professional workshops, mentoring, and professional learning communities (PLC) can help teachers to enhance their efficacy. One study reports showed PD mediates on the relationship between instructional leadership and teacher self-efficacy, which supports a pathway from instructional leadership to teachers' efficacy. Therefore, principals' transformational leadership practices can positively influence teachers' efficacy in the context of ESD. Furthermore, the literature implies that there are mediators in the relationships between principals' transformational leadership practices and teachers' efficacy. More specifically, it is more likely to be the mediating effects of both commitments to ESD competency and participation in PD in the relationship between principals' transformational leadership and teachers' efficacy in the context of ESD. Hence, this study aimed to analyze the total and indirect effects of principals' transformational leadership on and teachers' ESD efficacy while modeling a process in which principals' transformational leadership causes teachers' commitment to ESD competency (M1), which, in turn, causes participation in PD (M2), concluding with teachers' ESD efficacy as an outcome. The authors predicted four hypotheses (H1: Total effect, H2: Indirect effect of teachers' commitment to ESD competency (M1), H3: Indirect effect of participation in professional development (PD: M2), H4: Serial mediation effect of M1 and M2). Method: The participants of the research consisted of 193 Korean teachers. Instruments included the Personal Information Form, Inventory of transformational leadership, commitment to ESD competency, participation in PD, and ESD efficacy scale. Data analysis was conducted using descriptive statistics and the Pearson correlation coefficient. To test multi-mediators, serial mediation procedures were followed. Statistical significance of the hypothesized model in the current research was analyzed with PROCESS Macro for SPSS, based on the bootstrap method. Results and Conclusion: The research findings were the following: 1) Results confirmed the support of all hypotheses. 2) The total effect of the principal's transformational leadership on teachers' ESD efficacy was significant. 3) There were identified mechanisms through which the influence of the principal's transformational leadership on teachers' efficacy occurs in the context of ESD. The findings of the study were discussed under the light of relevant literature, and some suggestions were made for the future.

**Keywords:** Transformative leadership; professional development; teachers' efficacy in ESD; competency; serial mediation analysis



## **Dendrological Courses at Landscape Architecture Departments Through Pandemic: Comparing Students and Lecturer Views based on Online Education**

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### **Abstract**

The main difference of landscape design from other design disciplines is that landscape design must use living creatures which are mainly trees, shrubs, perennial plants as a design elements and materials when designing any space. Both indoor and outdoor spaces, plants are the main focal material and element on a landscape design project. Because of the landscape architects and candidates must know and identify properly different plant species, species' characteristics and different sun water climate and soil needs and their plant sociology of a lot of plants when designing a landscape project. The main lecture in landscape architecture education about identifying and gain knowledge about woody plants (trees and shrubs) is dendrological lessons. Dendrological lessons are different than the conventional lectures by the way it has been teaching mostly in outdoor spaces and candidates of landscape architecture should walk between different plant species and examine different parts of plants such as foliage, flower, stem and breast and examine its scientific name (Name in Latin language) and local name in a specific space. During the covid pandemic the loci of the dendrological lessons must have been changed by the distance learning on online education method. This change has both benefits and cost on the student perception and learning capacity about woody plants and their identification and lecturers has been used different methods such as visual workshops and visual self-practice pockets, simultaneous visual quizzes in comparison from face-to-face lectures. Because of them this study aims to find outcomes of the distance learning during the pandemic by the estimation of the students and lecturer views by a qualitative analysis. Ankara University Landscape Architecture department has been chosen for case study area and in-depth interviews has been done with students and lecturers of distance learning of Ankara University and it has been recorded and transcript into word. The content analysis, word counts, and comparison tables has been used in analysis of the qualitative data by the help of the Nvivo qualitative analysis program. Results showed that there is a need of different tactical intervention on students' study on plants and hybrid lecture systems will improve the productivity of the learning activity. As a conclusion because of the difference of the dendrological education from conventional learning activities and spaces, distance learning should be improved by the special video records and animations and lastly hybrid education strategies should improve the quality of the dendrological education. Study would be helping to improve landscape architecture education and environmental studies.

**Keywords:** Dendrological lectures, landscape design, online education, covid pandemic



## Assessment of Musical Aptitude

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### Abstract

Musical perception is a fundamental element of music education. Even though it is considered as a field aimed at institutions that provide vocational musical education, it exists in everyone's life either consciously or unconsciously. The matter of electing and determining individuals with musical skills mostly comes up by aptitude tests. Musical aptitude tests, developed by the help of advancing technology as an alternative to conventional methods in order to save time and energy efficiently, has a great value. In the research, 1st grade students registered to Kırıkkale University Department of Music in 2020-2021 academic year are determined as study group. In the research, musical skills of the students are analysed both according to aptitude test applied/used in Turkey and according to the approach developed by Edwin Gordon, worldwide known music educator. The answer of "How is the musical aptitude according to conventional methods and the approach of Edwin Gordon?" is sought in this research. Existence of similar factors in both selected methods suggests that Edwin Gordon's approach might be used as an alternative to conventional method used in Turkey. This research is important to set forth new approaches that will expedite the determination of orientation to vocational music education for people who might receive musical education. In addition, this research has a key value for providing an alternative to conventional musical aptitude tests done in our country, reviewing the musical aptitude in our country, giving an opportunity to raise individuals with a knowledge of music. On the other hand, Covid-19 pandemic disrupted holding special talent tests and some universities/fine art high schools could not perform the talent tests. This research is also important for the determination of the feasibility of remote aptitude tests.

**Keywords:** Musical perception, aptitude test, assessment of aptitude, music aptitude, Edwin Gordon



## Investigating Teacher Candidates' Levels of Teacher Readiness and Usage of 21st Century Skills

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### Abstract

Teachers have important duties to prepare students for the life they will live as well-equipped, personal and responsible individuals. It is stated in various studies that today's students, who are referred to as the learners of the digital age do not like traditional teaching methods, find written texts boring, and generally prefer multimedia materials such as pictures, sound, animation and video to obtain information. In this context, teacher candidates should also have high knowledge, skills and equipment in this field. Having 21st century skills, exhibiting effective classroom management, being able to use educational technologies, establishing interdisciplinary relations, making process-oriented measurement and evaluation, presenting values education with activities and using modern teaching techniques are now inevitable for efficiency in education. It is not possible for a teacher candidate to acquire all these skills only through formal education. In addition to formal education, his individual efforts and research, his participation in-group activities and the support of non-governmental organizations have become mandatory. This research is based on the results of a series of training activities and workshops for teacher candidates within the scope of the "Future Teachers Project". In the nine-month project, teacher candidates voluntarily participated in activities that would contribute to their professional development in addition to the education they received at the university. The research, in which the quantitative method was applied, was conducted with 174 teacher candidates studying in different departments of universities in the Turkish Republic of Northern Cyprus in 2021. As a data collection tool in the research, the "Readiness to Be a Teacher Scale" developed by Yıldırım and Kalman (2017) and the "21st Century Learner Skills Usage Scale" developed by Göksun (2016) was used. The application of the research was carried out twice - pretest and posttest- at the beginning of the project and at the end of the project. Thus, it was tried to determine to what extent the activities carried out within the scope of the project affected the level of teacher candidates' use of 21st century skills and their readiness for teaching. According to the pre-test results of the study, it was determined that the teacher candidates' level of readiness for teaching in terms of creating an effective learning environment, designing the teaching process, technopedagogical competence and understanding the learner was at a moderate level. It has been determined that they have a medium level of readiness in the use of autonomous skills, among the 21st century skills, and a high level of readiness in the use of cognitive skills, the use of innovative skills, and the use of cooperation and flexibility skills. In addition, it was determined that the technopedagogical competence, understanding of the learner and autonomous skills of the teacher candidates who participated in professional development activities other than formal education before this project were significantly higher than those who did not participate. In the context of these results, it can be suggested that teacher candidates participate in activities that will improve themselves in different dimensions of the teaching profession in addition to the formation courses they take at the university.

**Keywords:** Teacher training, professional development, 21st century skills, teachers of the future, educational technologies.



## Experiential Learning in Times of Covid-19 Via Probono Virtual Legal Clinics and Legal Aid Centre

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### Abstract

The right to legal advice is an essential entitlement and an imperative step toward effective enjoyment of other fundamental rights, especially to the communities which have limited access to legal opinions due to scarce financial means. The 2030 Agenda for Sustainable Development recognizes “the need to build peaceful, just, and inclusive societies which provide equal access to justice and are based on respect for human rights.” Goal 16, and its target 3 in particular, highlight the importance of ensuring “access to justice for all” in achieving sustainable development. That target has a direct impact on progress across other goals, such as Goal 1 on Poverty, Goal 5 on Gender Equality and Women’s Empowerment, Goal 8 on Productive Employment and Decent Work, and Goal 10 on Reducing Inequalities. The global communities are adversely affected, particularly in relation to employment, domestic violence, and financial hardships during this pandemic. The aim of pro-bono virtual legal clinics and legal aid center is to ensure that communities continuously have better access to quality legal advice and information during the COVID-19 Movement Control Order, through multiple social networking tools, meaningful collaborations with Non-Governmental Organizations, legal firm and Small and Medium Enterprise. These innovative virtual legal clinics and legal aid center are adapted from an existing model, in which the legal clinics are usually provided in a face-to-face setting by experienced legal practitioners/academics and final year law students. Clinical legal education is a process whereby students learn by doing. It is an experiential problem-solving based model, in which students actively involve themselves in either real client/personal interaction or simulation lessons set up to mirror real client/personal scenarios. Through these virtual legal clinics and legal aid center, it is demonstrated using qualitative data of students; reflections, that wider communities have access to legal advice, an increase in cognitive, behavioral and affective aspects of learners is clearly enhanced. Cognitive skills in legal reasoning, problem solving and interdisciplinary skills clearly developed as learners are faced with clients who would like to be informed of the law as well as other advices on possible practical non-law-related recourse. Elements of intelligence, collaborations, and active learning are also achieved. Specific elements of intelligence such as resilience, interpersonal, intrapersonal, linguistic, logical-mathematical, active learning, spatial and collaborations are evidently being augmented. This model of virtual legal clinic and legal aid center could be applied in the practical settings such as personal tax consultation, mental health and nutrition counseling, thereby increases the clientele base irrespective of geographical locations. It promotes development of pro bono spirit, Corporate Social Responsibility (CSR) in corporations, intellectual abilities in understanding, critical thinking, reasoning, analysis and application and also to inculcate values and social awareness in learners.

