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ABSTRACT BOOK

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**Educational Leaders can Promote Faculty and Graduate Student Perspectives
on the Academic Advisement Process at the University**

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Abstract

University leaders can support academic advising as an interactive process in which the advisor helps students set and achieve academic goals, acquire relevant information and services, and make responsible decisions consistent with their interests, goals, abilities, and degree requirements. Doctoral programs generally attract such students who are highly motivated to attain advanced degrees and who are willing to participate fully in the advisement process. The quality of education that graduate students receive is greatly enhanced if students receive appropriate academic advising at all stages of students' experiences in the doctorate program. Students need effective advising at all times being recruited, starting first when registering, at the later stages in the program, and when students are graduating and looking for a job or a career.

University leadership must know and address students' advising needs with conversations with student advisors which may vary as students move through the doctorate program and students' advising needs may vary depending on the type of program students are pursuing. Advising needs can be met either by one advisor or by several advisors. This study will focus on the essence of "great advisement" in meeting the individual needs of graduate students.

Keywords: Great advisement, Advisor/Advisee role, Perspectives, Process



The Impact of Self-Efficacy Perceptions of Imam Hatip Secondary School Teachers on Students and Educational Environment

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Abstract

High self-efficacy perceptions of teachers is important for students to have a good education. The good education of the students means that the country goes further and gets stronger. The teacher, who has a high self-efficacy perception, is thought to differentiate the course contents in accordance with the needs and expectations of the students, use the technology better and apply the new education and training techniques more. In addition to the courses taught in other schools, Imam Hatip Secondary Schools (IHSS) are the schools where the Quran and Arabic lessons are taught and different educational practices such as the Qur'an memorization project are carried out. Parents who send their children to these schools expect an academic success as well as a healthy religious education. The self-efficacy perceptions of teachers in these schools, where both religious education and mathematics, science and social sciences education are provided, have a great impact on students, parents and school environment. This effect on students and parents plays a role in the student's continuing high school life at Imam Hatip High School, which is the same school type.

In this study, self-efficacy perceptions of teachers working in IHSS were examined in terms of various variables. Then, the effect of teachers' self-efficacy perception on the education environment and the student was investigated. In the quantitative dimension of the research carried out with the mixed method; "Teacher Self-Efficacy Scale" developed by Çapa, Çakıroğlu and Sarıkaya was used. In its qualitative dimension, a semi-structured interview form was used. The research was carried out in Istanbul in 2020. In the quantitative part of the research 357 teachers; 86 students participated in the qualitative part.

According to the results of the research, it was determined that teachers generally have a high level of self-efficacy. It was observed that gender and seniority variables did not make a significant difference on teachers' perception of self-efficacy. There is also no significant difference between vocational lessons (such as the Quran, Arabic) and culture lessons (such as Mathematics, Science and Social Sciences) teachers' self-efficacy perceptions. According to the correlation results between the branch and self-efficacy factors, it was concluded that there was a significant relationship between the branch and the factors. It has been observed that Information Technologies and Visual Arts teachers have a high level of self-efficacy, especially in the self-efficacy factor of student participation compared to Turkish, Mathematics and Science courses. In qualitative interviews with students, it was concluded that students confirmed the high self-efficacy of teachers. It has been determined that high self-efficacy of teachers in ensuring the participation of students in the educational environment, applying teaching strategies and classroom management affects the educational environment in the school positively, increasing the satisfaction of the students, and accordingly, the majority of the students want to continue their advancing education life in the same school type.

Keywords: Teacher' self-efficacy, Religious education, Imam Hatip Secondary School, Classroom management.



Emotions in E-Learning: The Review Promotes Advanced Curriculum By Studying Social Interaction.

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Abstract

This study presents, for the first time, (a) the analysis of the modern literature on the reciprocal impact of emotional arousal and interactional synchrony that creates the synergy of this tandem increasing group productivity; (b) the empirical results of 10 online experiments with 41 dyads. These online experiments in different languages found a 54% increase in group productivity (41% above chance, the p-value < 0.001). The research question of the study is to understand why individuals look for synchrony. A highlight of the article is the hypothesis about the emergence of coherence of emotional arousal and interactional synchrony, the outcome of which enhances group performance. This Model of Coherent Intelligence is supported by laws of Physics and arguments of Social Sciences which are strictly based on experimental data in the modern literature. The study proposes directions for improving e-learning, using Coherent Intelligence.

Keywords: Interpersonal synchrony, Unconscious thinking, Coherent Intelligence, Non-perceptual social interaction, E-learning.



Virtual Teachers' Toolbox (VTT-BOX) the Collaborative Work Experience for Training

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Abstract

We present the results which arise from the development of the Virtual Teachers' Toolbox (VTT-Box)¹ project. The main aim of the project was to develop a virtual web-based service for teachers (toolbox) to support them best with a sophisticated tool to use the pedagogical framework based on an innovative learner-centered approach, including a quality enhancement framework.

The project was designed for students and teachers of the 4th grade of the Obligatory Secondary Education (4th ESO) and Bachillerato, and was focused on the students' needs with the aim of increasing their motivation and learning success. The development and practical implementation of an innovative motivating self-evaluation tool for students called Self-evaluation Mandala was included. The Mandala is an easy to handle graphic tool which defines learning results based on competences, evaluates students success, motivates them and makes them aware of the improvement achieved throughout their learning process, increasing motivation and academic success.

This work analyses the results of the development of the project with the students of the 4th ESO and Bachillerato (n=227), and the opinions of the teachers who implemented the project at the Costa Adeje International School. Moreover, the effect of the training with the Mandala self-evaluation tool was evaluated by teachers in training of the University of La Laguna (n=25). The evaluation made by the teachers in training and the students invites to keep working on the development of training events like the one carried out at the VTT-Box project. The dissemination of the project entailed a global training experience that has allowed the enhancement not only of participant teachers and students, but also of teachers from several countries, including teachers in training of the University of La Laguna.

Keywords: Digital competence, Innovation, Motivation, Collaborative learning



The Management of School Absences in the Canary Islands

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Abstract

In 2012, the Canary Islands school council and the Canarian federation of municipalities (FECAM) wanted to know the reality of school absenteeism in the archipelago. For this purpose, the institutions decided to contact the ministry of education of the autonomous government of the Canary Islands for the creation of a conference with the municipal technical teams that address this social problem of schools in general, but especially latent in the Canary Islands.

After carrying out a needs analysis, the canary platform for the reduction of absenteeism was designed, which combined three web pages: a) a social network, where the technical teams could contact each other and help each other; b) a database with resources (protocols, files, articles, communications, etc.) And c) a moodle where it was offered a university course of 125 hours designed specifically for these professionals.

The canary platform for the reduction of absenteeism was in force between March 2013 and September 2018. In its beginnings it had a total of 292 technicians from all the Canarian municipalities and, subsequently, it was opened to other institutions, such as island councils, secondary school teachers, educational and psycho-pedagogical guidance teams and municipal police.

Overall, high usage was noted with more than 2,800 downloads of documentation documents and more than 5,000 annual access records. The demand and need for training in absenteeism promoted the development of four meetings, with an average attendance of 200 professionals each day, and two editions of specific training courses.

Since its creation and until 2015 it had an active revitalization; in the second stage of the platform's existence, from May 2015 until its closure in September 2018, the website was active but did not have new resources due to lack of funding and involvement of public administrations.

The use, visit and downloads of the first period were much higher than those of the second period, where despite remaining only active without dynamism, it still had downloads, visits and consultations, especially of the school absenteeism protocol designed from this project, a fact that evidenced the need for municipal teams have technical support, supervision and advice. The canary platform for the reduction of absenteeism has been one of the main experiences of intermunicipal coordination for the response of school absenteeism developed in Spain.

Keywords: Virtual platform, Absenteeism, School, Municipal coordination



Pedagogical Strategy for Teachers to Promoting the Civic Competence of Student's – Analysis of Theoretical Aspects and Development of Pedagogical Concept

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Abstract

Aware of the importance of civic competence, professional and systematic approach by implemented civic education at all levels of education (both inside and outside the learning process) can provide development of the civic competence of young people – which in turn would contribute to the existence and development of civil society in various aspects. To implement productive, targeted and successful implementation of civic education, thus promoting the civic position of students and the necessary skills, to make students civic active and civically responsible, it is necessary to develop, justify in theory, a pedagogical strategy to promote the civic competence of young people. The aim of the article is, using theoretical cognitive methods and analysing the theoretical frame of civic competence, develop pedagogical strategy for teachers to promote the civic competence of students. To achieve the aim set out in the article, in the publication authors analyses the theoretical framework for civic competence, providing a description of civic competence, as well as seeking the most effective pedagogical approaches to promoting civic competence of students in the pedagogical process. As a result of theoretical research, which is reflected in this article, the authors created pedagogical strategy to promote the civic competence of youth. The pedagogical strategy can be implemented within the framework of civic education in order to promote the development of the civic competences of students in existing educational content, on the basis of the principles of human pedagogy, on the process-oriented and competence-based learning approach, on the interdisciplinary and individual approaches, promoting the student's holistic understanding of the topicality and necessity of civic competence.

Keywords: Civic competence, Civic education, Pedagogical process, Pedagogical strategy, Students.



Analyzing the Effectiveness of The Intimate Partner Violence Prevention Program for Adolescents

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Abstract

Adolescent's experience of one of the natures of violence in the adolescence period in which romantic relationships and identity formation gain prominence may damage the adolescent's self-integrity regarding romantic relationships and sexuality (Knox, Lomonaco, & Alpert, 2009; Marcus, 2007; Mihçioğur ve Akın, 2015). Intimate partner violence can be experienced physically, psychologically and sexually (Price, Byers, Belliveau, et al. 1999). There are various programs in the international literature to prevent intimate partner violence among adolescents as well as studies to analyze the effectiveness of these programs (Ceballos, 2012; Myers, 2015; Quintero, 2013; Taylor, Stein, Mumford, & Woods, 2013; Guadarrama, 2013; Choose Respect, 2006; Cascardi & Avery-Leaf, 1998). In this respect, the importance of establishing a program to prevent intimate partner violence in our country becomes apparent. For this purpose, in this research the question "Does the program for preventing intimate partner violence among adolescents have a significant effect on the attitude and perception toward partner violence?" is selected as a baseline. In the study, the effect of the Intimate Partner Violence Prevention Program for Adolescents on perception and attitude toward intimate partner violence was examined with the pretest-posttest quasi-experimental method with control group. After the participants were introduced with the purpose of the study, it was decided to continue with 10 volunteers at the age of 18, who acknowledge participating in the study and who have not participated in any group study before regarding intimate partner violence. Individuals who could not guarantee their participation in the group during the specified period formed the control group. The program consists of 8 (eighth) sessions. The acceptance of dating violence scale which developed by Foshee Fothergill and Stuart in 1992 and adapted into Turkish by Sezer (2008) also attitudes towards dating violence scales which developed by Price, Byers and the Dating Violence Research Team (1999) and adapted into Turkish by Yumuşak ve Şahin (2014) was applied to the experimental and control groups as pretest and posttest. Also, grading and process analysis were used in each session to support quantitative data; in the last session, qualitative questions were also applied to determine program effectiveness and changes in participants. Posttest scores of the participants in the experimental group who participated in the intimate partner violence prevention program for adolescents indicated that the acceptance of dating violence decreased at all levels compared to the control group. The positive influence of the activities on the participants, the participation of the group members in the group activities, the high level of satisfaction with the group manager of the study and the fact that they follow a similar course appear to support this result. It is recommended that the group activities to be conducted in future researches should include training that will increase men's awareness and reflect the strength of women to withstand and resist, and these programs should be embedded in the school system.