**Keywords:** Experiential, legal clinic, covid-19, pro bono





## **Professional Development Needs of Teachers for Implementation of Competency-Based Approach in Preschool Education**

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### **Abstract**

The article reflects on the results of the research on professional development needs of teachers implementing the competency-based approach in pre-school education. This study is based on previous research studies on teacher's experience in implementing a child-centred approach, which revealed teachers' uncertainty and doubts about their professional activities when implementing the competency-based approach. The following research question is put forward: what are the professional development needs of teachers for implementation of competency-based approach in pre-school education. The data were obtained from focus group discussions (n=8), teacher questionnaires (n=130) and self-assessments from teachers' professional development courses (n=48). A total number of respondents - 186. Based on research data, it has been concluded that the most topical professional development needs of pre-school teachers are related to the need for an in-depth understanding of the components of competency-based approach, such as equity, assessment as a meaningful phenomenon, personalized learning, transferable skills, learning environments, etc.

**Keywords:** Competency-based approach, professional development, pre-school teachers



## The Impact of Social Responsibility Projects on Gaining National and Spiritual Values

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### Abstract

In our globalizing world, individuals are not only expected to fulfill their personal responsibilities, but also to act with a sense of social responsibility. Social responsibility; it is defined as “work done for the welfare of other people and the benefit of the whole world”. Social responsibility requires the individual to help the society he lives in, to adopt useful values for the society, to set a good example and to take social actions. It can be said that the concepts of “awareness, sensitivity and volunteerism” form the basis of social responsibility. Being open to their stakeholders and interacting with the environment play an important role in the effectiveness of universities that train teacher candidates who will shape the future by teaching new generations. For this reason, in order for the university to be sensitive to the environment it is in and to contribute to the creation of a livable society, it is necessary to shape their management, education and research approaches within this framework. Therefore, it can be said that it is important for teacher candidates to take part in social responsibility projects and research that increase and facilitate their interaction with the environment, school and students. This research is based on the results of a series of social responsibility activities for teacher candidates within the scope of the “Future Teachers Project”. In the project, which lasted for nine months, teacher candidates carried out four social responsibility activities with secondary and high school students, and participated in a regular education-related book reading/analysis program. Social responsibility projects implemented in this context; it can be summarized as carrying out educational activities for the disadvantaged, recording the good examples experienced by experienced teachers throughout their professional lives, informing secondary and high school students about the universities and departments they are currently studying, and getting together with them in social activities. The research, in which the mixed method was applied, was conducted with 174 teacher candidates studying in different departments of universities in the Turkish Republic of Northern Cyprus in 2021. In the quantitative part of the research, the “Scale of the Effect of Social and Cultural Activities on the Gain of Spiritual Values” and the “The Impact of Social and Cultural Activities on Gaining National Values Measure”, both developed by Koç and Budak (2021), were used as data collection tools. In the qualitative part, a semi-structured interview form was used. According to the results of the research, it has been determined that teacher candidates have achieved significant gains in values that are thought to be related to social responsibility as a result of the social responsibility projects they participated in. These values are honesty, responsibility, patience, respect, helpfulness, unity, solidarity, patriotic awareness, and the importance of family. In the context of these results, it can be suggested that teacher candidates participate in informal trainings, social responsibility projects and value-oriented activities in addition to the formal education they receive at the university. In addition, it can be suggested that especially teacher training departments in universities should carry out more joint projects with other educational institutions and non-governmental organizations providing services related to education, and even include these activities in their training programs.

**Keywords:** Teacher training, values education, social responsibility, spiritual values, teachers of the future



## Social Entrepreneurship - A Company with Added Value During COVID-19

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### Abstract

Since April 1, 2018, it is possible to register social entrepreneurship in Latvia as one of the types of entrepreneurship. Covid - 19 crises have brought new changes and become a good precondition for the development of social entrepreneurship. The aim and tasks of the research are to study and model new business management methods not only in social enterprises, but also in business in general. Crisis always means an opportunity to review the life and system, business structure. The limitations of the COVID crisis - mainly work from home - require different management of the company. The time and the situation to which we are already accustomed increasingly confirm that technological development allows us to work from anywhere - regardless of the country, region, job opportunities. The crisis has forced us to learn to organize work, to do it in a completely different way. As a result of the study, the authors conclude that such a work regime is possible in almost all sectors, the changes are not only local, because the crisis is global. A monographic or descriptive method will be used to study the theoretical basis; logical - constructive approach - analysis of judgments and results and methods of primary research - interviews in order to obtain primary information and perform its verification. The result is the basis for the conclusion that the crisis is a good precondition for the development of social entrepreneurship in Latvia.

**Keywords:** Social entrepreneurship, COVID-19 crisis, population risk groups, social impact, management methods



## Secondary School Students' Cheating Behaviour in Mathematics Classes

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### Abstract

The goal of this research is to examine students' cheating behaviour in traditional mathematics classes with regard to age and gender and to the type of school they attend. The research was conducted on a sample of convenience that consisted of 456 secondary school students from the Zagreb County, Karlovac County and The City of Zagreb County. An online questionnaire was used for the purposes of the research along with 'The Cheating Scale' (Šašić and Klarin, 2009) with permission of the authors. Two statistically significant latent dimensions of active and passive cheating were extracted using factorisation of the measuring instrument, which together account for 60,969% of the total instrument variance and so the internal reliability of the questionnaire proved to be satisfactory and the Cronbach Alpha coefficient is 0,930. To test whether there is a statistically significant difference between male and female students on two indexes of cheating in secondary school mathematics classes, Mann-Whitney U test was used on two independent samples and a statistically significant difference on the scale of active cheating in mathematics classes was, in fact, established between male and female students. However, on the scale of passive cheating a statistically significant difference was not established, so the results show that female students engage in active forms of cheating more frequently than male students in mathematics classes. The same test showed that there is not a statistically significant difference when it comes to the prevalence of cheating in mathematics classes between students in lower grades of secondary school and students in higher grades on the index of passive and active cheating. Mann-Whitney U test was also used to test if there is a statistically significant difference between gymnasium and vocational school students on two indexes of cheating in traditional mathematics classes in secondary school whereby it was established that there is not a statistically significant difference between gymnasium and vocational school students when it comes to the active cheating index. However, there is a statistically significant difference on the passive cheating index between gymnasium and vocational school students whereby gymnasium students engage in passive forms of cheating to a greater extent than vocational school students in their mathematics classes in a traditional classroom.

**Keywords:** Mathematics classes, prevalence of cheating, ethical code



## The Reflections of Global Pandemics After the 19th Century on Art Education

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### Abstract

Incidents that affect humanity globally have occurred due to different reasons every century. Apart from the events directly caused by people, such as wars, economic and political developments, some events that are not in the hands of people, such as pandemics, affect everyone. Pandemics have forced communities to change in some fields, especially in socio-cultural, political and economic. Art education, which is an inseparable part of humans' social life and education, has been one of the fields that are affected by these processes. Since the fundamental source of art is human, incidents that affect humanity have enlarged and renewed art and brought new inclinations and trends resulting from marching with the times. In the modern era, technology has been involved in these inclinations; it has continued the phases of art in ancient times and its development through today. Together with the effect of pandemics on forming new art trends and the developments in the field of art education served as dominoes for the next centuries, and changing inclinations of art have become a part of the lives of societies. By involving in art and spreading the education given in this field, technology, which rapidly developing in the 20th and 21st centuries, has helped remove borders that emerged during the pandemic and has ensured the continuity of art education. The fact that each society has its own culture and social life has shown that the pandemics experienced differently in many parts of the world. In this sense, in this study, which is examined the 19th century and after where there were significant changes in art education and trends; it is studied and interpreted that the traumatic effect of the pandemics which causes great losses on people after the 19th century together with different cultural codes on art education. Document analysis, one of the qualitative data collection methods, was used to obtain the research data. The descriptive analysis method was used to analyze and interpret the research data obtained by document review

**Keywords:** Art education, art movements, pandemic



## Virtuality and Education in Times of COVID-19: An Empirical Study in India

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### Abstract

In the world before pandemic COVID-19, the world was already facing a learning crisis. Before the pandemic, 258 million children and school-age youth were out of school. And low educational quality meant that many of the children who were in school learned too little. The learning poverty rate in low-income and middle-income countries was 53%, which meant that more than half of 10-year-olds couldn't read and understand a simple story suitable for his age. Even worse, the crisis was not evenly distributed: the most disadvantaged children and young people were those less access they had to school, with dropout rates higher educational attainment and greater deficits in learning. All this means that the world was already far from being able to meet the Goal of Sustainable Development 4 that commits all nations to ensure that, among other environmental objectives curious, "all the girls and all the boys finish the primary and secondary education, which must be free, fair and of high quality". Objective: To explore the strategies and the pedagogical and technological resources used by teachers in the virtual education model applied during the preventive quarantine and closure of educational institutions as a result of the global health emergency caused by COVID-19. Method: A quantitative descriptive correlational design will be applied. Participants will mostly be teachers representing institutions of different educational levels in Northern India.

**Keywords:** COVID-19, pandemic, virtual education, inequality, digital gap



## **Dwindling Resources on Superintendents' Leadership and School Board Decision-Making and Students' Well-being and Academic Outcomes Remain a Challenge**

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### **Abstract**

Superintendents have many challenges in performing the job in most school districts. A high percentage of superintendents see the most challenging tasks are to improve the performance of diverse underprepared students, how to help students who come to school from high poverty areas who need so much help, and recruiting and maintaining quality teachers to work in schools. Other challenges for superintendents are strengthening academic rigor, budget shortfalls, recruiting and retaining principals/teachers, rising demands for assessment from the state and federal level. Superintendents are concerns about students being successful in careers and education in post-secondary settings in a rapidly changing economy and a technologically-driven society (Noonoo, 2018).