Keywords: Adolescent, Violence, Close partner violence, Preventing partner violence,



The Non-standard Task for Gifted Pupils in a Common Primary Mathematics Teaching Situations

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Abstract

The definition of non-standard tasks in primary mathematics education is not clear, although their positive importance for them is indisputable. In most cases, tasks that encourage solvers to actively and creatively work, are unusual for them and their solution does not depend on known algorithms. One of the typical features of non-standard tasks is a greater number of possible solutions or at least a greater number of ways to achieve the correct solution. Non-standard tasks and problems are therefore unusual tasks, both in terms of their tasks and in the way of solving them, suitable for research activities and in the classroom it is necessary to work appropriately with creative solutions of pupils. Although these tasks should not be complex, they are often used only for working with gifted pupils who need to stimulate higher cognitive functions. It is therefore very difficult to define which non-standard tasks are suitable only for working with gifted pupils and which can also be used effectively in normal mathematics lessons. The paper aimed to analyze the solution of a selected non-standard task designed for gifted pupils in the environment of common mathematics teaching and to gain reflection by future mathematics teachers. In the methodological part, a mixed research design was chosen. In the qualitative part, 16 practical teachers were involved in the analysis of pupil solutions. In quantitative research, more than a hundred future teachers were asked to evaluate the task in terms of the difficulty and efficiency of implementation in mathematics lessons. Because of the effort to deepen the knowledge of the solved problems, the paper mainly analyzes selected solutions of pupils, which are supplemented by comments from teachers. It turned out that for most pupils the task was rather difficult, however, the participating teachers evaluated its implementation as very beneficial both from the perspective of pupils and for their teaching.

Keywords: Non-standard task, Gifted pupils, Mathematics



Insert Module of Corporate Social Responsibility and Ethics in Business Studies Curriculum

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Abstract

Research purpose. The purpose of the current research is to work out an insert module of Corporate Social Responsibility and Ethics for business students. Design / Methodology / Approach. The current research employs a quantitative research design – a survey of, applying 5-point Likert scale questionnaire. The research sample consists of 80 higher education institution lecturers of various subjects (purposive non-probability sampling). Data processing method is the descriptive statistics. Two research questions are put forward. Q1: Do lecturers see that knowledge of CSR and Ethics can foster their students prospective careers? Q2: Should CSR and Ethics be taught as an independent course or as an insert module? Findings. Although there is no unanimous agreement among lecturers regarding the role CSR and Ethics in students' professional lives, the research shows that majority of respondents think that this type of knowledge is necessary. At the same time, the majority of respondents admit that the most productive form of CSR and Ethics teaching is the one of insert module that can be adapted to tasks of their respective courses. Originality / Value / Practical implications. The current research holds both theoretical and practical significance – an offer of adaptable insert module for higher education institutions, that can be applied in the actual teaching process.

Keywords: Corporate social responsibility; Ethics; Business environment; competitiveness; Insert modula



Corruption in Business Interactions in Retail Enterprises in Latvia

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Abstract

Private consumption is a cornerstone of the growth of any country economics. Retail trade plays a significant role in the contemporary society and economy, since it introduces new technologies in the customer service, ensures workplaces and increases the level of public welfare. In a global market, the number of retail enterprises is falling, but the size of retail businesses is increasing. Since a retailer is an intermediary in a distribution channel that purchases goods from both manufacturers and wholesalers, it provides a large number of transactions with suppliers. It is precisely the size of retail businesses that creates a possibility of corruption in these business relations, which reduces the fair competition. In order to identify the factors of corruption in retail transactions with suppliers, the authors of the study have set out to investigate the factors that characterize and influence the relationship between suppliers and retailers. To reach this goal the authors of the current report will apply the monographic method to analyze the theoretical background of the corruption risks in business transactions, and the tendencies of the retail sector development in Latvia. The task of the empirical research is to come to conclusions about the existing situation in Latvia regarding ensuring fairness of business transactions. This study will provide companies with an understanding of the business relationship between suppliers and retailers. As a result of the research, the authors conclude that companies can find solutions to mitigate and prevent the main factors of corruption risk formation.

Keywords: Retail trade, Corruption, Business transactions



Virtual Education Trials and Evaluation in Architecture

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Abstract

What humans' acts can vary that depends on both his/her genetic structure and environmental conditions. Today in psychology, there is an in-depth debate on the genetic-environmental factors which affect and define individuals' egos, self-consciousness, acts, and intelligence. Despite the various researches on the effect of genetic and environmental factors on individuals, there not any concrete result that one of them is more effective than others, but both genetic and environmental factors affect individuals' behavior. But in terms of the architecture, the effect of the environment on individual acts cannot be ignored, and it is like an undeniable fact. Humans live-in three-dimensional spaces, and both spaces and humans change each other. Humans vary their surroundings by the needs of them because their acts and actions need suitable environments. The effect of the area on human psychology cannot ignore, and the impact of the situation can change the regular pattern of human behavior. In the term of environmental psychology, it has researched the interaction of the environment and human behavior since the 1960s. This discipline has reached a milestone in recent years. Environmental psychology, which studying different human behavior patterns in specific settings, always has a close interaction with the subject of the architecture. Environmental psychology has many results in terms of specific surrounding effects on the organizational behavior pattern. This term, the research on the different settings, which in terms of the impact on human behavior, is very important? From this view, this seems like a reasonable question of how architectural students perceive their teaching environment in terms of changing conditions, especially in the era of global pandemic. As the virus spread all over the world, Turkey has started to teach university students through online learning. The online learning medium is a new concept for design students, and the question of how virtual teaching environment is affecting design capability of student is beneficial in terms of architectural and design education. In this study, based on this question, it is aimed to research how the perception of the architectural students about their education medium affects their success in term of organizational behavior. In this context, a deep online interview which aims to find the understanding of the architectural students on their education medium has been done for achieving results about learning medium performance on their educational success. The results of the study would help to improve the architectural education in term of the virtual teaching experience.

Keywords: Architectural education, Educational psychology, Virtual education



Problems by Level of Difficulty in Testing Pupils in Mathematics

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Abstract

In this article we will deal with the possibility of using problems by level of difficulty in testing pupils in mathematics. We created a non-standardized test of problems by difficulty level, which we assigned to pupils of the ninth grade of an elementary school (pupils at the age of about 15 years). We wanted to find out whether such tests are suitable for verifying knowledge and skills to solve mathematical tasks, how pupils work with a set of difficulty level problems, which levels of difficulty they will choose and also how they mastered the mathematics curriculum of elementary schools at the end of their elementary school attendance.

Pupils gain knowledge and skills in mathematics mainly by solving suitably selected tasks. Their implementation into mathematical education forms the basis of effective mathematics education. Today's education puts increasing emphasis on an individual approach to pupils. When teachers assign tasks to pupils, they must take into account the individual abilities of all pupils in the classroom. There can be up to thirty pupils per teacher in the classroom, there may be considerable differences among students in their knowledge of mathematics and the ability to use it for solving tasks, especially verbal problems. Therefore, it is difficult for teachers to achieve an individual approach to each pupil.

One of the suitable means of individual approach are problems by level of difficulty that ensure differentiation of teaching. Pupils choose one of the levels of difficulty offered to match their abilities and thus have the opportunity to succeed, which increases their self-confidence and motivates them to study mathematics. Testing of pupils was supplemented by a questionnaire for pupils to determine their relationship to mathematics and the opinion on the test.

Keywords: Problems by level of difficulty, School mathematics, Individual approach to pupils, Test



Human Resources Management Risks as an Essential Part of Modelling Business

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Abstract

Technological and social changes have increased the speed and complexity of business environment and economic fluctuations. Change is an integrative discipline: massive shifts in an organization can be initiated from very different starting points. One of this point could be the employee, who is involved in organizational operations and can cause business problems in one or another way. It is therefore vital for the company to realize how important is the human resource (HR) risk and to implement the early warning system from the very beginning of modelling or transforming business because the occurrence of this risk could destabilize both a management and business modelling process. In this regard it is important to timely assess the aforementioned risk and to minder it from the very beginning of modelling process. The authors aim to assess the significance of the HR-risks while business transformation and modelling process on the basis of interviews with experts. As a result of the research, the importance of Human Resources Management (HRM) while modelling business could be concluded and the possible way for HR-risk-mitigation could be determined.

Keywords: Business model, Human Resources, Human Resources risk, Business modelling



An Examination of Digital Parenting Behavior in Parents with Pre-school Children in The Context of Lifelong Learning

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Abstract

With an established research universe of Turkish parents with 36 to 72 months old children, this study seeks to investigate digital parenting behavior and a) determine the attitude of Turkish parents towards digital parenting, b) understand whether the attitude is moderated by differences in certain variables such as demographics or IT usage habits displayed by parents and their children and c) describe the policies and rules these parents implement upon their children in the context of digital parenting. Convenience sampling method has been used and a group of 231 parents selected from 4 dedicated kindergarten establishments and an additional 5 public schools with kindergarten divisions operating in the Turkish province of Edirne. Qualitative and quantitative methods have both been used in this mixed method research of descriptive nature. The Digital Parenting Attitude Scale has been used for data collection purposes, alongside a Questionnaire Form developed by the authors. In conclusion it was understood that; a) the digital parenting attitude score of participants were found to be relatively low, with an average score of 21.74 b) not only gender and employment but also other variables such as knowledge in concepts of digital footprints or cyberbullying result in significant differences in terms of digital parenting attitudes and c) a descriptive account of what rules and policies Turkish parents frequently implement has been recorded. Results emphasize the importance of increasing public awareness towards concepts related to digital parenting and a need for further research in the subject, especially with greater contribution from male participants.

Keywords: Digital parenting, Pre-school, Attitude, Lifelong learning.



Exploration of Language Skills of Monolingual and Bilingual Pre-school Children

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Abstract

The language skill is expressed also in unconscious communication, which accompanies a person's everyday activities. The acquisition and development of children's language skills is determined by the diversity of individual biological, cognitive and interactive factors. Provision of a high-achievement oriented language acquisition for both monolingual and bilingual children is always a challenge for the public education system. In this set of influencing factors, the provision of the educational process plays an important role, which includes pedagogical strategies and diversity of resources. Currently, the Latvian education system is undergoing significant changes, part of which affects the acquisition of national language, strengthening the place and the role of Latvian as the state language in the learning process.

This publication describes a study, which involves 5-7 year-old children who attend monolingual and bilingual pre-school education programmes. The research objective framework includes analysis of regulatory requirements of children's language skills and their mutual correlations. For this research the observation method is employed, which allows assessing the children in the fields of expressive speech and literacy. For statistical analysis of the research data the method of descriptive statistics was used.

The research results generally confirm a relatively balanced development of native language skills for potential graduates of the monolingual pre-school education programme. While in the group of bilingually educated children, a general lack of using Latvian vocabulary and spoken language is detected. The study results identify relatively limited reading skills in both groups of children involved in the study.

Keywords: Language skills, Pre-school education, Mono-lingualism, Bilingualism.



The Mediating Role of Spiritual Orientation and Subjective Vitality in the Relationship Between Thriving and Life Satisfaction

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Abstract

Nowadays, with the advancement of technology and globalization, young adults should constantly develop and raise themselves in constantly changing living conditions. Thriving is defined as a psychological state that includes a sense of vitality and learning to develop in an environment (work/school) where the individual is present (Brown, Arnold, Fletcher & Standage, 2017). In this context, thriving has vitality and learning sub-dimensions. Vitality is an individual's feeling of energetic, alert and alive at work/school; learning is the capacity of an individual's to acquire new skills in order to improve at work/school by acquiring knowledge. While vitality is an emotional dimension, learning is a cognitive dimension (Abid & Ahmed, 2016; McIntosh, 2015).

Individuals need to regulate themselves in order to develop both in cognitive (learning dimension) and emotional dimension (vitality). The most important factor of cognitive and emotional regulation is body awareness. Body awareness includes the ability of the individual to monitor and regulate the physical states and processes resulting from internal and external conditions. In many studies, it has been stated that individuals with body awareness can return to the spiritual dimension more because they monitor the state they are physically experiencing. There are also studies stating that individuals with physical awareness are more fit. In this context, individuals who can follow their own body, turn to spirituality and feel fit become more satisfied with life (Bundick, Yeager, King & Damon, 2010; Flinchbaugh, Luth & Li, 2015; King, Carr & Boitor, 2011).

In today's living conditions, the individual needs to develop and thrive himself to be satisfied with the life. There are many studies in the literature showing that individuals who thrive themselves are psychologically healthier and their life satisfaction is higher. However, there is no study in the literature that deals with what factors affect the relationship between thriving and life satisfaction, especially in young adulthood. Therefore, this study examines the mediating role of physical spiritual orientation and subjective vitality spirituality in the relationship between thriving and life satisfaction (Zhai, Wang & Weadon, 2020). Analysis was done within the framework of Structural Equation Model. The data were collected by "Thriving Scale", "The Satisfaction with Life Scale", "Spiritual Orientation Scale", and "Subjective Vitality Scale" from 527 university students. Pearson Product Moment Correlation, Path Analysis and Bootstrapping Test were used to test the aims of the study. In the established structural equation model, it is seen that the spiritual orientation and subjective vitality have partial mediator role in the relationship between thriving and life satisfaction. According to the results of road analysis, the direct effect of spiritual orientation and subjective vitality on life satisfaction is high. Besides, individuals with low spiritual orientation and subjective vitality, has lower life satisfaction. Consequently, the fit indices of the model tested are acceptable.

Keywords: Thriving, Life satisfaction, Spiritual orientation, Subjective vitality



Health Education-A Global Challenge on The Agenda of Teachers and Students in The "Knowledge Society"

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Abstract

The Health Education Curriculum was developed in a modular version, which aims to provide the user with a flexible basis for the application of the national Health Education program in the Romanian school, within the Curriculum Hours at the School Decision (CDS). In this paper I have tried to make a pleading in the favor of health education - one of the global challenges on the agenda of teachers and students. The paper presents the results of an opinion poll, on a sample of students from the University of Oradea, on the global challenges that concern them today, in particular. The problems related to health education are very high. The degree of culture of the population is also measured according to the state of public health of a country, according to the awareness regarding the health education. The quality of life of a people is also determined by its general health.

Keywords: Goba challenges, Education, Health education.



Using of Complementary Strategies for Students Didactic Evaluation

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Abstract

Didactic evaluation represents one of the most important component of teaching / learning process, that can offer for professors the image of level in which there student acquired the taught knowledge and can apply them in different concrete situation. Didactic evaluation can be made using different strategies, such as traditional one (oral, written, or practical tests) and complementary one (observation, investigation, case study, portfolios, self- / inter-evaluation and so on). The importance of alternative didactic strategies used in school evaluation is that it can involve students as an active participant in this process, helping the evaluation to become more effective and objective. In the present paper, we are planning to describe the status and role of self-evaluation in student assessment and a possible way to do this activity. The sample of research was composed from 116 students who is attending the initial training in didactic career from University of Oradea Romania, who should to anticipate the mark that they estimate to obtain at Pedagogy exam, before and over to solve the task. That two marks was compared with the one accorded by teacher. The results show that many students sub-evaluate themselves and consider that are not enough well-prepared for such type of exams. Therefore, in the present paper we will try to explain the causes which generate this scholar situation and to identify some possibilities to improve the capacity of students for realistic self-evaluation.

Keywords: Complementary strategies, Didactic evaluation, Objectivity.



Measuring Levels of Cooperation and Assertiveness in the E-Learning System during a Pandemic Crisis

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Abstract

In education, the advantages of collaborative work are multiple (Comoglio & Cardoso, 1996; Jardim, 2010, 2019; Kaendler, Wiedmann, Rummel & Spada, 2015) such as rewarding social relationships, the development of a positive human climate, high levels of performance and psychological health indexes. The greater the effort spent on working together, the greater the tendency to esteem one another, the more they esteem themselves, the more they will strive to have a good joint performance and social competence (Jardim, 2019). Also in lifelong learning, in the various training offerings, assertiveness training becomes increasingly important. Assertiveness is the ability to express feelings and ideas without disrespecting others by healthily manifesting our social interactions. The development of soft skills assumes several benefits in a gratifying statement. Personal and social competences are increasingly important in marked development processes and or in transition in different educational contexts, as is the case of attending higher education, where a diversity of development tasks and life events confront the subject with the need for adaptation, requesting personal and environmental resources (Pereira, Motta, Vaz, Bernardino & Melo, 2006; Dixe, Custódio, Catarino, Ventura, Loreto, Carrasqueira, et al, 2010).

In the impossibility of teaching in person due to the public health measures implemented to stop the COVID-19 pandemic, an attempt was made to evaluate in the e-learning system, the cooperation and assertiveness in students through the use of two specific scales.

This is a quantitative, cross-sectional study involving higher education students in two Portuguese polytechnic institutes. The methodological guidelines provided by Jardim and Pereira (2006) were used in the overall assessment of assertiveness (EAGA Scale) and cooperation in the academic community (EAGC Scale). Both scales are assessed on a five-point Likert scale consisting of 8 and 9 items, respectively. A non-probabilistic sampling method was used.

The median value obtained in the Global Evaluation Scale of Cooperation was 35 (IQR=7.5) revealing a high cooperation capacity in the surveyed students. On the other hand, on the Global Assessment Scale of Assertiveness the median was 32 (IQR=7), which translates into a high ability in assertiveness. Additionally, we tried to identify if there was any relationship between the results obtained in both scales through the Spearman correlation coefficient (r_s). It was verified that there is a weak positive relation ($r_s=0.13$) without statistical significance ($p\text{-value}=0.19$) These scales can be used as a complementary tool in distance learning so that teachers can outline teamwork strategies while maintaining the levels of cooperation and assertiveness in their students with a view to their school success.

Keywords: Assertiveness, Cooperation, Education, Learning, Psychological health



Pedagogical Aspects of Awareness Formation of Visual Art Language

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Abstract

The education transformation topicalities of 21st century determine the need for comprehensively educated people who are able to work within a wide range of activities, accepting new spheres through learning and development (Fadels, Bialika, Trilings, 2017). Art pedagogy has an interdisciplinary, practice-oriented character, and it fully reveals the mutual integration tendency of various disciplines, which is characteristic to contemporary education in general (Cohen, 2020). Raising awareness about the artists' creative pursuits, boosting the growth of students' personal artistic experience when implementing ideas, finding meaning of images and symbols included in the artistic work, application of various materials and techniques in the process of artistic activity - these are the issues that have always been in the center of attention of art educators. The research object: artistic activity. The research subject: awareness formation of artistic activity. The objective of the article is to actualize the creative pursuits of artists in the awareness formation of visual art language (visual art) in pedagogical discourse for enriching students' visual proficiency and cultural awareness. The research methodology is developed referring to the current educational transformation topicalities in different documents, the findings of pedagogues, psychologists and other scientists on the pedagogical significance of art, the opinion of professional artists in the artwork creation process, and research studies on art pedagogy practice from the perspective of emerging teachers. Considering the above mentioned, the following research question has been put forward: What pedagogical aspects can be influenced by turning students' attention to the issues of understanding the visual arts language. The obtained research results can become a basis for further research, including comparative research studies and meta-analysis of methodological and conceptual issues of art education.

Keywords: Art language, Art perception, Artistic activity, Pedagogical functions of visual art.



Resources of Students' Creativity for Competence Approach Implementation in Higher Education in Latvia

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Abstract

Creativity - the topmost resource for successful competence approach implementation and education content reform procedure in Latvia, implemented on all education levels in early 21st century. Aim of research is to analyse creativity in 4 higher education programs – pedagogy, economics, art and psychology, based on Four-C Model (Kaufman & Beghetto, 2009): SmallC as daily creativity as problem-solving in everyday life and/or work; Mini-C as a skill developed during study process; ProC, manifested as high professional competence, and Big-C – outstanding creative achievements. Approach of mixed methods applied, using methods of quantitative and qualitative data acquisition and data processing: outcomes of questionnaires analysed for program's quantitative data processing in SPSS environment, but outcomes of interviews for program's quantitative data processing in AQUAD environment. Results of research confirm statistically significant differences ($p \leq 0.05$) in students' creativity, depending on education program: Small-C and Prof-C dominate for pedagogy, but Mini-C – for art education programs students.

Keywords: Creativity, Study programs, Study process



Development of Organizational Agility in Higher Education Scale: A Validity and Reliability Study*

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Abstract

The study aims to develop a scale to discover the perceptual evaluations of academic and administrative staff of public universities in the context of organizational agility. Organizational Agility has attracted the attention of scholars from business discipline since late 1990s (Gunesekaran, 1999; Yusuf et al. 1999; Sharifi & Zang, 2001; Lin et. Al, 2006; Worley and Lawler, 2009). Since then organizational agility has been debated in various other fields. So, the subsidiary purpose of this scale is to create the dimensions of ‘organizational agility’ in Turkish higher education system regarding its reliance on public universities. The research was carried out in psychometric design. Items were mainly created according to Worley and Lawler’s (2009) Organizational Agility Model. Moreover, researchers also took the theoretical contributions of Goldman, Nigel and Preis (1995) and Dubey and Gunesekaran (2014) into consideration to form item pool. In order to prove content validity of the scale Lawshe’s (1975) validity scores were used. As Yurdugul (2005) suggests Lawshe Technique is an efficient way to turn expert opinions into a statistical prediction. The resulting Organizational Agility in Higher Education Scale was pilot tested and administered to 894 academic and administrative staff from 10 public universities in Istanbul. Principal components analysis with varimax rotation supported four dimensions. Through Confirmatory Factor Analysis to indicate the validity of four-factor structure was found to be at acceptable level. Four dimensions of the scale -*strategy and employee-oriented organizational design, internal stakeholder orientation, cooperation with external stakeholders, support for innovation* - focuses more on human side of higher education institutions and less on change management and responsiveness compared to business agility. More research should be done in private universities to see their focuses and to compare public and private higher education in Turkey.

Keywords: Organizational agility, Higher education institutions, Scale development



Examination of Factors That Prevent Teachers' Participation in Professional Development Activities as Lifelong Learning

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Abstract

The purpose of this study is to examine the factors that prevent teachers from participating in professional development activities (In-Service Training), which are accepted as lifelong learning, by gender and age groups. TALIS 2018 data were used in this study. The data of the teachers of the countries included in the Teaching and Learning International Survey (TALIS) 2018 data at ISCED 1 level are based on this study. Under TALIS 2018, factors preventing teachers' participation in professional development activities are stated as follows "I do not have the pre-requisites", "Professional development is too expensive", "There is a lack of employer support", "Professional development conflicts with my work schedule", "I do not have time because of family responsibilities", "There is no relevant professional development offered", "There are no incentives for participation in professional development". Quantitative analysis techniques were used in the analysis of the data. The Mann Whitney U test was used to determine the relationship between the gender variable and the factors preventing the participation of teachers in professional development activities adopted under TALIS 2018. Also the Kruskal Wallis H test was used to determine the relationship between the age groups variable and the factors preventing the participation of teachers in professional development activities adopted under TALIS 2018. According to the results of the analysis, there was no significant relationship between the gender variable and the factors preventing the participation of teachers in professional development activities adopted under TALIS 2018 in some countries. On the other hand, there was generally a very low level of significant correlation between the age groups and the factors preventing the participation of teachers in professional development activities adopted under TALIS 2018.

Keywords: Professional development activities, Teachers, TALIS 2018.



Teachers ' Participation in Professional Development Activities and Age-Gender Relationship? Talis 2018 Review

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Abstract

The purpose of this research is to determine whether teachers' participation in professional development activities related to the learning-teaching process is gender independent according to the age variable. For this purpose, the study used data from teachers in countries and regions that participated in the Teaching and Learning International Survey (TALIS) 2018 study at ISCED 1 level. Countries covered by the research include Australia, Flemish Community (Belgium), Ciudad Autónoma de Buenos Aires (Argentina), Denmark, England (United Kingdom), France, Japan, Korea, Netherlands, Spain, Sweden, Chinese Taipei, Turkey, United Arab Emirates, Vietnam. Within the scope of TALIS 2018 study, the variables related to the teaching and learning process were determined as follows; "Knowledge and understanding of subject field(s)", "Pedagogical competencies in teaching subject field(s)", "ICT skills for teaching", "Student behaviours and classroom management", "Approaches to individualized learning", "Teaching students with special needs", "Teaching in a multicultural or multilingual setting", "Teaching cross-curricular skills". Quantitative analysis techniques were used in the analysis of the data. The analysis of the data was carried out with the Cochran's and Mantel-Haenszel test. Based on the analysis results, no valid model has been produced for Sweden and Turkey. Moreover, for other countries (Australia, Flemish Community (Belgium), Ciudad Autónoma de Buenos Aires (Argentina), Denmark, England (United Kingdom), France, Japan, Korea, Netherlands, Spain, Chinese Taipei, United Arab Emirates, Vietnam), it has been determined that the participation of teachers in professional development activities related to the learning and teaching process is not gender-dependent and independent by age. These results provide information to education policymakers in countries on how to direct teachers to professional development activities in the context of age and gender.

Keywords: Professional development activities, Teachers, TALIS 2018.