**Keywords:** Superintendent, board members, funding sources, student well-being



## Examining the Relationship Between Employer Brand, Job Satisfaction and Person-Organization Fit: A Model Proposal

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### Abstract

Nowadays, organizations can differentiate themselves from their competitors and gain a competitive advantage only if they can reach and retain human resources with the necessary competencies. One of the conditions for this situation to be achieved by organizations is to create an employer brand. Employer brand can be broadly defined as the efforts of organizations to influence employer preferences by taking place in the minds of qualified employees positively and permanently (Ewing, et al. 2002; Berthon, Ewing, & Hah, 2005). Creating a high level of employer brand perception will increase the job satisfaction (JS) of the employees. JS can be defined as the optimistic emotional state that occurs due to the compatibility between the expectations of the employees and gains as a result of the work they do (Oshagbemi, 2000). However, at this point, person-organization (P-O) fit becomes a critical variable. Person-organization fit occurs when the employees and the organizations share similar values and principles and fulfill each other's needs (Kristof, 1996). Studies examine the relationship between employer brand and job satisfaction (Schlager, et al. 2011; Tanwar & Prasad, 2016; Davies, 2008). In addition, some studies deal with employer brand and person-organization fit (Matanda & Ndubisi, 2013; Özçelik & Fındıklı, 2014). Also there are studies regarding the relationship between JS and P-O fit (Silverthorne, 2004; Ambrose, Arnaud, & Schminke, 2008; Verquer, Beehr, & Wagner, 2003). In this context, this research objective to propose a model for determining the role of P-O fit in the connection between employer brand and JS. In the literature, no study has been found in which a model proposal has been found regarding the role of P-O fit in the relationship between employer brand and JS. In this context, the following recommendations were made:

**Proposition 1:** *Employer brand is a relationship with JS.*

**Proposition 2:** *Employer brand is a relationship with P-O fit.*

**Proposition 3:** *There is relationship between P-O fit and JS.*

**Proposition 4:** *P-O fit has a role in the relationship between EB and JS.*

**Keywords:** Employer brand, person-organization fit, job satisfaction





## University Students Perceptions on E-Learning: Cross-Study in Portugal and Italy

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### Abstract

The COVID-19 pandemic imposed dramatic changes on educational practices worldwide. This study aims to evaluate the distance learning experience of students during the COVID-19 pandemic by comparing results obtained in two countries: Italy and Portugal. A cross-sectional survey was used to analyse a survey questionnaire focused on two domains: digital skills and motivation to engage in distance learning. The average digital skills score was  $43.8 \pm 1.8$  (Max 56), and motivation with distance learning score was  $46.0 \pm 1.9$  (Max 57). The results from Italian and Portuguese students also indicated that 61% showed a positive attitude towards online learning and the digital hybrid pedagogy. The recent e-learning experience created at the same time complex challenges and a variety of opportunities. Students and university staff need for training was highly associated with motivation, engagement and connection with colleagues rather than with the infrastructures offered or the development of computer literacy, which clearly indicates that universities can further improve their experience by addressing those needs.

**Keywords:** COVID-19, digital skills, students' perceptions, students motivation



## **Analysis on International Student Research across the World during the Covid-19 pandemic: Future Tasks for Mental Health and Counseling in Korea**

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### **Abstract**

The purpose of this study is to explore international student research trend in terms of mental health and counseling. For this end, with literary research method, this study reviewed and compared those researches conducted in Korea and across the world, before and during the Covid-19 pandemic. In contrast to the situation before the Covid-19 pandemic, the pandemic has influenced on human's well-being in unprecedented way, especially on international student's mental health across the world, and thus the caring strategies should be transformed accordingly. The previous international student counseling research's common themes like cultural adjustment and psychological health, and help utilization will be certainly changed in terms of priority and severity after the pandemic. Finally, this study suggested the future research direction and agendas of international student after the Covid-19 pandemic. This study will contribute to calling attention to international students across the world, and especially making mental health support policy on international students in Korea.

**Keywords:** International student, Covid-19 pandemic, mental health, counseling



## Changes in Some Values of Antropometric Measures in Six-Year-Old Girls over the Period of Twenty Years

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### Abstract

This research was conducted over the period of twenty years with the aim of determining possible changes in certain anthropometric measures in girls aged 6 years  $\pm$  6 months, who were kindergarten students in the city of Zagreb. During this time, five measurements were performed every five years. The first measurement was performed in 1998, then in 2003, 2008, 2013, and the final one in 2018. A total of 463 girls participated in the study. Parental consent was obtained for each child who participated in the study. Measurement included seven anthropometric measures (body weight, height, upper arm circumference, thigh circumference, skin fold on the upper arm, skin fold on the abdomen, and BMI). The ANOVA was used, in addition to the Bonferon post-hoc test, to determine statistically significant differences between these measures during the five measurements. The obtained results indicate that statistically significant changes occurred in most of the tested anthropometric characteristics. Statistically significant differences were not found only in two variables: Body Mass Index (BMI) and Body weight. Of particular concern is the increase in measures that determine the extent and the level of subcutaneous fat tissue. The results indicate that, over the past twenty years, there have been statistically significant differences between the measured girls, especially in the increase in the level of subcutaneous fat and measures of body circumference. Here, the effect of a sedentary lifestyle on the body structure of preschool girls is confirmed again. The results also point to the need for a change of lifestyle in which the consumption of high-calorie foods with insufficient physical activity is dominant. Practitioners should learn from these results and try to highlight the paradigm of the importance of physical activity and proper nutrition for the appropriate growth and development of six-year-old girls.

**Keywords:** Morphological characteristics, 6-year-old girls, inharmonious trend



## The Transformation of Within Classroom Threats in The Distance Education Epoch of The Covid-19 Pandemic Period

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### Abstract

The COVID-19 Pandemic, which is a medical term, has deeply affected societies and education processes and human health. Student behaviors in online classrooms have also changed rapidly in the distance education epoch that is compulsory as a result of the measures taken to prevent the spread of COVID-19. Classroom misbehavior, which is known to increase in frequency and severity, especially under pressure, continued in this process and confronted educators as an obstacle to achieving educational goals. The present study aimed to reveal whether university students experienced physical, emotional, and intellectual threats in online classes and online courses; and if they felt any threat, what kind of skills such as classroom management, leadership, and participation were used by the instructors and students to solve such treats. The study group of the research, in which phenomenology (research design), one of the qualitative research methods, was used, was determined by opportunistic sampling. 110 preservice teachers studying at three different universities in Turkey were included in the study. The study data were obtained by conducting a focus group interview (data collection method) with a semi-structured interview form (data collection tool) developed by the researchers. The data obtained from the research were analyzed by content analysis (data analysis method). NVivo11 software was used in the coding processes of the research data. According to the results obtained; the preservice teachers emphasized that they felt Emotional threats such as anxiety level and increased stress, focusing problems in the distance education epoch; they experienced Intellectual threats such as fear of turning on the camera and sound, inability to hear clearly due to connection problems, refrain from asking questions; and that they experienced physical threats such as neck, back pain, and eye strain as a result of being in front of the screen for long hours. The research was completed by discussing the results obtained to make the distance education epoch more efficient and by presenting suggestions for the subject.

**Keywords:** Within-classroom threats, online classes, teacher candidates, classroom management, leadership



## Historical Background of Artistic Education in Latvia

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### Abstract

Up to the present day, certain experience in educating art teachers has been accumulated in Latvia. The progressive system of artistic education in the life of Latvia was formed in the 19th century in the context of artistic culture. By the 20s the authors who had acquired European education became known. They initiated the study of the issues of artistic pedagogy as the issues of artistic education. The 1920s and 1930s are of special interest – these two decades started the process of the formation of the new Republic. As the result, Artistic Education in 1920-30 following the ideas of the founders has been viewed differently: as the means of attracting people to the national culture; as the area of the specific artistic education on the national basis in special and comprehensive schools. The goal of the article is to study the importance of art education in the teacher training process, as well as to find out the ways the methods of teaching drawing in the 1920s and 1930s were used. Experience of other countries helped in creating the approach to teaching drawing in the schools of Latvia, with the specific features and conditions of our country taken into consideration. In the research process, there were analyzed spiritual pre-conditions in the formation of artistic education, the goals and tasks of art education in this period. The theoretical methods of study: to analyze periodical materials, the training devices, and special literature in art and pedagogy. The restored historically established experience gives an opportunity to prove its idealistic and positive character. It contains rational positive initiatives as well. The implication of which will allow perfecting the system of artistic education on the basis of the national identity of a culture. During the 21st-century living side by side with new technologies and reacting to the needs of the actual life, they will become the cornerstone for the establishment and development of the new important aspects in the teacher training process and artistic education in the school.

**Keywords:** Artistic culture, artistic education, teacher training, drawing teaching.



## Improvement of Gambling Addiction Prevention Measures in the Field of Public Health Promotion

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### Abstract

Addiction disease is a primary, chronic, and progressive disease that increases the risk of mortality, it is also an incurable but definitely treatable disease. Addiction is a biopsychosocial disease that affects an individual's biological needs and mental stability, as well as the significance of social role in society. When working with people with addiction problems, people in medicine, public health and other fields face an ambiguous approach to what addiction is and where there is a line between addiction, habits, behavioural problems and obsessive-compulsive disorder. Regarding substance dependencies, the approach is more uniform, but when it comes to process dependencies, we are faced with an ambiguous definition. Gambling addiction is the only process addiction identified as addiction (hence a disease) in the 11th Revision of the International Classification of Diseases (ICD-11) and The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5). In ICD-11 it is called 'Gambling disorders', while in DSM-V the same diagnosis is called 'Gambling Addiction' for the same diagnosis and is currently the only disease of its kind included in the non-Substance-Related and Addictive Disorders section, which is a subsection of Substance-Related and Addictive Disorders. The growing prevalence of gambling addiction shows that existing prevention methods are not working or are not effective enough, so new approaches need to be sought. One way for a person to avoid problematic gambling and addiction is to register people who have given up gambling and interactive lotteries. The register of self-denied persons has been operating in Latvia for the third year in a row and has proved its effectiveness elsewhere in the world. Although the register is basically intended as a tool to help players exclude themselves from the game, and no one else can usually do so on behalf of a particular person, restrictions have been introduced since this year to prevent non-payers of maintenance from gambling. Perhaps consideration should be given to establishing criteria and cases where this activity could also be carried out by professionals working in the field of gambling prevention. The aim of the study is to investigate what changes would be needed in the prevention of gambling addiction and what innovative measures should be introduced.