Provision of Interprofessional Collaboration Quality within the Framework of Social Services Working with Families of Children with Special Needs

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Abstract

The research describes the team building process in the context of interprofessional cooperation, focusing on ensuring the effectiveness of the team work. In accordance with the research objective, the study explains the concept of quality, highlighting the role of motivation in ensuring the quality of social services considering the most important motivators. Part of the research is based on the experience of the Association "Dižvanagi" dealing with the development of social services for families of children with special needs. Based on this, the tools for assessing the quality of social services are further explored, summarizing the most important criteria for quality of communication. At the end of the study, the authors offer a tool that allows assessing the cross-sectoral cooperation and identify the problem areas in order to identify the necessary improvements. The aim of the research: to establish an efficient tool for interprofessional teamwork assessment in order to enhance the interprofessional collaboration quality in work with families of children with special needs, grounding the study in theoretical and practical research. The results of the research: the criteria for determining the quality of social services have been summarized and a tool developed for assessing interprofessional cooperation, which can be used as a basis for improving the quality of social services in working with families raising children with special needs. The research results can also be used for further research focusing on the improvement of social services in order to ensure the fullest possible quality of life for children with special needs.

Keywords: Social services, Teamwork, Quality, Assessment, Efficiency.



Lecturers as the Subject of Neoliberalism

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Abstract

The aim of the current study was to find out if foundation university lecturers' roles and experiences have changed with the neo-liberal educational policies dominating higher education field in Turkey as well as in the world or not. A qualitative phenomenological design was used in this research. The participants of the study were 10 lecturers working in the foundation universities in Istanbul chosen with criterion sampling method. The data were gathered with semi-structured interview questions. The data were analyzed with content analysis technique. The results revealed that the lecturers in foundation universities were stucked between the increasing demands of students and the expectations and control of administration, which results in losing lecturers' voice. The lecturers are also under constant and close control of the administration with instrumental aims. It was also found out that the lecturers experience an atmosphere in which students are considered as customers, and tried to be satisfied by the administration. Therefore, the lecturers are required by the administration to present high performance and to provide high student satisfaction to please the current students and to attract more students for the following years. It was also discovered that the lecturers in foundation universities experience students that focus on grade instead of intellectual and academic development and that are irresponsible in higher education process. It is recommended to study lecturers' identity in neoliberal universities and in research universities when regarding new managerialism observed in public universities. Furthermore, how research universities react to consumerist teaching demands might be studied.

Keywords: Neo-liberalism, Neo-liberal universities, Lecturer's role, Student as consumer.



Investigation of the Relationship between Pre-Service Teachers' Cognitive Involvement, Academic Motivation and Chronotypes Using the Structural Equation Model

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Abstract

Chronotype or circadian rhythm is an important variable in interpersonal differences and is related to psychological and physiological differences between people. There are three main chronotypes or evening gowns: morning, evening and karma. Morning-type individuals prefer early bedtime and morning hours for intellectual and physical activities. On the other hand, individuals of the evening type prefer to sleep later, feel better in the afternoon or evening and perform high. The mixed species shows the characteristics of chronotypes, both in the morning and in the evening. In many studies, the relationship between chronotype and academia success was examined and it was concluded that the morning types showed higher performance. While a limited number of studies focused on the relationship between academic motivation and chronotype, there was hardly any study between individuals with cognitive impulses on the internet and chronotype. In this study, the relationships between cognitive involvement, academic motivation and chronotype were examined through the relevant scales and structural equation model was used. In the study, 824 teacher candidates constitute the sample especially as both students and teachers of the future. The reflections of the data obtained in educational environments will be discussed and it is believed that it will guide the practice and researchers.

Keywords: Cognitive grabbing, Academic motivation, Chronotypes



Quality of Life as a Strategy for Sustainable Education in Deafblind People and People with Cochlear Implant in the Canary Islands

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Abstract

This study was conducted with a sample of deaf-blind adults, between the ages of 27 and 70, in the Canary Islands, seven men and nine women. Who, eight had cochlear implants oralists and eight were not implanted signers. A quantitative descriptive study was carried out, which sought to gather (prove) information about the needs of deaf-blind people and assessing their quality of life. The instrument used was the FUMAT Scale, by Vergudo, Gómez and Arias (2009). The results obtained revealed that people with implanted deaf-blindness and oralists obtained better quality of life index, than those who did not make use of the cochlear implant and are signers. As a result, it was ascertained that the quality of life index of citizens with cochlear implant and oralists of this study, is located around the average of normal hearing. From this study it can be concluded that the use of the cochlear implant as a technical aid in oral communication improves the quality of life.

Keywords: Cochlear implants,; Deaf-blindness, Quality of life, Oralists, Signers



Axiological Aspects in Higher Education Environment in Latvia: Comparison of Students and Academics' Values

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Abstract

Values are essential prerequisite for society's, including education and science, development, thus in 21st century philosophy emphases shifted from knowledge to values clarification and values promotion (Oleś, 2020).

Quantitative research is implemented within international project "Gender Aspects of Digital Readiness and Development of Human Capital in Region" to analyse students and academics' values in Latvia, applying cultural dimensions model (Hofstede, 2011).

In research 26-item five-dimensional scale of individual cultural values CVSCALE (Yoo, Donthu, & Lenartowicz, 2011) is used assessing such cultural values as power distance, uncertainty avoidance, collectivism, long-term orientation and masculinity at individual level.

Results of Mann-Whitney Test for quantitative data processing in SPSS environment confirm existence of statistically significant differences in uncertainty avoidance ($p \leq 0.05$) and collectivism ($p \leq 0.001$) assessment – students, comparing with academics, pay more attention to them, which confirms students' desire to live in predictable environment with clearly defined regulations and apply collective cooperation synergy for long-term goal achievement.

Keywords: Values, Culture, Students, Academic staff



Investigation of Faculty Members' the Emotional Intelligence According to Their Career Stages

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Abstract

The main aim of this study is to examine the faculty members' emotional intelligence abilities according to their career stages. In the research, a mixed method including qualitative dimensions was used to understand the emotional intelligence abilities of the faculty members and to create generalizable meanings of the results obtained. While the convenience sampling method was used for the quantitative dimension of the research, the quota sampling method was used for the qualitative dimension of the research. The sampling of the quantitative dimension of the research is consist of faculty members in different career phases. In its qualitative dimension, it is formed by the faculty member who has participated in the quantitative application and is selected from the career phase. In the quantitative dimension of the research, Titrek (2004) "Using the Emotional Intelligence Abilities of Faculty Members in Worklife Scale" was used to measure the emotional intelligence levels of the faculty members. Interview method was used to collect data in the qualitative dimension of the research. Quantitative data of the study were analyzed by one-way analysis of variance and t-test for unrelated samples. Qualitative data of the research was analyzed by content analysis method. Suggestions were made in the light of the results obtained from the research.

Keywords: Emotional intelligence, Faculty member, Higher education, Career stages



The Assessment of the Impact of the State's Social Policy on Improving the Use of Labor Resources

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Abstract

It is known that the main productive force of society is the labor force. Quantitative and qualitative level of labor resources and their use is a key component of sustainable economic development of the country. Maintaining a high economic growth rate is closely linked to the constant innovative improvement of the quality of labor resources and increased labor productivity. However, in the context of globalization of social, economic and financial relations, the rate of economic growth depends on the level of use of labor resources. The solution of the existing demographic and socio-economic problems depends on a significant improvement in the qualitative and quantitative characteristics of the labor force. The role of the state in this area is especially important. Improving the use of labor resources depends on the social policy pursued by the state. The active role of the state in the implementation of the social structural policy is also needed to improve the development trends in the use of labor resources. Effective social policy gradually changes the social structure of society, improves the active characteristics of a certain social class, manifests itself in the process of relations with other people in connection with the creation of spiritual and material wealth. The development of strategic management and the implementation of new social policies, in turn, is the result of the development of human capital in society. These social processes are interconnected and interactive. The development of social needs is the most important mechanism for the accumulation of labor resources. The needs and interests of social groups in the accumulation and successful circulation of labor resources are grouped according to consumption patterns and directly depend on the level of income. In general, the complexity and diversity of the problems of efficient use of labor resources make it necessary to study them comprehensively. Ensuring the efficient use of the country's labor resources is one of the most important tasks in the development of the socio-economic complex. In order to solve these tasks requires an objective assessment of the most efficient and complete use of labor resources based on the interests of the whole society. All these aspects show the relevance of the topic of the article. The article assesses the need for the implementation of state social policy and its impact on the country's labor force. The current situation with the use of labor resources in Azerbaijan was analyzed, and the state policy in this area was considered. Quantitative and qualitative characteristics of labor resources have been explored, ways of their effective use have been investigated. The suggestions of a recommendatory nature have also been made to improve the use of labor resources. The results obtained can play an important role in assessing the efficient use of labor resources, both at the state level and in various enterprises and organizations. The development of the article is based on the methods of comparison, development dynamics, factor analysis.

Keywords: Social policy, Labor resources, Management, Education, Population



The Role of Investment in Ensuring Sustainable Business Development

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Abstract

In the context of the global financial crisis in the world economy, specialization in international markets is strengthening, and a science-based economy model based on innovation and creating high added value is preferred. This leads to a sharp increase in competition at the global and regional levels. In such a situation, each country must face such tasks as the formation of sustainable economic development with high competitiveness, productivity and efficiency. These tasks include improving the structure of the economy, the formation of science-intensive economy, maintaining macroeconomic stability, further improving the investment climate, applying advanced technologies and practices, developing human capital, and promoting foreign investment. At present, the problem of ensuring sustainable development is very relevant, and it is not only due to the situation caused by the global economic crisis. Even in conditions of economic stability, the issues of sustainable development of the country, including business, are very important. Sustainable development is the key factor for improving the stable operation of a business. Global processes taking place in the world in modern conditions, the emergence of a seriously competitive environment emphasize the need to ensure the sustainable development of business, its adaptation to changing market requirements. In solving all these serious problems, there is a special need to constantly pay attention to the organization of business in terms of modern requirements, to increase their production capacity and capabilities. World experience shows that one of the ways to achieve these goals is to ensure sustainable business development. The solution to this problem also depends on investment. Purposeful reforms are set as an important task in the direction of implementation of investment policy to ensure the sustainable development of business. All these features show the relevance of the topic of the article. In the article, the need to ensure sustainable business development was substantiated and the main directions were explored. Means to ensure sustainable development have been explored. The role of investment as one of the tools to ensure sustainable business development has been explored. The impact of investment on sustainable business development was considered. The problems of formation and implementation of effective investment policy in order to ensure competitiveness and sustainable development in this area have been investigated. The expediency of taking several effective measures to ensure the investment attractiveness of business is substantiated. At the end of the article, a number of suggestions for a recommendatory nature were made. All economic entities can take advantage of suggestions for a recommendatory nature. The article is mainly based on grouping, comparison, growth dynamics and factor analysis methods.

Keywords: Investment, Business sustainable development, Taxation, Economy



Development of Professional Competence of A Social Worker in The Study Process

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Abstract

The profession of a social worker promotes social change by purposefully ensuring the constructive solution of problems in human relations. Social work is a profession that is constantly changing and looking for new approaches and methods in order to implement the basic principle of work - to help clients overcome problems by diagnosing and solving them themselves. Different target groups of clients, multifunctionality of problems are a real challenge for the professional competence of every social worker, especially for future and new specialists. In nowadays' changing reality, the starting point for the development of competence is the studies at the university, that synergistically combine theory and practice, provide opportunities for independent research and cognitive cognition, which promotes the formation of professional identity in the study process. Opportunities for future social workers to practice in a variety of internship situations that arise in social reality through the interaction of various negative influences and factors are an important resource for professional development. Solving social work problems requires a high level of professional competence. The aim of the article: to answer the research questions: (1) what are the dominant contradictions in the education of future social workers? (2) how to reduce the contradictions existing in the study process (3) in what way to promote the development of professional competence of students, future social workers in social work in the study process in the context of functional sustainability? The publication analyzes the content of the study program, describes the process of formation of professional competence of future social workers at Liepaja University (Latvia), analyzes the potential of students' professional identity and reflection in the context of study quality improvement. Research base: x students involved, Y lecturers, Z employers. The working out of the publication is based on the analysis of the current theoretical aspects of the social field and the study of the quality of the empirical study process. Research methods: analysis of scientific literature, content analysis of documents corresponding to the research context, analysis of focus group discussion results, case analysis. Research results: conclusions that reveal the contradictions established in the study process have been developed, characterize the regularities of the formation of professional competence of future social workers, actualize the factors influencing professional identity and the developing potential of reflection of practical activity in the study process.

Keywords: Student, Social work, Competence



Future Challenges in Social Work Education and Practice

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Abstract

The specifics of social work are changing due to social and global trends. The profession changes over time and needs to be responded to accordingly. The development of education influences future professionals and the contribution of social work to Latvian society. Social work in all institutions is not performed according to the same criteria and methods. Prolonged social work does not achieve positive changes in the client's life, social workers are exposed to the risks of professional burnout. The aim of the research is: To explore the importance of a social worker's professional conversation with clients in the context of a systemic approach. To study alternatives and develop theoretically and empirically grounded recommendations for the implementation of a systemic approach in psychosocial work. The theoretical basis of the research is formed by the findings expressed in research and literature on the topicality of the researched topic. In the practical part, an empirical method is used - questionnaires, structured interviews. Data processing was performed in a computer program. The calculation of the Friedman test in the computer program SPSS was used for the expert evaluation. The study was conducted in 2019-2020. by interviewing social workers, interviewing experts in social work. The article summarizes the analysis of several situations. Factors influencing professionally managed conversation with the client in the context of the systemic approach have been identified and researched. Working with the client in the psychosocial field helps to solve the problem purposefully. Methods have been studied to improve social work with clients in municipal social services. The role of the social worker in raising the self-confidence and self-esteem of these people has been clarified. The main results of the study: Evaluating the social services available to clients and proposals for their development, a model for the work of social workers for clients has been developed. A systemic approach has a real opportunity to be integrated into psychosocial work with families with children. The research proves that by using different methods, approaches to working with clients, solving their problems can contribute to improving the client's quality of life. The study reveals new opportunities and challenges in social work and education. More research is needed to improve social work, which would be the basis for the development of social work as a science in Latvia.

Keywords: Social workers, Systemic approach, Psychosocial work, Burnout, Methods.



How Health and Hygiene Go Hand in Hand with Education

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Abstract

As we all know, prevention is better than a cure. So to tackle the problems caused by bad hygiene and sanitation, plus a lack of health awareness, education activities are doing their best to help people learn how to protect themselves.

School is such an important environment for our children as it's the place that much of our learnt behaviour takes root.

School hygiene or school hygiene education is a healthcare science, a form of the wider school health education. School hygiene is a study of school environment influence; it explores the impact of schooling to mental and physical health of students.

The primary aims of school hygiene education is to improve behaviour through useful practices connected to personal, water, food, domestic and public hygiene. Also, it aims to protect water and food supplies and to safely manage environmental factors. The priority in the education sector is to provide the best quality of learning and development, whilst keeping students and staff safe and healthy. Keeping healthy and avoiding illnesses is a big challenge in a context where interactions are encouraged through learning and play.

Hygiene levels are also difficult to maintain within high footfall environments which peak during the day. The provision of adequate facilities in schools is a basic requirement and supports the prevention and spread of infection. Hygiene is important for parents too, with the quality of hygiene care in schools being one of the key criteria which influences prospective parents.

The paper is providing a literature review about the hygiene and local behaviours thorough the world and particularities of various education and medical systems.

Keywords: Education, Health, Hygiene



Teachers' Attitude and Its Role in The Implementation of Sustainable Inclusive Education

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Abstract

Education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. The concept of education system sustainable development is a systematic extension of human rights by opening up equal development opportunities for all people nowadays and future generations (Schneidewind, 2018). In this context, the commitment of the global community to inclusive education is acknowledged in the Sustainable Development Goal 4, 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all', and in the Education 2030 Framework for Action (Education 2030 Framework for Action). Therefore, teachers are essentially the ones who can determine the inclusion or exclusion of learners from educational opportunities. For them to become drivers of inclusion, we need to rethink teachers' profile, role, competencies and dispositions, as well as the 'assumptions and norms that dominate teaching practice' (UNESCO-IBE, 2017). The study presented in the publication is devoted to the attitude of teachers as one of the factors forming competencies and dispositions. In this context, an attitude is a state of mind, which can improve or decrease motivation to be more creative, communicate more effectively and produce more effort for the good of pupils and educational institutions.

The publication presents a study that analyzes quantitative data related to teachers' subjective assessment toward the inclusion of children with mild to moderate disabilities and their relationship to the provision of sustainable inclusive education. In the development of the study, the Technical Manual for Attitudes Towards Teaching All Students Instrument has been used. Its structure has three distinct components: cognitive, affective, and behavioural - it was important to include all three in evaluating teachers' attitudes towards inclusion (Gregory & Noto, 2012). For statistical analysis of the research data, the SPSS 25.0 programme was used: a method of Descriptive Statistics, Pearson Correlation Test, One – Way ANOVA tests.

The study involves teachers from different professional backgrounds. The results confirm disharmony in the structure of teachers' attitudes, revealing a significant deficiency of the cognitive dimension compared to the affective and behavioural dimension.

Keywords: Inclusive education, Pupils with special needs, Sustainability, Teacher's attitude



The Educational Inclusion of Students with Disabilities, The Case of The University of La Laguna

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Abstract

This work has been focused on the analysis of the educational inclusion of students with disabilities of the University of La Laguna. It was carried out between 2016 and 2018. The study was carried out with students with disabilities (n.36) enrolled in undergraduate and graduate studies and their respective teachers (n.79), with the aim of knowing the perceived needs in both groups, as well as analyzing the quality of the service provided by the Program of Care for Students with Specific Educational Support Needs (PAED) of the University of La Laguna, in which the students were enrolled. A case study design has been chosen, with a mixed research methodology, combining more descriptive and quantitative approaches with deepening the meanings for those involved through a more qualitative methodology. The collection of information was carried out by means of online surveys and a series of interviews with students with disabilities and their teachers, to know their opinion on the work carried out by the PAED program. Students with disabilities stated that despite the help received from PAED, their educational support needs were not always considered by the teachers, the recommendations given from the service were not mandatory for the faculty which made students feel neglected, and unprotected by the university institution. On the other hand, it was noted that teachers had difficulties in following the guidelines and recommendations of the reports, and also stated that the overcrowding of classrooms is a common problem that hinders the individualized attention required by these students. Broadly speaking, despite the increase in the number of university students enrolled with disabilities, not all manage to complete this training stage successfully, which highlights the presence of barriers that hinder the educational inclusion of this collective in the university.

Keywords: Educational inclusion, Disability, University, Support services, Barriers



The Effects of Pre-Service Teachers' Extracurricular Study Habits, The Difficulties in Emotion Regulation on Lifelong Learning Tendencies in Covid-19 Process

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Abstract

The Coronavirus Covid-19 epidemic, which affects the whole world today, affects the education process negatively, like many other sectors. This situation will lead to differentiation of extracurricular study habits primarily because of the fact that individuals have difficulties in emotion regulation, away from the school environment and many activities. In addition to these situations, being away from many applied courses as a student of education faculty may cause them to take a different attitude towards lifelong learning tendencies in their development process. In this study, on the effect of lifelong learning tendencies of pre-service teachers' which will contribute them becoming a useful teacher by developing themselves with their studying habits and the difficulties in emotion regulation is examined in Covid-19 process. In this context, a scale prepared in three different Likert formats will be applied to undergraduate students studying at the Faculty of Education at İnönü University. These scales are "Lifelong Learning Tendency Scale" developed by Coşkun (2009), "The Difficulties in Emotion Regulation Scale-Short Form", which was first developed by Bjureberg et al. (2016) and later adapted to Turkish by Yiğit and Yiğit (2017), and "Extracurricular Study Habits Scale" developed by Ermeydan (2019). After obtaining the data, multiple regression analysis will be conducted and the relationship between pre-service teachers', study habits, and the difficulties in emotion regulation will be explained and the impact of these variables on lifelong learning tendencies will be examined. The results obtained will be discussed with the variables that affect lifelong learning tendencies during the Covid-19 epidemic, which affects everyone both financially and morally, and the positive and negative aspects of these effects.

Keywords: Lifelong learning tendency, Covid-19, Extracurricular study habits, The Difficulties in emotion regulation



The Effect of Covid-19 on Pre-Service Teachers' Lifelong Learning Tendencies

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Abstract

Lifelong learning has an important place in many discussions about education. Lifelong learning is seen as a supporter of education in order to meet the needs of individuals regarding their interests, curiosities and abilities, and to contribute to the development of individuals socially and professionally. In order to provide these supports, the support of formal and non-formal education institutions and all in-service and out-of-service activities are evaluated within this scope. Individuals who want to be involved in the lifelong learning process face many difficulties. Although these problems differ in the process, the biggest problem affecting the access of the preservice teachers to formal education is the Covid-19 pandemic epidemic today. In this process, individuals have gained many new habits besides being affected psychologically and they have to increase their efforts a little more. Although lifelong learning has a very comprehensive content, one of its main purposes is the personal development of preservice teachers who continue the formal undergraduate program at the university. Besides the steps that the preservice teachers follow for their development in the normal process, it is a matter of curiosity how they followed their own development in the Covid-19 epidemic process. With this study, it was aimed to investigate the effects of coronavirus (Covid-19), which is the biggest problem of today and which worries the whole world including our country, on lifelong learning tendencies. Mixed research methods will be used in the research. Firstly, pre-service teachers' lifelong learning tendencies will be handled in accordance with different demographic variables, and then the reasons for whether there is a differentiation in their tendencies will be examined in depth. In this context, the Lifelong Learning Competence Scale (LLCS), which was developed by Coşkun (2009) and whose validity and reliability studies have been conducted, will be applied to determine the lifelong learning competencies of preservice teachers studying at the Faculty of Education at İnönü University and according to the results of the application, semi-structured interview forms to be directed by researchers with 10 students with high lifelong learning proficiency will be applied. In this study, which aims to obtain in-depth information, content analysis will be used in the process of analyzing the response received from 10 students via Nvivo 8.1. It was visualized with mind maps made in the Xmind program.

Keywords: Lifelong learning tendencies, Covid-19, Pre-service teachers.



The Effects of Speaking Instruction Based on Whole Language Approach - Collaborative Instructional Design on Pre-service Teachers' Speech Self-Efficacy and Speaking Anxiety: Expanding through Telephone Interviews

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Abstract

One of the most necessary language skills to improve in the quality of the teaching profession is undoubtedly speaking. Teachers start to speak and feel anxious about their speaking skills starting from their student years, including their time in the office. The aim of this study, which is a need in the field in the context of improving pre-service teachers' speaking skills, is to determine the effects of speaking instruction on pre-service teachers' speech self-efficacy levels and speaking anxieties based on whole language approach collaborative instructional design used by Kenneth Goodman. In the research, 'Does teaching speaking based on collaborative instructional design have effects on teachers' (1) speech self-efficacy levels, (2) speaking anxiety, 'Do speech self-efficacy levels differ according to (3) gender, (4) age and (5) department; Do speaking anxiety levels differ according to (7) gender, (8) age, (9) department?' sub problems were investigated. The study group of the study consists of 180 pre-service teachers, 140 of whom are girls and 40 are boys, who are 1st grade students attending different departments of the education faculty of Niğde Ömer Halisdemir University, which can be reached with the appropriate sampling method, which is one of the non-selective sampling methods. The groups formed by taking into account the quality of efficacy criteria were planned in the context of collaborative instructional design, each of them for 13 weeks and carried out the activities to improve the speaking skills including (1) self-introduction, acquaintance; (2) thanking and apologizing, (3) speaking on the phone, (4) welcoming and farewell, (5) visiting speeches, (6) asking for directions and describing, (7) memorial and anniversary talks, (8) opening and presentation speeches, (9) chat and conversation, (10) asking and answering questions, (11) speaking with the officers, (12) debate and (13) interview. The research was designed according to the sequential pattern mining from mixed methods. While a single group pretest-posttest model was used in the quantitative dimension of the research, its qualitative dimension was designed in a phenomenology pattern in order to make sense of the results of the quantitative dimension and to deepen the experiences. In the context of the experimental process, the groups formed by taking into account the efficacy criteria were planned in the context of collaborative instructional design, each of them for 13 weeks and carried out the activities to improve the speaking skills including (1) self-introduction, acquaintance; (2) thanking and apologizing, (3) speaking on the phone, (4) welcoming and farewell, (5) visiting speeches, (6) asking for directions and describing, (7) memorial and anniversary talks, (8) opening and presentation speeches, (9) chat and conversation, (10) asking and answering questions, (11) speaking with the officers, (12) debate and (13) interview. In order to collect quantitative data, "speech self-efficacy scale for pre-service teachers" prepared by Katrancı and Melanlıoğlu (2013) was used to measure speech self-efficacy level and "Speaking anxiety scale for pre-service teachers" developed by Sevim (2012) was used to measure speaking anxiety. The obtained data were analyzed with anova and t test. In order to collect qualitative data, questions about speech self-efficacy and speaking anxiety were asked to students by telephone interview, the obtained data were analyzed with content analysis technique by creating categories and themes via Nvivo 8.1 and visualized with mind maps in Xmind program. In the light of the findings, it has been concluded that pre-service teachers who receive collaborative speech instruction have increased speech self-efficacy and have decreased speaking anxiety while speech self-efficacy and speaking anxiety levels do not change according to gender, age and department.