**Keywords:** Addiction, disease, prevention, gambling



## Predicting Korean Pre-service Teachers' Intention of Implementing Education for Sustainable Development: A Fuzzy-set Qualitative Comparative Analysis

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### Abstract

To create a more sustainable world, individuals are equipped with the requisite knowledge, skills, values, and attitudes that empower them to contribute to sustainable development (SD). Education for Sustainable Development (ESD) is education that allows every human being to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future. People cannot acquire the knowledge, skills, and values required to achieve a sustainable society without education. Therefore, ESD has been recognized as a key instrument to achieve the SD, and has been emphasized as an important tool in increasing public awareness and understanding of SD. Korea has developed a national strategy which includes strong emphasis upon the value of ESD. The purpose of this research is to reveal the different combinations of conditions predicting Korean pre-service teachers' intention to implementing education for sustainable development. Although many empirical studies have reported a solid relationship to explain the attitude and self-efficacy to the teachers' implementing intention, in some cases, the consideration of these two variables has not proven to be sufficient for predicting it. Therefore, the present work included social pressure on ESD and responsibility for implementing ESD as the other variables can explain pre-service teachers' intention of implementing Education for Sustainable Development (ESD). Therefore, outcome variable is intention to implement ESD (CR: 0.71, Cronbach alpha: 0.82), and the explanatory variables were:

- Attitude toward ESD (CR: 0.83, Cronbach alpha: 0.82).
- Pre-service teachers' self-efficacy in student engagement in ESD context.(CR: 0.81, Cronbach alpha: 0.82)
- Pre-service teachers' self-efficacy in instruction in ESD context.(CR: 0.83, Cronbach alpha: 0.82)
- Social pressure on ESD (CR: 0.89, Cronbach alpha: 0.89)
- Responsibility for implementing ESD as a teacher.(CR: 0.75, Cronbach alpha: 0.75)

This study was based on a sample of 245 Korean pre-service teachers. The research method is the fuzzy sets qualitative comparative analysis (fsQCA) using the set-theoretic relations, which starts from the premise that social phenomena have causal complexity characteristics. The finding using fsQCA is as follows; 1) As consistency for conditions ranged from 0.44 to 0.87, none of the variables is necessary condition for Intention of Implementing Education for Sustainable Development. 2) Four distinct paths were extracted clearly to explain the high level of intention to implement ESD. 3) Two distinct paths were extracted clearly to explain the low level of intention to implement ESD. I suggested that teacher education institutions need to include content and methods related to ESD in the curriculum

**Keywords:** Attitude; theory of planned behavior; self- efficacy; education for sustainable development(ESD), fuzzy-set qualitative comparative analysis(fs/QCA); necessary condition; sufficient condition



## A Qualitative Exploration of School Stakeholders' Perceptions of Teachers' Training for Distance Education

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### Abstract

When the virus outbreak started to spread the world from Wuhan, China later in 2019, life has changed dramatically. In order to adapt rising health crisis across the world, family dynamics, work relationships, K-12 and college education had to be adjusted based on these changes. By the winter of 2020 Turkish Council of Higher Education (CoHE) initiated distance education. Colleges of education's teachers' training programs at the universities both in their formal classroom education and also in-service training were affected since regular education procedures were interrupted. Distance education methods have been presented in as a mediocre teaching method both in formal education and also in-service training by the Turkish higher education institutions. In order to ensure positive organization climate, it is important to explore the role of distance education in teachers' in-service training programs to understand its effectiveness. There are not many study, which explored school stakeholders' perceptions of teachers' training for distance education (i.e., related to enhancing students' learning experience as it takes place outside the classroom). School stakeholders' views are important since they are directly and indirectly involved in the learning processes, shaping distance learning experience and emotional climate of the school system. Emotional climate is essential to bring positive organizational culture. School stakeholders play crucial role in cultivating learning, engagement and involvement at the organizational level. Teachers training programs can integrate systemic thinking in relation to school stakeholders' roles as part of a larger system, which is reciprocally structured with interpersonal and inter-institutional level. The aim of the study was to explore school stakeholders' perceptions of teachers' in-service training for distance education. Open-ended questions are used to attain details possible as they allow for informants answering from their own reference points. The study was carried out with the semi-structured interview method, which is a common data collection method qualitative research study. The data of the research were obtained by using semi-structured interviews. Participants were asked regarding their views on teaching and learning processes, student motivation and assessments and technical issues, which occur during in-service training. The content analysis technique was used to analyze the data and the study results were emerged as themes from the Focus Group discussions on distance education. Using Focus Group, data collection is conducted in four phases: field supervisors, university supervisors, students in in-service training and school principals regarding the effect of distant education, including 40 participants 10+10+10+10 in four groups taking. NVivo program is used for identification of codes and categories and themes. Results emerged from the study shed light on the needs, advantages and disadvantages e.g., role of technology use during distance education. Ways to keep students motivated and engaged, issues related to measurement and evaluation, issues related to resources (such as internet and computers), technical problems, other issues related to communication and socialization, in-class interaction, issues in educational equity, readiness for the distance education process were discussed. Several issues emerged which included topics related to student measurement and evaluation, equal education opportunities, participation and interaction, technology infrastructure, sustainability with distance education as keeping students engaged while minimizing problems.

**Keywords:** COVID-19, distance education, teachers' in-service training, school stakeholders, organizational climate





## Challenges of Online ELT Teaching Practicum: Views of School and Faculty Advisors

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### Abstract

Teaching practicum is the vital and compelling stage of ELT teacher education yet it might have come to a state of more challenging and state-of-the-art experience for ELT teacher candidates. In ELT teacher education program, teaching practice is the ultimate key component of the process of training that student teachers' field and pedagogic knowledge and teaching skills are actualized and tested, early teacher identities are begun to be formed and initial steps are taken towards a life-time teaching career. Official regulations in line with global pandemic status quo on educational activities at state primary/secondary schools and universities to be carried out online has changed the modes and means of both in and pre-service EFL teachers' practices and experiences in English Language Teaching field. Considering the three participant groups of the process as teacher candidates, practicum school advisors and faculty advisors, it is essential to inquiry the impact of this new coercive teaching practice system on them. At least as the advisors have past experiences in assisting teacher candidates at face to face school atmosphere, comparing online practicum carry out gives them opportunity to see whether there are differences, similarities or challenges between online and face to face practicum structure. This study attempts to gain insight into teaching practicum period that school and faculty advisors carried out through fully online English lessons administered by state primary schools. Semi-structured interviews with advisors form the methodology of the study while the interpretation of results and recommendations are discussed in line with the current ELT and EFL teaching and learning theory and practices.

**Keywords:** ELT teaching practicum, online teaching practicum, online EFL teaching



## The Relationship Between Teachers' Resistance to Change and Emotional Intelligence

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Plagiarism Rate: 18%

### Abstract

The aim of this study is to reveal the relationship between teachers' resistance to change and emotional intelligence. In this study, the correlational survey model was used as the relationship between the two variables was decoded. "Resistance to Change Scale" and "Trait Emotional Intelligence Scale - Short Form" were used in the research. The study group consists of 338 teachers working in Bursa province in the 2020-2021 academic year, of which 189 are female and 149 are male participants. SPSS Statistics 25.0 and SPSS Amos 26 programs were used in the analysis of the data. Pearson product-moment correlation analysis, independent samples t-test, and one-way variance analysis (one-way ANOVA) were applied at the analysis stage. In the study, a significant difference was found in the routine seeking dimension of resistance to change and the well-being and self-control dimensions of emotional intelligence according to the type of institution. These differences were found to favor those who worked in public for the dimensions of well-being and self-control and those who worked in private for the dimension of routine seeking. There was also a significant difference found between the dimension of the routine seeking and the level of education in favor of graduate participants. Again, a significant difference was found between the routine seeking dimension and gender in favor of male participants. In addition, a significant difference was observed between participants working in primary and secondary schools regarding resistance to change and the level of educational institution. In the study, it was observed that there was a negative, high-level significant, and moderate level correlation between the level of resistance to change and emotional intelligence. It has also been observed that emotional intelligence is a positive and meaningful predictor of resistance to change.

**Keywords:** Emotional intelligence, resistance to change, teacher



## The Relationship Between the Extreme Communication Loads Perceived by Teachers and the Level of Burnout During the Covid-19 Pandemic

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Plagiarism Rate: % 19

### Abstract

The aim of this study is to determine the relationship between a teachers perceived overload of communication during the Covid-19 epidemic and their level of burnout. The study group of the research consists of a total of 391 teachers, 245 women and 146 men, working in Sakarya/Serdivan and Kocaeli/Gebze in 2020 2021. In the research carried out with the relational screening model, the “Excessive Communication Scale Perceived by Teachers in the Context of the Covid 19 Epidemic” adapted into Turkish by Limon and Dilekçi (2020) and the “Burnout Scale” adapted into Turkish by Çapri (2013) were used. Since the data showed normal distribution, t- test and One Way Anova analyzes were performed to determine the significance levels. According to the analysis findings; in the dimension of communication overload, age, school level, seniority and branch variables; in the burnout dimension, a significant difference was found between gender, age, school level, school type, seniority, working time in the same institution, number of children and branch variables. The perceived burnout level of women is higher than that of men. Young and newly started teachers both have an excessive communication load and feel more exhausted, as the age and seniority of the teachers increase, the level of communication overload and burnout they feel decreases. It was determined that they felt more than that of other teachers. According to the research, a teachers perceived excessive communication load and burnout levels during the Covid-19 epidemic were above than average, as a result of the correlation analysis, there was a moderate relationship between burnout and excessive communication load levels and 25.4% of teachers' communication overload levels were above the burnout level.

**Keywords:** Covid-19 pandemic, teacher, communication overload, career burnout



## General Endurance of First-Year University Students in the Context of Covid-19 Pandemic

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### Abstract

The Covid-19 pandemic caused significant damage to the system of physical education of students. Due to quarantine, the emphasis on physical education classes was shifted from practical to theoretical, classes were held online. The indicators of the physical condition of students should decrease, and now it is time to conduct researches in order to obtain a quantitative assessment of these changes, in particular, the results of strength tests, speed, flexibility, dexterity, and endurance. The purpose of the work was to create a practical model of general physical endurance of first-year students in sports, classical, and polytechnic universities in the context of the pandemic of the corona virus. In total, 88 male students of the first year of the specialty "Tourism" of three leading Lviv universities took part in the study: as sports – Lviv State University of Physical Culture named after Ivan Boberskij (LSUPC), as classic – Ivan Franko National University of Lviv (LNU), and as technical – Lviv Polytechnic National University (LP). The studied students had body mass  $67.4 \pm 7.1$  kg ( $M \pm SD$ ) and body length  $172.8 \pm 4.6$  cm. All the subjects declared their consent in the writing form to participate in the testing, and the LSUPC Bioethics Commission reviewed and approved the planned studies. The testing was carried out during physical education classes, which took place according to the curriculum of the first academic year. The time of overcoming the 2000 meters course on the stadium treadmill was measured in September and in March of the academic year 2019-2020. The normality of the distribution of test results was checked by the methods of Shapiro – Wilk ( $n=20$  and  $n=28$ ) and Komogorov – Smirnov ( $n=40$ ). The comparison of the results of students from different universities was carried out using one-way ANOVA, and the shift in the time of students' results of each university – using t-Student paired test. The calculation was carried out using Statistica computer package and functions as well, as the Analysis ToolPak of Excel program. During the research stage, the indicator of general endurance of students of all the three universities statistically significantly deteriorated: in LSUPC – by 6.4%, in LNU – by 4.6% and in LP – by 3.3% ( $p=0.001$ ). According to the results of ANOVA the absence of a statistically significant difference in the value of the indicator of general endurance between students of three universities both at the beginning ( $p=0.253$ ) and at the end of the research stage ( $p=0.433$ ) was revealed. The mathematical model of overall endurance of first-year students presented in this report can be applied to all three studied universities, since the corresponding average values of the endurance indicator were statistically the same both at the beginning and at the end of the research stage ( $p>0.25$ ). A statistically significant increase in the time of overcoming the distance indicates a significant deterioration in overall physical performance due to restrictions imposed during the coronavirus pandemic ( $p=0.001$ ). The proposed model is informative for determining the overall physical performance of freshmen of the specialty "Tourism" of sports, classical and technical universities.

**Keywords:** Students, endurance, Covid-19, testing, modeling



## Coordinatorship in Vocational High Schools: Problems of School Administrators and Teachers

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### Abstract

The research includes problems, solutions and suggestions which are encountered by coordinator assistants, principals, and coordinator teachers who work in vocational high schools, during the vocational training implementation process in enterprises. This research, which deals with the opinions of coordinator assistant principals and coordinator teachers working in vocational technical high schools in Gebze, Çayırova and Darica districts of Kocaeli province, was conducted with qualitative research method. The sample of the research is 15 coordinator teachers and 7 coordinator assistant principals. The findings obtained from “semi-structured” interviews with the “criterion sampling” method are included. In the findings, the coordinator teachers and coordinator assistant principals evaluated the subject within the framework of students, teachers, administrators, businesses and laws. The problems encountered in the vocational training process in the enterprises and the solution proposals are presented. It can be said that there are problems such as the indifference of the enterprises to the student fees and the coordinator teacher, the content of the duty of the coordinator teacher, the coordinator teachers do not provide sufficient guidance to the student, and the enterprises see the student as a cheap worker. Some problems have been found caused by laws and regulations. It has been found that it is unnecessary to visit the enterprises every week. In addition, the importance of school administrators to be fair and experienced is emphasized. It can be said that the high workload of coordinator assistant principals causes stress. In particular, results such as the lack of a standard software program that meets all the needs related to insurance affairs and coordinating have emerged. The importance of in-service training for the coordinator was emphasized.

**Keywords:** Coordinator teacher, vocational education, skill training in business



## The Relation Between Empathy Competence and Class Management Skills of Teachers’\*

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Plagiarism Rate: 17 %

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### Abstract

It was aimed to identify empathy notion and how the teachers’ empathy skills affects their classroom management skills in this research. The sample of the study is composed of 301 teachers who were chosen by simple random sampling and work in public schools in 2019-2020 academic year at Hendek, Sakarya. This research conducted via correlational survey model. Personal Information Form was improved to get informations about teachers’ gender, age, marital status, professional seniority and their educational background. With the Empathy subscale of Emotional Intelligence Level in Working Life Scale which was improved by Titrek (2004), and the Classroom Management Skills scale that was prepared by İlgar (2007) had been used in this research. All of the data which had been acquired via Empathy subscale and classroom management skills scale to evaluate teachers’ empathy and classroom management skills with personal details form were analyzed with SPSS 22.0. (Statistical Package For Social Sciences). According to the results of the research; it was observed that teachers’ empathy skills dimension is quite high. It was found that there is a significance difference between teachers’ empathy skills about whether teachers have been educated about classroom management or not and graduation variable. It was observed that there is not any significance difference between teachers’ empathy skills and gender, age, field of study, professional seniority, choosing the job willingly or not, having been educated about emotional intelligence or not variables. It was seen that there is a significance difference between the graduation item of teachers’ on their classroom management skills. The significance difference is between the teachers who graduated from ‘other’ (faculty of science and letters, 2-years education high school, school of physical education and sports) and ‘faculty of education’ items and between ‘yes, i chose it willingly’ and ‘i chose it with others’ effect’ items. It was seen that the relation between teachers’ empathy skills and classroom management skills dimension is positively, reflective, medium-level and significant. It was observed that there is not any significant difference between the variables of teachers’ gender, age, field of study, professional seniority, choosing the job willingly or not, having been educated about classroom management and emotional intelligence or not and classroom management skills.

**Keywords:** Empathy, classroom management, classroom management skills, elementary school teachers



## **How Ready Are We for Risk Management? (Comparative Evaluation of Distance Education in Terms of Student Parents)**

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### **Abstract**

The conditions we are in show that having the skill to manage a sudden risk situation is important for the system, system builders and those affected by the system. The Pandemic, which constitutes the most important agenda of today, made it necessary to produce alternative solutions both in education and in life. The students who could not go to school followed the lessons through home education to the extent that the education system and conditions allowed. In this process, many countries of the world tried and are trying to do their best in terms of the power of the education system, being ready and adapting to alternative solutions, accepting and managing the concept of distance education as families, creating and evaluating the conditions. The risk is not over yet; families are still worried even though some countries have opened their schools for education and the students have come together with their teachers. The aim of this study is to comparatively evaluate the education system, system builders and those affected by the system by taking into consideration the risk environment faced by families who are living in different countries and the education their children receive. The strength of the education system, the readiness and adaptation to alternative solutions, the acceptance and management of the concept of distance education as families, the creation and evaluation of conditions will be discussed comparatively in terms of countries. In order to discover the positive or negative aspects of the conditions, the form developed by the researcher by performing all the steps was arranged in both English and Turkish languages as a Google form and sent to the families. Snowball technique, being one of the qualitative research techniques, was used to get the opinions of the families who followed their children's home education from the beginning of this process in different countries of the world. Skill development, communication competence, learning environment, willingness to learn and learning effect dimensions along with personal information are available in the form which contains 40 statements created with various metaphors, completion statements, yes-no and agree-disagree questions in the questionnaire type. Statements and explanations will be analyzed descriptively. The form was sent to the appropriate sample groups via e-mail through acquaintances in Turkey and abroad. The forms were shared on channels such as facebook, instagram and WhatsApp to the people they also communicated with, and a total of 95 families living in different countries (Netherlands, Sweden, Canada, etc.) were reached.

**Keywords:** Corona, distance education, risk management, lifelong learning, education system



## Attitudes and Opinions of Postgraduate Students Towards Distant Education During Covid-19 Pandemic: Cyprus Example

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### Abstract

Distant education model has become the most common educational model worldwide due to the Covid-19 (Coronavirus) pandemic which emerged in Wuhan city of China by the end of 2019. In North Cyprus, traditionally face-to-face education in all the institutes under the umbrella of National Education Ministry and Higher Education Institute had been halted as per to the Coronavirus and therefore, classes had been resumed through online channels. The rapid shifting to online channels not only caused distress among the students who do not have experiences in online education system but also surfaced many problems for the access to the education. This study aims to lay out the attitudes and views of the higher education students in North Cyprus regarding the distant education during the Covid-19 pandemic in 2020-2021 educational year. In this study, which was mixed modelled, random sample is used for the determination of the study group which was constructed with 470 volunteered higher education students who continue their distant learning. The qualitative analysis of the data was made through content analysis. Since the participant students did not have any precedent online education experiences, it is determined that they had been confronted adaptation problems at the beginning and they were concerned whether the applied classes will be as sufficient as the theoretical classes in terms of efficiency. Through the data that were collected from the students, several suggestions have been placed regarding the future of the online education. In terms of quantitative analysis of the data were collected from the students, it is determined that they received  $\bar{X}=82,52\pm19,50$  points from the overall Attitudes Scale Regarding the Use of Distant Education Environments During the Pandemic,  $\bar{X}=23,03\pm7,21$  points from competence and education sub-dimension,  $\bar{X}=26,36\pm5,81$  points from practicality sub-dimension,  $\bar{X}=18,20\pm4,83$  points from the efficiency sub-dimension and  $\bar{X}=14,93\pm4,12$  points from the satisfaction sub-dimension. It is identified that the points do not indicate any difference according to the age group, grade and internet use durations ( $p>0,05$ ) as the points of male students are observed as higher than of female when the points obtained in the sub-dimensions of competence and motivation as well as practicality within the Attitudes Scale Regarding the Use of Distant Education Environments During the Pandemic.

**Keywords:** Online education, education during the pandemic, blended education, synchronicity, asynchronous





## Secondary School Students' Cheating Behaviour in Mathematics Classes

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### Abstract

The goal of this research is to examine students' cheating behaviour in traditional mathematics classes with regard to age and gender and to the type of school they attend. The research was conducted on a sample of convenience that consisted of 456 secondary school students from the Zagreb County, Karlovac County and The City of Zagreb County. An online questionnaire was used for the purposes of the research along with 'The Cheating Scale' (Šašić and Klarin, 2009) with permission of the authors. Two statistically significant latent dimensions of active and passive cheating were extracted using factorisation of the measuring instrument, which together account for 60,969% of the total instrument variance and so the internal reliability of the questionnaire proved to be satisfactory and the Cronbach Alpha coefficient is 0,930. To test whether there is a statistically significant difference between male and female students on two indexes of cheating in secondary school mathematics classes, Mann-Whitney U test was used on two independent samples and a statistically significant difference on the scale of active cheating in mathematics classes was, in fact, established between male and female students. However, on the scale of passive cheating a statistically significant difference was not established, so the results show that female students engage in active forms of cheating more frequently than male students in mathematics classes. The same test showed that there is not a statistically significant difference when it comes to the prevalence of cheating in mathematics classes between students in lower grades of secondary school and students in higher grades on the index of passive and active cheating. Mann-Whitney U test was also used to test if there is a statistically significant difference between gymnasium and vocational school students on two indexes of cheating in traditional mathematics classes in secondary school whereby it was established that there is not a statistically significant difference between gymnasium and vocational school students when it comes to the active cheating index. However, there is a statistically significant difference on the passive cheating index between gymnasium and vocational school students whereby gymnasium students engage in passive forms of cheating to a greater extent than vocational school students in their mathematics classes in a traditional classroom.