Keywords: Whole language approach, Collaborative teaching design, Speech self-efficacy, Speaking anxiety.



Paper Analyze the Impact of Creative Drama Education on the Emotion Embodying and Problem-Solving Skills of the Kindergarden Students

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Abstract

In this experimental study, two classes in an X Kindergarden school are specifically selected. While one of the classes selected as an experimental group, other group is selected as a control group. Both of group involves the kids who are at 4-5 ages. For collecting data, 'Wally Social Problem-Solving Scale' and 'Emotion Embodying Scale' were used. In the scales applied as a pre- and post test, social problem- solving and emotion embodying skills of the kids are observed depending on creative drama variant. After the pre-test applied to the kids in the experimental group, creative drama education which helps the kids improve social problem-solving and emotion embodying skills were used three times a week, during six weeks. At the end of the activities, social problem solving and emotion embodying skills of the kids were measured according to the specific variants. In the data collection gathered in the fall term of 2018-2019 academic year, Mann Whitney U Test were used to determine whether there is a significant effect in terms of variants. In the results obtained under the first hypothesis, it was found that there was a statistically difference between the pre and post tests of the kids in the experimental and control groups according to their emotion embodying skills in favor of the experimental group. In the results obtained under the second hypothesis, it was observed that there was a significant difference between the pre and post tests of the kids in the experimental and control groups according to their social problem-solving skills in favor of the experimental group. In the results obtained under the third hypothesis, it was discovered that there was no statistically difference between pre and post tests highlighting the kids' level of negativity, which is the sub-dimension of emotion embodying skills on a basis of their gender in the experimental and control group. But in the experimental group, it was found that there was statistically difference between pre and post tests highlighting their emotion embodying skills on a basis of their gender, in favor of girls. In the control group, there was no statistically difference between pre and post test highlighting their emotion embodying skills on a basis of their gender. In the results obtained under the fourth hypothesis, it was found that there was not any statistically difference between pre and post tests highlighting their social problem-solving skills on a basis of their gender in the experimental and control group.

Keywords: Creative drama, Emotional embodying, Pre-school teaching, Social problem solving skills.



Disruptive Behaviors Encountered in Private Secondary School Classes

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Abstract

Being one of the most critical elements of education systems, the most important job teachers do in the classroom is to enable students "to learn". There are some variables that ensure the best performance of this basic task, as well as a number of factors that prevent it from being performed. The disruptive behaviors of the students in the classroom is one of the most important factors that hinder teachers' duties to provide learning.

The aim of this study was to determine what the disruptive behaviors encountered in private secondary school classes were, their reasons and what reactions teachers show. The study was qualitatively designed. While determining the study group, the maximum diversity sampling method which is one of the purposeful sampling methods was used. In the study, the students of different genders and different grade levels were included in the sample. 27 teachers (of Mathematics, Turkish, Social Studies, Physical Education, English, Science), working in two branches of a private education institution secondary school, and 232 students (6th, 7th, 8th grades) participated in the study. The study data were obtained by using a semi-structured interview form developed by the researcher and consisting of 3 questions for teachers and students. Content analysis technique was used in the analysis of the data. The codes were determined by examining all of the data arranged according to the main themes determined, and sub-themes were created over these codes. The data were reviewed in detail according to the determined themes, sub-themes and codes, and rearranged and described. In addition, the frequency of teacher and student views (codes) under each sub-theme was calculated and each sub-theme and codings were tabulated with frequency.

Keywords: Disruptive behavior, Secondary school, Student, Teacher.



Re-defining Postmodern Role and Mission of the University

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Abstract

Nowadays globalization and crisis threatened society has put the knowledge at the heart of the efforts for achieving sustainable and smart growth. That is why, in supporting this strategy, a crucial role was assigned to education and, in particular, to higher education. In view to achieve such crucial role, University faced demands for urgent and deep modernization. So, the University had to rethink its purposes, that is, definitions of what University is, can be and should be, criteria for quality and success, the kinds of research, education and services to be produced, and for whom (Masten Olsen). At stake was the higher education's capacity to compete in the global knowledge society, to adapt and adjust to a series of profound changes: globalization of education and research, increased demand for higher education, increasing need to develop a close cooperation between universities and industry; reorganization of knowledge (need to adapt to the interdisciplinary character of the fields opened by society's major problems such as sustainable development).

Keywords: Higher education, Reform, Paradigm of academic, Technological competitiveness, Become permanent.



Teacher – Student Relationship, Sympathy and Empathy Report

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Abstract

For the education of the new generation the teachers must put into value their whole professional skill and capacity, aiming at building up the proper framework needed to shorten the distance between them and those whom they should share with the national and universal values. Such inter-personal relationship is based upon the mutual capacity of understanding, anticipation, and identification of partners (teacher and student), in order to be able of mutual trust needed for this purpose and opens the way to empathic communication between the educator and the educated person.

Basically, we consider important emphasizing from the very beginning that the investigation of the skills and vocation for instructive and educational activities (for which the sympathetic and empathic capacities play the role of guiding entity) are justified as necessity for achieving the progress of the entire educational process. It is hard to imagine the educational process developed without teachers able to create the proper educational atmosphere, establish efficient relationships with the students, and to build up the framework for communication, which can influence this process.

Keywords: Process, Teacher, Student, Sympathy, Empathy



Factors Determining the Choice of the Teacher's Career among the Applicants of Pre-service Teacher Education Programmes

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Abstract

A report of the European Commission (2013) states that a teacher's career has lost the capacity to attract the most promising future professionals. As the teaching profession is no longer as attractive as before, Latvia is already experiencing a serious shortage of qualified teachers, and in turn, the declining prestige of this profession is having a negative impact on the enrolment of highly qualified candidates in teacher education programmes. There are also heard provocative statements in society that pedagogy is chosen by those who are unable to study something else (Prestige of the Teaching Profession in Latvia (2016)), that outstanding pedagogical work is not particularly valued or that the teaching profession has become a consumer good. Anyone who pays for studies in teacher education programmes, can become a teacher which ends in graduates who choose to work in another field. It is important to recognize the crucial role of teachers for the quality of school education. As a cornerstone of the school learning process and the new reform, teachers are also an educational policy priority that has received support at European level. Both the European Commission and the Council of Europe (2015) emphasize the need to improve teacher education, continuous professional development and raise the status of the teaching profession. The need to attract better educated candidates to the teaching profession is growing day by day, especially in the context of the new education reform towards competence-oriented teaching and learning in Latvia. It is therefore important that there are enough high-quality applicants in the programmes and that it is possible to select suitable candidates for a teaching career during the admission process. The Faculty of Education, Psychology and Art, University of Latvia has got the experience of organizing the entrance examinations in pre-service teacher education programmes for three years. The article deals with a part of a larger scale action research to explore the factors influencing and shaping professional development of pre-service teacher career and improve the admission process of pre-service teacher education programmes. The aim of the present article is to identify the factors determining the choice of the teacher's career among the applicants of pre-service teacher education programmes. The main emphasis in relation to career activities is based on the development of the concept of "career readiness". Therefore, the content of applicants' answers to entrance examination questions received for three years have been explored. As a result, not only clear and unambiguous text is analysed, but also different levels of text content – primary content (topics, main ideas) and latent content (contextual information) are pointed to in relation to 3 entrance examination questions: what determined applicants' choice of the teacher's career, what would be their main three goals to achieve as a teacher and what abilities, talents, skills they possess that could be useful in teacher's work. The criteria for the analysis are based on the subjective and objective career (Judge et al, 1994) factors, often mentioned verbs in their goals and features in describing their suitability for the profession. The research findings give the evidence that a majority of teacher education programme applicants choose their future career based on the subjective career factors (values, job stability, challenges, work-life balance, goal fulfilment, etc.), however in the society they are judged by objective career factors (promotion, salary, economic situation, etc.) and the lack of congruence between them might make teachers leave their profession.

Keywords: Entrance examination, Pre-service teacher education programmes, Teacher's career, Attractiveness



Students' Health Conditions and the Correlations of the Self-Assessment of Physical and Emotional Wellness

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Abstract

There are many different studies on healthy lifestyles and recommendations on how to make an individual responsible for their own health and how to reach their full potential in life, but data from health organizations still show that people do not care enough about their health.

The aim of this study is to analyze the functional state of the student's body, physical and emotional wellness self-assessment state and their interrelationships. The results of this study show the actual state of students' health together with the findings of surveys on physical and emotional wellness state. Research methods: 1) Dynamics Technologies "Omega Standard" used for heart rhythm diagnostics St. Petersburg (Russia). The method is based on in-depth analysis of heart rate variability, which was developed by Dinamika Tehnologies company; 2) Adapted survey (Robbins, G. et.al., 2011) on healthy lifestyle habits and wellness status, a total of 105 questions (Cronbach's Alpha 0.938), this study analyzes the section on physical and emotional wellness, a total of twenty-three questions. The participants of this study are 122 full-time and part-time students of the programme "Teacher" of LiepU and the programme "Health Sports" of RSU Liepāja Branch.

Results. The functional state of the students corresponds to the norm 67,9%, condition below normal 26,9% and pre-disease condition 5,1 %. We can conclude that 40% of students are able to maintain their emotional wellness at a sufficiently good level, 51% of students at a satisfactory level and 9% at an unsatisfactory level; 40,5% of students are able to maintain their physical wellness at a sufficiently good level, 38,5 % of students at a satisfactory level and 23,9% at an unsatisfactory level. Correlations were not found between students' health conditions and the self-assessment of physical and emotional wellness.

Keywords: Students, Health conditions, Physical & emotional wellness



Causal Conditions for Innovative Instructional Practices in Korean Secondary Multiethnic Classrooms: Implications for Teacher Education and Social Sustainability

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Abstract

Korean secondary school classrooms display a growing cultural diversity. The innovative instructional practices in Korean secondary multiethnic classrooms have attracted considerable interest, especially in relation to the quality of teacher education and the diversity dimension of social sustainability. Past research on instructional practices in Korean secondary multiethnic classrooms has used two principal approaches: large-N statistical studies estimating average effect sizes, or case studies presenting description. Notably lacking is a fuzzy-set qualitative comparative analysis (fsQCA) of conditions determining innovative instructional practices. This study investigated causal conditions for innovative instructional practices in Korean secondary multiethnic classrooms (IIP). More precisely, considering set-theoretic relations, the following two research questions were addressed:

1. What conditions are necessary for innovative instructional practices in Korean secondary multiethnic classrooms?
2. What combination of structural conditions is usually sufficient for innovative instructional practices in Korean secondary multiethnic classrooms?

The data of this study are derived from the 2018 Teaching and Learning International Survey (TALIS) conducted by the OECD. The explanatory variables were teacher self-efficacy in general (TSEG), teacher self-efficacy in multicultural classrooms (TSEM), team innovativeness (TI), and motives for choosing teacher as a career (MT). I use fsQCA to identify pathways leading to innovative instructional practices in Korean secondary multiethnic classrooms. This study was based on a sample of 194 Korean teachers. The results were the following. 1) It was then determined whether the four explanatory variables (TSEG, TSEM, TI, MT) might meet necessary condition for outcome variable. As consistency for conditions was ranging from 0.28 to 0.85, none of them met the threshold (0.90). Therefore, these conditions were unnecessary for the occurrence of innovative instructional practices in Korean secondary multiethnic classrooms. 2) I explored three distinct causal conditions that were sufficient to explain for innovative instructional practices in Korean secondary multiethnic classrooms. 3) Causal condition 1 features high team innovativeness combined with high teacher self-efficacy in multicultural classrooms and high levels of teacher self-efficacy in general are sufficient to innovative instructional practices in Korean secondary multiethnic classrooms. 4) Causal condition 2 features high team innovativeness combined with high teacher self-efficacy in multicultural classrooms and high levels of teacher intrinsic motivation are sufficient to innovative instructional practices in Korean secondary multiethnic classrooms. 5) The same outcome is achieved with high levels of teacher intrinsic motivation and high levels of teacher self-efficacy in general, even though it is accompanied by low team innovativeness. Through this research, I hope that fsQCA will be more used for studies to discover causal relations to the multicultural education field

Keywords: Multi-ethnic education, Diversity, Necessary conditions, Sufficient conditions, Teacher leadership



Innovation of Teaching Applications of Modern Interactive and Multimedia Teaching Aids

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Abstract

The paper deals with the issue of innovation in teaching associated with the application of modern interactive and multimedia aids to teaching due to the need to implement a remote form of education, either via the Internet or other interactive form. Today, the computer is a common tool for entertainment, communication, job performance, and, of course, education. The ability to work with information, control of information and communication technologies, and orientation in information sources is becoming a key competence for human employment in the labor market. Unlike literally exponential developments in the world of media and technology, a person's preparation for his active life in society is changing much more slowly. Pupils now expect a wide school and seamless access to information by analogy with everyday life, and our education is not always able to meet this expectation. There are barriers not only on the part of teachers, but also the specifics that the integration of digital technologies into the cognitive process brings with it. The complexity of teaching associated with changing methods and forms of work of teachers and students, the existence of open learning resources, collaborative learning, and mobile learning bring with them the need not only for an adequate approach by teachers, but also a technical, technological approach by the school as an institution.