**Keywords:** Mathematics classes, prevalence of cheating, ethical code



## How is personal development expressed with metaphors?

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### Abstract

Man is inevitably constantly changing and evolving. This change and development is affected by the events we experience, the relationships we establish, the books we read, our education, the movies we watch, the people we meet, the places we visit and many other channels. While this process sometimes takes place consciously and in a controlled way, sometimes it happens involuntarily, unconsciously and uncontrollably. Personal development is the controlled and conscious part of these processes. Because the desire for personal development starts when a person does not find his current situation sufficient or thinks that he can do better and wants to be better. The person wants to take himself a little further. In the research, students were asked to explain 12 concepts related to personal development with metaphors. Expression with metaphors is a method that is frequently used in narratives from the past to the present. Thanks to metaphor, a problem, a situation is explained in another way through metaphor. This way is also a very creative method. The aim of the research is to reveal students' perceptions of personal development by explaining them through metaphors. For this, first of all, the most important key concepts of personal development were determined. In the research, phenomenological design, one of the qualitative research methods, was used. The research was conducted with 9 3rd grade and above students studying at the Faculty of Medicine and Education at Kahramanmaraş Sütçü İmam University. A semi-structured interview form developed as a data collection tool was used in the research. In order to increase the validity and reliability of the interview form, expert opinion was taken. The pre-application of the developed interview form was made with 3 participants. According to the results obtained in the research, it was seen that all of the students preferred animals in their expressions as metaphors. In addition, it was understood that he established strong relationships between the concepts of personal development and the characteristics of animals. This shows us that students' awareness of the most important concepts of personal development is high.

**Keywords:** Metaphor, personal development, confidence, communication



## Investigating the Effectiveness of School Administrators during the Pandemic Process

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### Abstract

The Covid-19 case in the world was first seen in China on 1 December 2019 and then in Turkey on 11 March 2020. Coronavirus that is known as Covid-19 took hold of whole world in a short time and broke out as epidemic. This year was announced “Pandemic” with the reason of this epidemic by World Health Organization. All countries had to impose restriction to reduce the impact of epidemic in pandemic term. In the beginning of these restraints, schools had to continue the education in the way of this research is to specify the efficiency of school administration in the process of pandemic. Moreover, in this research it is aimed to state the efficiency of school administration with the view of teachers. The research is determined as phenomenological model through the kind of qualitative research. The working group of this research comprises of 30 teachers and 12 school directors who work in primary school, secondary school and high school in Adıyaman, Kahramanmaraş. Data is collected by using semi-structured interview form. According to the findings of the study, the school administrators tried to effectively manage the process in this process by guiding every staff member in the institution, providing the necessary motivation to the teachers, students and parents in this process, in order to ensure the effectiveness of the school administrators in the pandemic process. In general, it is understood from the findings that school administrators should make effective leadership by developing more effective leadership during the pandemic process.

**Keywords:** Covid-19, pandemic process, teacher, effective school management



## Opinions of Teachers and School Administrators on Current and Future Inspection Practices

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### Abstract

This research aims to determine the perceptions of teachers and administrators about current supervision practices and their views on how and for what purpose supervision should be carried out. The study includes qualitative and quantitative data analysis in the descriptive research design, in which a measurement tool consisting of semi-structured and open-ended items was applied to the participants. In the first part of the measurement tool, the school administrators and teachers were asked questions to determine their attitudes about current supervision practices in schools, and the second part asked about their views on how and for what purpose supervision practices are expected to be carried out. In the analysis of quantitative data, arithmetic mean and standard deviation were used for multiple-choice items; whereas frequency and percentage distributions were used for items containing multiple data points. T-test analyses were used to describe and compare the perception levels and opinions of school administrators and teachers. Content analysis was performed in the evaluation of qualitative data. The findings on perceptions of the current inspection practices and opinions on what kind of inspection is desired are presented under the headings of attitudes towards inspection, the purpose and consequences of inspection, inspection frequency, inspection units, methods and data sources used in inspection; comparing the existing and desired circumstances. The findings reveal that the participants are not content with being supervised under current circumstances and they would only be partially satisfied with being supervised even if inspection is conducted on their own terms. However, all of the participants think that inspections of school management and teachers should be continuous and spread throughout the academic year. Other findings regarding the current situation include that the inspection practices are carried out in the form of document reviews that the school principals and teachers are inspected by their administrative supervisors and inspectors, and that data is collected from internal stakeholders of the school, school parent unions and labor unions. The study also found that the inspections are carried out to determine the deficiencies of the school principals, the deficiencies and the success of the teachers, and result in administrative sanctions and provision of guidance towards the school principals, and verbal warnings and guidance towards the teachers; and that administrative inspections are carried out once every few years. Findings about the participants' expectations toward inspection show that school administrators and teachers prefer inspection done according to opinions of the school stakeholders rather than by administrative supervisors or inspectors. To support the inspection practices, monitoring and evaluations can be made by academicians throughout the administrative and teaching processes, and central exams can be held in order to ensure reliability in inspections. As other requirements, participants also emphasized the inspectors' competence, fairness, respect for personal characteristics and differences, as well as imperviousness of the inspection process to administrators' or teachers' membership to a group or a labor union.

**Keywords:** School inspection, inspection of teachers, inspection methods, inspection frequency, satisfaction with inspection.



## Views of School Managers on Behavior of Power Center-Building Games

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### Abstract

In this study, it was aimed to examine the behaviours of school principals in power center building games (OMGMOO) according to the opinions of teachers. An explanatory sequential pattern was used in this study, in which the mixed research method was preferred. The universe of the research; 2020-2021 academic year Kahramanmaraş Central Onikişubat and Dulkadiroğlu districts of Kindergarten, Primary School, Secondary School and from top to toe school teachers were formed. The sample of the study was composed of 553 teachers selected by simple selective sampling method. In the qualitative dimension of the research, the method of purposeful sampling was used. The working group of the qualitative department was composed of 16 teachers who participated in the quantitative dimension of the research. After collecting and analyzing quantitative data in the study, qualitative data was collected and analyzed. In the collection of quantitative data, "School Principals ' Power Center Building Games scale' (OMGMOO) developed by Gençer, Tok and Ordu (2018) and "Personal Data Form" developed by researcher was used. A semi-structured interview form developed by the researcher was used to collect qualitative data in the study. In the qualitative part of the study, teachers were asked 6 questions about OMGMOO behaviours. The SPSS 22.0 analysis program was used for the analysis of the quantitative data of the study. Qualitative data was analyzed using descriptive analysis method. As a result of the research, it was determined that the scale was moderate in statistical data according to the teacher's views in the quantitative dimension. While significant differences were determined by the variables" gender, branch and type of school he/she served, " it was concluded that there were no significant differences according to the variables' year of service at school and membership in any union". In the qualitative aspect of the research, interviews with teachers showed that they used OMGMOO behaviours at a high level. The findings were discussed and recommendations developed. It was observed that school principals rarely preferred the behavior of "patronage, expertise, Empire and budgeting" games, while the behaviours of "sponsorship and alliance" games were more common. At the end of the study, suggestions were made that studies could be done to use OMGMOO behaviours more effectively.

**Keywords:** School principal, power, politics, political games, power center building games.



## New Skills in School Management Brought by the Pandemic Process

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### Abstract

The Covid-19 case in the world was first seen in China on 1 December 2019 and then in Turkey on 11 March 2020. Coronavirus that is known as Covid-19 took hold of whole world in a short time and broke out as epidemic. This year was announced “Pandemic” with the reason of this epidemic by World Health Organization. All countries had to impose restriction to reduce the impact of epidemic in pandemic term. One of the organizations most affected by these restrictions is schools and school administrations. In this study, it is aimed to determine the effects of pandemic process on changes in managers' skills. It is a qualitative study and a phenomenological pattern is used as a design. Semi-structured interview form was used as data collection tool. In the study, a total of 15 school principals and 30 teachers, including 5 principals and 2 teachers from each principal, from primary schools, secondary schools and high schools in the district of Şahinbey in Gaziantep province gave their opinions. Descriptive analysis method was used to analyze the data. As a result of the research, it is stated as the positive aspect that the pandemic creates changes in the management understanding of the managers, that they receive training or want to get training to control the process more easily, that they make many physical changes in their institutions, that they adapt faster to the use of crisis and technology. The disadvantages were stated as communication difficulties with students, teachers and parents, deficiencies in the transfer of corporate culture, assigning additional tasks and establishing an educational management with low efficiency.

**Keywords:** Manager behavior, education in the pandemic, effects of the pandemic, change in management



## Detecting the Institutional Mediation of Push-Pull Factors on International Students' Satisfaction during the COVID-19 Pandemic

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### Abstract

This study designs a structure model to determine the relationships among the push-pull factors, institutional situations, and satisfaction during the COVID-19 pandemic. The selected measurement consists of five domains, which are push factors, pull factors, institutional leadership, international strategies, and satisfaction. This study conducted reliability analysis, factor analysis, and SEM to analyze the data collected from Taiwan in 2020. The indicators of push-pull factors and of the institutional situation were justified by reliability analysis and factor analysis. The reliability analysis reveals that all of the indicators have high standardized factor loadings, that is, Cronbach's alpha is .636 on the push-pull scale, .844 on the institutional situation scale, and 0.847 on the entire survey questionnaire with 17 indicators. The result implies that the scales are of convergent validity. Structural equation modeling (SEM) was used to verify the assumption model. Based on 1,005 degree-seeking international students' views, this study found push and pull factors may coincidentally exist, while their functions are diverse. The findings reveal pull factors will, through institutional leadership, impact students' satisfaction, while the push factors will not. The results suggest that the recruiting and retaining of international students will depend on the institutional situation of the destination country. The effect of institutional mediation can provide useful information for institutes to develop their future recruiting and retaining strategies. Moreover, the study found that levels of overall, learning and environmental satisfaction are all highly perceived by international students. These findings can enrich our knowledge of the field during the pandemic. For further studies, this design may be useful to interpret the phenomena of global student mobility in similar higher education settings.

**Keywords:** COVID-19 pandemic, higher education, institutional situation, international students, push-pull theory



## Exploring College Students' Perception of Civic Engagement and Workable Capabilities during COVID-19 Pandemic

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### Abstract

Civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future. While civic engagement might have been shaped by the COVID-19 pandemic recovery. To realize civic engagement, this study selected campuses as the target to explore what civic engagement is perceived by college students. We sampled 1,114 students from six universities in Taiwan based on voluntary participation by using the NSSE module. The study analyzed civic engagement with students' disciplinary areas, learning experiences in departments, and time spent on related activities. Correlation and ANOVA have been conducted to interpret the relationships and differences among these variables. We found the NSSE's modules can be used to explore the core issues of service-learning, community service, and volunteer work, and to become informed and active citizens of various higher education institutes. This study suggests a practice example to realize the current status of civic engagement in more detail in a specific higher education setting, but not limited to. The findings suggest civic engagement should consider students' disciplinary area, learning experiences in the department, and time spent on related activities during the time of pandemic recovery. Linked to the findings and initiatives, this study provides some suggestions for enhancing students' civic engagement. Considering the various dimensions on campus, the findings might provide useful information for enhancing the ongoing practices in higher education settings.

**Keywords:** Civic engagement, college student, COVID-19 pandemic, higher education, workable capabilities





## Metaphors About Sustainability Used By Academicians Working In The Department of Preschool Education

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### Abstract

Sustainability is a term that is expressed as the necessary conditions for the ecosystem to maintain its existence in a long process belonging to the science of ecology. It is a concept that has become widespread since the second half of the 20th century and has been associated with different fields such as social life, culture, law, politics, economy, education, environment, agriculture, ecology and even welfare level. The importance of this concept, which we encounter a lot today and which is associated with issues from different perspectives, whether interrelated or not, is increasing. In the literature on the subject, it is seen that there is no common or single definition accepted by everyone and the fields that the concept of sustainability is associated with. In this context, the aim of the research is to determine the opinions of the academicians working in the Department of Preschool Education on the fields of sustainability with which they associate the metaphors they use with the metaphors they use for sustainability. The data collected for the purpose were statistically analyzed and evaluated.

**Keywords:** Sustainability, preschool education, academicians



## **Impact of Cultural Background on Business Students' Attitudes to Corporate Social Responsibility**

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### **Abstract**

The aim of the current research is to study the impact of cultural background on business students' attitude to corporate social responsibility comparing students' perception of social/ethical values and their attitude to corporate social responsibility practices. The quantitative research design is applied in the study – survey using 7-point Likert scale questionnaire, developed on the basis of the Globe culture clustering model (10 clusters). The convenience sampling method was applied in the study (n=177). Respondents were asked to answer two sets of questions – the first set comprised the value aspect (general attitudes), while the second set – business students' vision of social responsibility activities (practices aspect). The research question of the current investigation is: Are the differences between value aspect and practices aspect regarding CSR culture based? Although not entirely conclusive, results demonstrate the tendency – the higher students' social/ethical concern level, the higher is their involvement potential. Albeit, there are differences among culture clusters.

**Keywords:** Corporate social responsibility, business ethics, hofstede cultural dimensions, globe model, globe culture clusters



## Impact of COVID-19 on Higher Education Institutions of Myanmar

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### Abstract

As connectivity throughout the world is increasing, we are to face a lot of risks. The spread of COVID-19 has caused an unprecedented test on education. The loss of learning due to the pandemic has brought significant uncertainties to education across Myanmar. Students from a rich family, supported by their parents and who are enthusiastic and able to learn, could find their way past closed university doors to alternative learning chances. Confirmation emerged from some of the region's highest-income countries indicates that the pandemic is giving rise to learning losses and rises in inequality. In order to restart the educational activities, the educational system and higher education institutions are going through a tough time as the immune system of children and students is weak, which might affect the health severely. How is COVID-19 affecting the educational higher education institutions of Myanmar? What are the major challenges that can arise in the educational system and functions of higher education institutions? This study aims to investigate these questions. For this purpose, the data were accumulated through a questionnaire responded by 249 participants (127 university teachers and 122 students). The participants were chosen using the non-probability sampling method. Each component consisted of different statements and five-point Likert scale was used to respond. Then the data were analyzed with thematic analysis method. This method has also improved the reliability and reduced the biasness. Overall, it was found that there was a very large undesirable impact upon the humankind development especially on education system to continue the routine personal and professional lives (Mean=4.91). Moreover, physical distancing measures (Mean=4.88) and establishing hygiene protocols are considered with high importance by teachers and students (Mean=4.87). The outcomes from this research also confirm that Myanmar universities need to reinvent learning environments so that digitalization expands and complements, but does not replace, student-teacher and student-student relationships (Mean=4.90). As well, since the educational system has got affected by the COVID-19 and will have long term impact, we need changes in Myanmar education system (Mean=4.84). Based on these findings, it is recommended that Myanmar and other less-affluent lower- middle-income countries need to apply learning recovery programs and defend educational budgets to lessen and reverse the long-term adverse effects. For the betterment of the educational system, approaches of higher education institutions need changes to maintain continuity in learning.

**Keywords:** COVID-19, Higher education institutions (HEIs), Myanmar



## Design and Implementation of the Multi-Agent System in Education

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### Abstract

This article is located at the crossroads of research fields AIED (Artificial Intelligence in Education), EDM (Educational Data Mining) and LA (Learning Analytic). Therefore, it addresses the issue of optimizing and improving learning and teaching processes through AI (Artificial Intelligence). Although this issue has been a focus of humanity for millennia, very significant advances have been made in this quest. Our understanding of learning and teaching phenomena is still far from complete today. Nowadays, AI is a real springboard for finding solutions to optimize and improve learning and teaching processes. Based on this opportunity, we propose an multi-agents system based on AI techniques, which are capable of performing broader analyzes of learning and teaching processes. This system consists of several intelligent agents, each of which is dealing with a specific problem including education dropping out in the MOOC the search of the problem through the analysis of information throw educational resources. Here, several aspects of learning or teaching are directly concerned among others pedagogy, didactics, cognitive sciences, adaptive and collaborative learning. The architecture of EMAS is easily extensible and interoperable. We have also implemented a prototype of EMAS. Through this system, teachers and learners will be able to access a wide range of relevant and reliable information about learning and teaching processes.

**Keywords:** AIED, EDM, LA, recommendation system, education dropping out, emotion detection



## Artificial Intelligent AI in Education

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### Abstract

The application of the AI in education has been the subject of academic research for more than 30 years. The field examines learning wherever it occurs, in traditional classrooms or at workplaces so as to support formal education and lifelong learning. It combines interdisciplinary AI and learning sciences (such as education, psychology, neuroscience, linguistics, sociology and anthropology) in order to facilitate the development of effective adaptive learning environments and various flexible, inclusive tools. Nowadays, there are several new challenges of education technology in the era of smart phones, tablets, cloud computing, Big Data, etc., whose current research questions focus on the concepts such as ICT-enabled personalized learning, mobile learning, educational games, collaborative learning on social media, MOOCs, augmented reality application in education and so on. Therefore, to meet these new challenges in education, several fields of research using AI have emerged over time so as to improve teaching and learning using digital technologies. Moreover, each field of research is distinguished by its own vision and methodologies. In this article is going to present a state of the art on the fields of research AIED(Artificial Intelligence in Education), EDM (Educational Data Mining) and LA(Learning Analytic).. We discuss their historical elements, definition attempts, objectives, adopted methodologies, application examples and challenges.

**Keywords:** Personalized learning, mobile learning, educational, collaborative learning on social media MOOCs, AIED, EDM, LA



## Effect of Covid-19 Pandemic on Primary School Mathematics Teaching Processes: 1st Grade Subject of Geometric Shapes

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### Abstract

The Covid-19 pandemic, which negatively affected the whole world, also had very negative effects on the field of education. The effects of the pandemic have been widely researched, especially with the online education process. In the researches conducted in the field of education, it is seen that the opinions of different groups such as teachers and students who are affected by this process are frequently consulted. However, it is seen that there are not many studies on primary school 1st grades, which are thought to be one of the most affected groups during the pandemic process. Therefore, it is thought that examining the effects of the Covid-19 pandemic process on primary school 1st grade mathematics education with a more specific approach will benefit the literature. For this reason, the aim of the research was determined as to examine the effect of the Covid-19 pandemic process on the primary school mathematics teaching processes and the teaching process of the 1st grade geometric shapes. In this direction, purposive sampling method was used in the study. The sample of the study consists of 13 primary school teachers who taught the first grades of primary school during and before the Covid-19 pandemic and taught the subject of geometric shapes in both processes. Qualitative research method was used in the study. A semi-structured interview form developed by the researcher was used as a data collection tool. In this form, questions about 4 skills in the curriculum related to the subject of geometry were included. The course content, materials and teaching methods related to each skill were examined comparatively during and before the Covid-19 pandemic. Semi-structured interviews were conducted with the participating teachers and the questions in the form were asked. Content analysis technique was used in the analysis of the obtained data. According to the results of the analysis, it has been seen that the application of online education during the Covid-19 pandemic process has serious effects. Both positive and negative effects were determined in relation to the primary school mathematics education process and the teaching process of the subject of geometric shapes in the 1st grade.

**Keywords:** Covid-19 pandemic, primary education, mathematics, geometry



## Recommendation Systems RS in Education

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### Abstract

With the advent of the learning systems, we have a lot of educational data. This massive data gave birth to Big Data in the education sectors. Currently, Big Data analysis techniques are used for data analysis to provide different predictions and recommendations for learners, teachers and institutions and offer many perspectives to support education. In other words, Big Data analysis techniques, through many of its successful applications in teaching and learning, are an upand-coming area of research in the face of educational challenges. As a result, several fields of research are gradually being built in the field of education. Their objective is to understand and improve the context and processes of learning and teaching. Recommendation Systems (RS) have already been very useful in the areas of ecommerce, the service sector and social networks. Recently, the revelations are effective for the education sector. In this article, we are going to present the RS through their history, description, different implementation techniques, their evaluations and their applications in the field of education

**Keywords:** Big Data, data analysis, education, recommendations, recommendation system



## Primary School Students' Views on Online Education

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### Abstract

With the global Pandemic COVID-19 restrictions at the end of 2019, countries around the world have resorted to distance education solutions. It seems that these solutions have made people accept the idea that the school is not confined to four walls and that teaching services can be carried out in every environment. These practices have necessitated that all students, from primary school to higher education, quickly adapt to online education and overcome the problems that may arise. On the other hand, it is useful to put forward aspects of online education that are well received by students. Identification of the problems related to this new teaching method, which is particularly unfamiliar to primary school students, and its positive aspects, will help education stakeholders to be informed about the points to be considered in their work with students with similar or newer education-teaching methods and in environments that might be adopted in the near future. For this reason, it has become more important to investigate the positive and negative effects of distance education processes for students in online classes, which is one of the preferred methods for not disrupting education and training activities. The aim of this research is to examine the distance education activities of the 4<sup>th</sup> grade students studying in public primary schools affiliated to the Ministry of National Education of Turkey during the global pandemic period and their views on the problems they experience in this process in two different socio-cultural environments. The research design is qualitative and phenomenological. Qualitative interview method was adopted while taking the opinions of the students. A semi-structured interview form was used while collecting the data. The study group of the research consists of 20 4<sup>th</sup> grade students who have different socio-cultural backgrounds and receive online education in primary schools in Antalya and Niğde. In the analysis of the data, descriptive analysis method was preferred in order to reveal the problems experienced by the students in a transparent manner. The data analysis has not yet been completed and is in the reporting phase.