Keywords: Innovation, Teaching, Interactivity, Multimedia, Distance education



Increase in the Implementation of Digital Technologies in Teaching During the Covid 19 Pandemic in the Czech Republic on The Example of Selected Elementary Schools

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Abstract

Over the last five years, the possibilities and implementation of digital technologies in teaching have been strengthened in the Czech Republic. As part of the support of digital literacy, Czech education is undergoing a process of increasing the digital competencies of teachers and pupils in primary and secondary schools. The term "digital literacy" means a set of digital competencies (knowledge, skills, attitudes, values) that an individual needs to safely, confidently, critically and creatively use digital technologies at work, learning, leisure activities and participation in society. Their basic characteristic is the application/use of digital technologies in various activities, in solving various problems. This results in their variability over time, depending on changes of the way and extent of the use of digital technologies in society and in human life. During the Covid-19 pandemic, a number of teachers decided to conduct their teaching online. Among other things, the tasks and their fulfillment and control were given to the pupils electronically. The goals of the expected results of digital literacy were met very quickly and more than before. Particularly interaction through digital technologies, sharing and collaborating through digital technologies, acquisition of data, information and content from digital sources, creation of new digital content, appropriately chosen message format. Our contribution in the form of a research probe among elementary school teachers in two regions verified their rapid development, thanks to the closure of schools and the interruption of regular teaching.

Keywords: Digital literacy, Teaching online, Covid-19 pandemic, Czech Republic



Investigation of Studies Measuring the Effects of Using Learning Management Systems on Learners

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Abstract

For nearly fifty years now, computers and learning methods are thought to be inseparable. The fact that learning environments reach every part of the world in an economical, quality and sustainable manner thanks to the internet is a clear sign of a new era in education methods and access to information. While Learning Management Systems emerge at this point, they aim to ensure that learning environments are implemented in a better quality, planned and organized manner. Many scientific studies have been conducted on these e-learning environments supported and developed by content management systems day by day. Especially studies investigating the various effects of the use of these systems on the learner are important for educational sciences. This research is a theoretical study conducted to examine the studies that measure the effects of Learning Management Systems on the learners. Studies that measure the essence, basic principles, basic concepts, and various effects of Learning Management Systems on the learners are presented based on the information in the literature.

Keywords: Perceptions, Management systems, E-learning.



Activities and Well-Being in The Elderly to Prevent Social Isolation During Covid-19.

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Abstract

Widowed people are at greater risk of loneliness and this psychological experience compromises their quality of life and active aging. In recent years it has been shown that the activities offered in the nursing homes prevent loneliness and offer quality of life; It is important to prevent situations of social isolation and adapt the home to possible falls. Loneliness is an emotional discomfort that arises when a person feels misunderstood by other people, or has no company for the activities they want to be physical or intellectual, to reach the fullness of the human being.

Loneliness is present in our elders affecting the quality of life, in this study 150 older people between 60 and 90 years old participated in a study to measure the satisfaction of activities in a senior center to alleviate loneliness. The objective of this study was to analyze loneliness in older women. The results indicate a great satisfaction of the participants getting more leisure and free time in their lives.

Keywords: Socio-educational activities, Quality of life, Care, Active aging, Elderly, Loneliness.



Sustainable Schools within the Scope of Sustainable Development

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Abstract

Rapidly growing population and developing technology in the 21st century caused the rapid reduction of natural energy resources in the world and environmental problems turned into an important threat for future generations. In order to minimize the consumption of natural energy resources and protect the natural environment, the United Nations, the world's most important international organizations and scientists emphasize the importance of sustainable development. In this context, a global road map has been designed to create environmentally conscious societies with sustainable development that can guarantee the welfare of the current generation and future generations. Considering that these goals, consciousness and responsibility can only be gained through education, the period between 2005 and 2014 was declared as the Sustainable Development Oriented Education Period by the United Nations. The Sustainable Development Oriented Education (SGE) approach aims at “holistic and social change”.

A sustainable school, with its building and daily practices, prepares its students for a sustainable life-long life throughout the education and training process, and aims at social change and transformation by creating a sense of consciousness and responsibility in individuals in order to prevent the destruction in natural resources and the environment. Sustainable schools, which form the basis of sustainable development, provide a reduction in operating costs, an increase in teacher performance and satisfaction, an increase in building life, a reduction in environmental impacts and a change in individual and social habits. This research is a theoretical study on sustainable schools. The essence of the approach, its basic principles and basic concepts are presented based on the information in the literature.

Keywords: Sustainability, Sustainable development, School, Society



Changes Based Learning by Members of the Structure (Organization).

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Abstract

A new approach for monitoring the state of a company, carried out at time intervals of various durations, is proposed. The developed diagnostic toolkit uses unified business information that allows receiving timely reliable conclusions about the stable functioning of a company. If signs of instability are found out, a large-scale programme of changes is proposed that is carried out at all the levels of the management system, including the redistribution of organizational authorities. Such changes must not compromise the efficiency of a system commensurable in terms: "Affirmation of actions that must be purposefully taken in order to eliminate a major circumstance through timely restoration of sustainable functioning resulting from the learning of the applied changes by members of the structure". This is achieved by revealing the contradictions that exist under the open system conditions with the simultaneous existence of several objects. As a result, not only the principle of system unity of the subject, object and entity is violated, but the main purpose of the methodology related to the organization of work on creating the object is not fulfilled. The found out problem, therefore, is eliminated through the methodological tools used to create the system object. As such tools, the concept of forming the structure of system concepts is used. This formation is based on the technology of constructing a hierarchy of values. Thus, the company's managers receive effective tools at their disposal that allow evaluating the current state of a company, taking into account their identification at the entire distance of achieving the strategic goal. Combining the principles of static assessment and dynamic measurement of state, a company gets an opportunity to protect itself by justifying timely changes at the level of separate chains, without violating the principles of system organization as a whole. In other words, the company's management is able to convert on the chance, demonstrating a willingness to accompany the pre-established growth potential. In fact, the description of the present concept characterizing the property of the object of the system under the research, allows not only monitoring the state of the company, but also, if necessary, restoring the lost property, developing measures to redistribute organizational powers, including updating and replacing used-up structural elements. The developed algorithms allow detecting weak links at the level of separate system chains, and in cases where the existing structure is unable to ensure the introduction of new proposals, a programme is developed to overcome specific obstacles at the level of certain executors without consequences at the post-implementation stages of a company's development.

Keywords: Methodology, Monitoring, Instability, Programme



The Role of the Static Field of Retail Gravitation in Sustainable Development

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Abstract

The symposium on Possible Relationships between Solar Activity and Meteorological Phenomena, held on November 7 and 8, 1973, at the NASA Goddard Space Flight Center in Greenbelt, Md., was one of the key events that significantly paved the way to research of the physical mechanisms that are responsible for the occurrence of transmission phenomena observed in the solar atmosphere, interplanetary space, the magnetosphere, the Earth's atmosphere and on the solid Earth's body, including biological systems. Research into biophysical mechanisms, which are responsible for negatively influencing the decision-making abilities of astronauts, for example by solar activity, is becoming increasingly important, especially in connection with long-term exploration missions in the solar planetary system. The gradual colonization of some bodies of the solar planetary system will also result in additional changes in the economic content of the law of retail gravitation so that this law will be in accordance with the principle of sustainable development. In terms of the transformation of terrestrial economics to extraterrestrial economics, a metric tensor field is used in this work to describe the retail gravitation. Equations for the components of the metric tensor field of retail gravitation are derived. Reilly's law of retail gravitation, empirically discovered in the late 1930s, is derived from the metric theory of retail gravitation.

Keywords: Geopolitics, Holistic economics, Einstein manifold, Reilly's law of retail gravitation



Distance Education Applications in Universities in Turkey: Pandemic Process Analysis and Suggestions

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Abstract

After the World Health Organization declared covid-19 a pandemic, universities in Turkey, like many other countries, began compulsory distance education in March. Most of the courses are conducted by distance education. Millions of students and academics have been involved in distance education through technologies enabled by the existing infrastructure of their own universities. The difference in distance education infrastructure and readiness among universities has been seen more clearly in applications. The variety of course materials shared with students, synchronous and asynchronous processing of courses, teaching practice and internships, examinations, varied from university to university. In addition, in this process, universities have tried to continue education without disruption and have had to tackle some problems. Technological, pedagogical, psychological, administrative, ethical and security issues concerning students, academics and other employees have been faced. Some problems have remained on the agenda for a longer time, especially for universities that do not have a distance education background and do not have the opportunity to complete distance education. While some of these problems were resolved by the decisions of the Higher Education Council (YÖK), some were tried to be solved by the internal dynamics of the universities or by inter-university solidarity. In this study, the general chronological information about distance education in terms of higher education institutions from the onset to the outbreak of pandemics will be given; overall assessment of the implementation of distance education in universities in Turkey during the pandemics will be made; the problems experienced and likely to be experienced in this process, and suggestions for the solutions of these problems will be emphasized.

Keywords: Covid-19, Pandemic, Distance education in Turkey.



University Educational Leaders' Behaviors and Practices During COVID 19

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Abstract

The study is being presented to share information about the needed behaviors and practices of educational leaders in a university environment. The leader sets the tone and it is important in such a serious crisis regarding COVID-19 that educational leaders in higher education be able to create and maintain an environment that is safe for everyone by practicing expectations as encouraged by health professionals and presenting frequently professionally development for all personnel and students about the importance of helping to promote a safe and healthy university environment. Major emphasis for this study is focused on best practices to implement during the COVID-19 crisis. According to Dr. Choi, the most common symptoms for COVID-19 are really respiratory symptoms and symptoms that are similar to the flue. Some individuals may experience a dry cough, heavy fever and feeling tired. Also, some individual may have a fever, cough and muscle aches that may be from a viral infection (Sacchi & Zuccaro, 2020). Different individuals have different reactions to the virus; therefore, one observation may not fit all individuals who may be sick with the virus. Some sick people will have shortness of breath or difficulty breathing, chills, fever, lost of taste or smell and a sore throat (Scalinci & Battagliola, 2020).

Keywords: COVID 19, Higher education, Leadership behavior



Teacher Education Students' Self-Assessment in COVID-19 Crisis

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Abstract

Covid-19 posed unexpected challenges for higher education that urgently needed to be addressed to adapt to the new circumstances. Both academic staff and students had to adjust to study remotely within a few hours.

The students under stressful conditions, when there is so much unknown, face the challenge to take much more responsibility for their studies and self-assessment. The authors of the article view self-assessment as a means to develop and improve other important skills and competencies, taking responsibility about the study process, self-guidance and self-reflection upon the learning strategies, goals and learning outcomes. In particular, self-assessment activities cannot be possible without a constant reflection upon one's work (Byrd and Matthews-Sommerville, 2007) and giving or receiving feedback from oneself, peers or teachers.