**Keywords:** Online education, distance education, primary school students





## Investigation of Teachers' Use of Technology, Instructional Leadership Behaviors and School Administrators' Digital Leadership Competencies during COVID-19 Pandemic

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### Abstract

This study focused on the teachers providing distance education during the Covid-19 pandemic and aimed to examine teachers' awareness of Web 2.0 technologies, their frequency, and purposes of using these technologies. Moreover, due to the increasing use of technology and digitalization in schools today, the case of how teachers and school administrators displayed the characteristic features of instructional leadership competencies and digital leadership competencies were examined. Designed with general scanning model, the results of this study showed that the teachers used the internet extensively and mostly for communication and professional purposes; the majority of them were not aware of collaborative study tools, online presentation tools, and content creation tools, although they use different online meeting tools. In terms of leadership behaviors during Covid-19 pandemic, none of the teachers found themselves inadequate in terms of instructional leadership, while they described the digital leadership competencies of their school administrators were at a medium level.

**Keywords:** Covid-19 pandemic, digital leadership, instructional leadership, school administrator, use of technology



## **The Role of Diversified Digital Tools and Their Conditions of Use for a Highly Digitalized but Humanized Education**

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### **Abstract**

Digitalization, which gained momentum and importance with COVID-19, is at the center of the challenges faced in education today. In this context, it is understood that the pieces of training that combine the courses given through face-to-face learning and distance learning are more effective than the pieces of training diffused through distance education alone. This paper deals with the main digitalization and animation modes of digital tools by comparing their prerequisites for use. The study proposes to classify digital tools according to the following four criteria: Efficiency/effectiveness, the scope of skills developed, level of interaction, and learners' ability to use their acquired knowledge in a practical context. This categorization makes it possible to support the argument that although technological tools have diversity, blended learning and even game-based learning are favored because of their features such as allowing experimentation or being collaborative in real circumstances. However, the effectiveness of digital tools largely depends on how they are designed and, in particular, on the observance of a few basic principles that contribute to facilitating education. Broadly, a traditional or online course is expected to be productive on the conditions that it is customized and adapted to the demands of its target audience and that it focuses on a humanized education that combines the quality of interaction, animation, and reflective approach.

**Keywords:** E-learning, digital learning tools, distance learning, game-based learning, open learning



## Success Indicators of Benchmarking Method and Determinations on the Future of Benchmarking

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### Abstract

Benchmarking is a method of measuring and improving performance as a managerial process of finding better ones inside or outside of an organization, understanding how they do better at what they do, and adapting a better strategy, product, service, process or practice within a mutual cooperation and learning framework. Purpose and Research Questions: In this context, the study has been designed within the framework of two purposes. The first purpose of the study is to evaluate the success indicators of the benchmarking based on the benchmarking practices of Turkish manufacturing companies. The second one is to determine whether benchmarking has a future as a performance measurement and improvement method through critical literature review. For the purposes of the study, the answers to the following two research problems are tried to be given; - What are the success indicators of Turkish manufacturing companies with best-in-class practices that use benchmarking as a management tool in performance measurement and improvement processes? - Does it have a future to support measuring and improving organizational performance and multiply good practices in the face of global trends of VUCA environments? Method: The answer to the first research problem of the study will be given by making use of the author's PhD thesis, which examines how effective benchmarking can be for Turkish manufacturing enterprises. In this context, findings that reveal to what extent the benchmarking serves to measure and improve the organizational performance through the multiple case study method will be evaluated. In order to answer the second research problem, the predictions of benchmarking practices of ISO 9000 standards, international Quality Awards and international organizations such as Global Benchmarking Network and the related literature will be analyzed. Findings and Conclusion: Findings on both the success indicators of the benchmarking method used by Turkish manufacturing enterprises to measure and improve performance and its catalyst role in the multiplying of good practices for adaptation to current global trends will be revealed and interpreted. Based on the findings, it is expected to reach suggestions for the success indicators of benchmarking and original determinations on the future of benchmarking that can contribute to the literature and practice. Keywords: Benchmarking, Success Indicators, Future of Benchmarking.

**Keywords:** Benchmarking, Success Indicators, Future of Benchmarking



## **Experience of Transition to Distance Education in Secondary Education from the Eyes of Syrian Students During the Covid-19 Pandemic Period**

**Hüsne Mehtap Süt**

### **Abstract**

This study aims to investigate the educational experiences of Syrian students, who switched to distance education instead of normal education by secondary education institutions due to the COVID-19 pandemic, and the factors affecting success in academic courses during this period. Descriptive survey model was used in this study. As a data collection tool, research was conducted using the personal information form, the Distance Education Evaluation Questionnaire in the COVID-19 pandemic, and Academic motivation questionnaire in the COVID-19 pandemic. The study group consists of 200 students studying in Kahramanmaraş in the 2020-2021 academic year and participating in the distance education given by the Ministry of National Education during the epidemic. The data obtained were evaluated with the SPSS 21 package program and the frequency (f) and percent (%) values of the opinions of Syrian students studying in secondary education institutions were calculated. The findings obtained at the end of the research were discussed under the headings of (i) students' views on distance education, (ii) factors affecting academic motivation, (iii) changes in studying habits and (iv) academic psychological support of families and teachers during distance education.

**Keywords:** Educational sciences, student views, distance education, academic motivation, COVID-19 pandemic



## Metaphorical Perceptions of Education Administrators on the Concept of Sustainable Education

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### Abstract

The aim of this study, which was in a qualitative research design, is to reveal the perceptions of education administrators working in higher education institutions about the concept of sustainability through metaphors. The phenomenological model, which is based on the individual's describing a conscious experience of a phenomenon, and in which the researcher tries to reach the life world created by each participant's own subjective experiences, was used. As a result of data analysis, the metaphors produced by the education administrators regarding the concept of sustainability of education administrators were analyzed and categorized. As a result of the research, the meanings attributed to the concept of sustainability by education administrators working in higher education institutions were revealed.

**Keywords:** Education administrators, sustainable education, metaphors



## The Mediating Role of Emotional Intelligence in the Relationship Between School Principals' Sustainable Leadership Behaviors and Diversity Management Skills

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### Abstract

The purpose of this research is to examine the mediating role of emotional intelligence in the relationship between school principals' sustainable leadership behaviors and their diversity management skills. For this purpose, this research, which was designed in the relational survey model, was carried out on a total of 402 teachers, 224 of which were females (56%) and 178 were males (44%). The data of the study were collected using the "Sustainable Leadership Scale", "Diversity Management Scale" and "Emotional Intelligence Scale". Descriptive statistics, Pearson product-moment correlation coefficient, t-test, one-way Anova analyzes and structural equation model were used in the analysis of the data. As a result of the research, it was found that the school principals' sustainable leadership behavior levels, their ability to manage differences and their emotional intelligence levels were high according to teacher perceptions. According to the correlation analysis, it was found that there is a positive and significant relationship between sustainable leadership, management of differences and emotional intelligence. In addition, path analyzes to examine the mediator variable effect revealed that emotional intelligence has a full mediating role in the relationship between school principals' sustainable leadership behaviors and their ability to manage differences. In addition to the research, it was also examined whether teachers perceptions of school principals on sustainable leadership behaviors, diversity management skills and emotional intelligence levels differ significantly according to teachers' gender, professional seniority, educational status and the level of education they work in. In addition to this, they have shown that they need to use their emotional intelligence effectively.

**Keywords:** Sustainable leadership, emotional intelligence, diversity management, school principals



## Teachers Before and After the Covid-19 Pandemic Analysis of Attitudes Towards Distance Education (Example of Sakarya)

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### Abstract

The purpose of this research is to examine teachers' attitudes towards distance education, which has a large place in our education system, as the COVID-19 coronavirus pandemic that emerged in Wuhan province of China in November 2019 began to affect Turkey, and their levels before and after the pandemic. The universe of the research consists of 13,422 teachers working in Sakarya Province. The study group of the study consisted of 723 teachers working in official primary, secondary and high schools in Sakarya in the 2020-2021 academic year and determined by simple random cluster sampling method. In this study, in which the descriptive survey model was used, one of the quantitative research designs, two separate forms were used to collect the data. The first of these is the personal information form containing the demographic information of the participants. In order to measure the attitude levels of teachers towards distance education, the Attitude Scale towards Distance Education, developed by Ağır (2007), was used. In the analysis of the data, the data analyzed in the computer environment with the SPSS 24.0 package program were interpreted by using Kruskal Wallis, ANOVA and t-test analysis. The level of significance was taken as 0.05. According to the results of the research, it was found that the rate of participation in the items indicating advantage of distance education decreased compared to the pre-pandemic period, and the rate of participation in the items indicating limitation increased, albeit slightly. When the research findings are evaluated in terms of variables, there are significant differences in the advantage dimension of the scale, gender, professional seniority, school type, branch, level of computer use and whether or not they have received education for distance education before and after the pandemic. has been found to occur.

**Keywords:** Teacher, distance education, attitude, pandemic



## Investigation of the Effects of Inquiry Approach on Science Achievement in Online Education

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### Abstract

Examination of hands-on activities in science education necessitates reforms that enable development and improvement in science programs, which coincides with the dynamic structure of education. Online education, which is a result of the pandemic period that has affected the whole world for the last 16 months, has also affected science education and the studies carried out in this period have gained importance. With this study, the effects of inquiry approaches on science learning can be considered as an important contribution to the literature, especially since it was carried out within the online education process. In this respect, the research aims to examine the effect of the guided inquiry approach on students' achievement and retention levels in the sixth grade science course when the effects of reading comprehension skills is controlled. The sample of the research aimed at the determined purpose is the students in the sixth grade of a public school, one of which is the experimental group in which the guided inquiry approach is carried out and the other is the control group where the traditional method is used. The Systems in Our Body Achievement Test, which was developed as a data collection tool in the research, was applied to both groups as a delayed post-test for retention levels along with determining the achievement levels of the students. As a result, it has been reached that the inquiry approach applied in the online process, where reading skills are statistically controlled, increases the success level of the students in the science lesson compared to the traditional application.

**Keywords:** Guided inquiry approach, achievement, retention, science education, middle school science curriculum