This paper examines the importance of self-assessment as one of the key learning aspects in teacher education in COVID-19 crisis. The focus is on the students' engaging in formative self-assessment practices and students' perceptions of self-assessment. 135 students of the study course "Research in teachers' professional activity" of the University of Latvia participated in the study, of which 16 were fourth-year students and 119 were second-year students. The study was conducted in the period from March 12, when a state of emergency was declared in Latvia due to COVID-19 until the end of the study course, i.e. on May 29. Qualitative research design was used to examine the use of self-assessment among the students. The study was based on the evaluation of students' self-assessment of the study products – presentations and course paper using assessment rubrics with criteria. Perception of students' self-assessment was obtained through discussions. Content analysis was used to analyse the obtained data.

The results of the study show that teacher education students who actively engage in self-assessment and peer assessment highly value self-assessment in reaching learning outcomes. The students indicated that the tasks where they were purposefully asked to perform self-assessment have helped them to better understand the results to be achieved, the importance of setting clear criteria; and most importantly, to be able to apply the self-assessment skills in different contexts and to provide feedback to their pupils, peers, and colleagues.

Keywords: Student, Self-assessment, Teacher education, Self-assessment rubrics, COVID-19 crisis.



Measurement of Science Teaching Efficacy Belief Instrument (STEBI): Sustaining Teacher's Quality

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Abstract

The teacher takes the role as an important human resource in creating effective learning conditions. One of which is determined by their self-efficacy in carrying out the process of learning and teaching in schools. Teacher's self-efficacy refers to their beliefs and abilities in managing and carrying out existing tasks and challenges in accordance with their goals. This study aims to develop and validate Science Teaching Efficacy Belief Instrument (STEBI) in science teachers. The number of respondents involved was 223 science teachers who were selected using the purposive sampling technique. The results showed that the construct validity test using exploratory factor analysis produced four major factors that explained the concept of the measuring instrument. These major factors included positive pedagogical in motivating students (4 items), coping with changes and challenges (4 items), teacher's perception on ideal pedagogy (3 items), and enthusiasm (4 items). In addition, the confirmatory factor analysis test showed that each factor that appeared in the measuring instrument fulfilled the model fit criteria ($P\text{-value} > 0.05$ and $RMSEA < 0.05$). Thus, it can be concluded that STEBI instrument is a psychometrically valid instrument so that it can be used in measuring and exploring science teacher's self-efficacy.

Keywords: Science teacher, Self-efficacy, STEBI, Sustaining teacher's quality



Towards Competency Based Learning in Music Education

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Abstract

At present Latvian education system is in process of shifting towards competency-based learning to ensure the improvement of the quality of education following the strategic goals of Latvian education policy and implement the content reform of general education, thus promoting the competitiveness of education in the local and global context. This requires a change of attitudes and ways of thinking and acting also in the field of music education, where creative self-expression through drama becomes an important tool for achieving music learning goals. The research aims to study the possibilities of integration of drama elements in the music curriculum of primary school. A mixed-design study was conducted using a survey and interview as research methods and content analysis was used to analyse and interpret the data. The findings of the theoretical and empirical study point to the conclusion that drama elements can serve as a valuable tool for the perfection of music learning and self-expression opportunities. In music classes, when acting skills and drama methodological techniques are used, pupils can get to know themselves better and develop communication skills, empathy, creativity and confidence. They act casually, not afraid to make mistakes because the activity is associated with play. Pupils can learn from each other, as well as to cooperate, which stimulates their interest, the activities performed remain in memory and thus promote the understanding of the subject. The elaborated guidelines for the integration of drama elements in music lessons extend theoretical and practical knowledge and develop new mindsets grounded in competency-based education requirements. The outcomes of the research raise considerations of strategies for strengthening cross-curricular links and ensuring effective cooperative partnership among teachers, as well as providing regular feedback and critical self-reflection.

Keywords: Integration, Music lessons, Primary school



Pre-service EFL Teachers Reflection Levels and Epistemological Beliefs

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Abstract

When the changing and developing approaches to education is examined historically, a myriad of radical changes are encountered. The most important change in the recent years is the adopting of “learner-centred education” philosophy in teaching programmes. When the roots of this approach are examined, it is seen that there are certain areas of study affecting the constructivism approach. One of the most effective ones among these interdisciplinary areas is the area of epistemology studies. Studies conducted on knowledge and learning is increasing due to work carried out on the integration of the areas of philosophy and education and the notion of “epistemology” is encountered as a new area of research, the importance of which began to be acknowledged only recently. The aim of the present paper is to measure pre-service EFL teachers’ epistemological beliefs in relation to their reflection levels. Epistemological beliefs are important aspects of teachers’ thinking processes as they indicate beliefs about sources of information. In order to measure pre-service EFL teachers’ epistemological beliefs, the epistemological beliefs survey, developed by Chan and Elliott (2004), was used. This survey conceptualizes epistemological beliefs under four dimensions; namely *innate/fixed ability*, *learning effort/process*, *authority/expert knowledge* and *certainty knowledge*. For measuring pre-service EFL teachers’ reflection levels, *Reflection Levels Questionnaire*, developed by Larrivee (2008), was used. This tool has four sub-dimensions, which are *pre-reflection*, *surface reflection*, *pedagogic reflection*, and *critical reflection*. The participants are 133 pre-service EFL teachers enrolled in an English Language and Literature department. The results of the study indicate that pre-service EFL teachers have moderate levels of epistemological beliefs and reflections levels. In addition, there are significant differences in epistemological beliefs and reflection levels in terms of grade level of the participants.

Keywords: Epistemological beliefs, Reflection levels, Pre-service EFL teachers, Pedagogical reflection



The Grammarian or the Boatman: The Grammar Controversy Throughout the Centuries

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Abstract

The history of language teaching in both the East and the West, is long and complex. In recent decades, language educators have tried to find remedies for the difficult complexities by focusing on how to teach it and on what the objectives of teaching should be. There is general agreement that to know a language means producing correct phrases and sentences that are accurate grammatically, semantically and syntactically. Although the teaching of grammar has played a significant role in learning in both Eastern and Western cultures for centuries, the role of grammar has been controversial since the time of the 12th century Sufi Rumi. We cannot separate grammar from the other language skills. Indeed, scholars hold that teaching grammar *is* important and variously explain the necessity for teaching it. This study notes that different meanings are attached to the term ‘grammar’ and that it has been one of the more difficult areas of language for both teaching and learning. Some consider that formal grammar instruction is better deemphasised, while others view focused grammar teaching as the central component of language instruction. This study also notes that a formal knowledge of grammar is not only necessary for passing important examinations, but that it also assists in forming social, semantic and discourse aspects of communication. Thus, it is vital that we somehow adopt, adapt and use grammatical rules, consciously and subconsciously. A role for grammar in teaching is neither avoidable nor to be ignored. Summarily, this article supports and expresses the importance of grammar in teaching language. However, a balance is needed between teaching grammar cognitively and teaching it communicatively and continuously.

Keywords: Language learning, Language teaching, Language skills, Western culture, Middle Eastern culture



English Department Student Tendencies towards out-of-Class English Learning

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Abstract

Since the beginning of intra-species communication, human beings have had to initially learn their mother tongue to communicate with the people around them, and then they have had to learn different languages to meet and communicate with people from different nations and lands. The importance of knowing languages is underlined with the Turkish proverb, “*Bir lisan bir insan; iki lisan iki insan*,” literally meaning, “One language is one person; two languages are two people.” More freely, “If you know one language, you are one person; if you know two languages, you are two people.” The communication networks that have developed due to 21st century globalization have turned English learning from a preference into a necessity. English today has become the sole global communication language, and so it is widely taught and learned both in Turkey and in the rest of the world. Foreign language learning and teaching and new trends have long been the focus of studies in Turkey. Both the classroom and the out of classroom context should be planned and directed in such a way that students can obtain ample comprehensible input and develop their productive skills. This study was especially undertaken to investigate the out-of-class English activities of some Turkish students. They study English Language and Literature and plan to earn a pedagogical qualification certificate to be teachers. Ninety-three participants took part in the survey. Comparisons of items according to gender, age and education type have been evaluated by non-parametric methods due to the abnormally distributed data. To compare male and female by the mean agreement level of 14 items, the Mann-Whitney U test has been used for comparing male and female by the mean agreement level of 14 items.

Keywords: Out-of- class-activities, English, Education, Foreign language



Using a Creativity-Based Learning Approach to Enhancing Product Creative Skill of Undergraduate Students in Communication Arts Under COVID 19 Situation: Case Study of Sripatum University, Thailand.

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Abstract

The aim of this studied was; 1) to study strategies of lecturers who using a creativity-based learning approach to enhance the product creative skill of undergraduate students in communication arts under COVID 19 situation and 2) to studied tools and techniques for fully online creativity-based learning approach. At that period, any instructor could not arrange their class as face-to-face as the traditional way. The fully online teaching was replaced every course differently but lead the students to create a new idea of presentation and products as the learning outcome. The methodology of this studied was an in-depth interview with the dean, faculty members, and students and present the results with descriptive analysis. The results found that lecturers used a flipped-classroom model by using a creativity-based learning approach with the “fully online” by using Zoom meeting for synchronous learning and Learning Management System : LMS (Moodle) which contain content and scaffolding will be help student to create a creative product as asynchronous learning. Line group, Facebook messenger and Facebook close group as communication tools could help students to share an idea and collaborate with their team on a fully online course. The student used any kind of online presentation technique like making a video clip presentation and used "The Sims™ 4" (for PC/Mac) to simulate their product idea. The creative product of communication arts undergraduate students is a novelty, a resolution and elaboration, and synthesis of new things. The effects of the COVID 19 process changed educational systems of Institution and this result would be adapted into the lifelong learning for the alumni and anybody who need to enhance product creative skill.

Keywords: Creativity-based learning, Creative product, Communication arts, COVID 19



Online Architectural Education: Just an Emergency Support or Is It Here to Stay?

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Abstract

As a consequence of rapid integration of technology and web-based systems to our lives; future predictions and expectations change and important developments occur in the field of education. Distance learning is one of the means of education, which is used in various levels, from primary school to college. However, distance learning in architectural education differ from other disciplines, as architectural education is design-based with predominant applied courses. Moreover, master-apprentice relationship is the foundation of architectural education. In addition to these, architectural education benefits not only from design studios and theoretical courses but also from seminars, workshops etc. On the other hand, today technology dominates our lives and makes time precious. Some parts of the architectural education became digitalized and use alternative materials such as online tutorial videos and podcasts.

The spring semester of the 2019-2020 academic year had to urgently continue online due to 'the pandemic' (COVID-19) and it remained uncertain whether or when face-to-face (FtF) education will start till the end of the term. It would be more accurate to define this system as an 'emergency remote teaching' rather than distance learning.

The aim of this study is to evaluate the existing distance learning platforms of universities throughout the world, the differences between the implementation of theoretical and applied courses, the advantages and disadvantages of the process, the experiences, opinions and approaches of students and academic staff within the scope of emergency remote teaching. With this aim, a comprehensive literature review based on universities which provide fully online, hybrid and conventional (FtF) education from all over the world is given and discussed. In the context, this study aims to discuss and evaluate the challenges, strenghts and opportunities of digitalization in architectural education.

Within the scope of the study, Architectural Departments of two universities in Istanbul; Yildiz Technical University and Kultur University, are chosen for the case study, one being a public and the other a private university. The students and academic staff were asked for their experiences and opinions about process and methods of distance learning. A questionnaire which was formed by the authors was conducted with 190 architecture students and 50 faculty staff of the mentioned universities. The questionnaire form consisted of 3 parts, first part being demographic questions, second part opinions and experiences of students and academic staff and the last part open-ended questions about emergency distance learning. A general overview of the literature review and the results of the evaluation are both presented in the paper. The paper also offers some suggestions for the future in accordance with the experiences gained.

Keywords: Distance learning, Emergency remote teaching, Architectural education, Covid-19, Online learning



English Vocabulary Enrichment in Non-formal Adult Education during International Non-language Training Courses

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Abstract

In recent years, various international mobility projects involving training sessions for adults apply learner-centred group work or workshop format instead of the traditional teacher-centred lecturing style. Group work is the form of organization of the study process that requires communication, cooperation and interaction to fulfil tasks therefore communication is an important aspect used by project participants from different countries to organize their work and cooperate with one another. Spoken language is used to express ideas and thoughts therefore listening to peers and the perception of speech in English become an integral component of the learning process. Thus one of the benefits of the training is the improvement of the English language proficiency and enrichment of English vocabulary of participants during the training sessions. The vocabulary in such non-formal education is acquired incidentally which involves memorizing English words and phrases by engaging in various communicative activities, pair work and group work in order to learn the content of various subject fields. Learning happens through active participation in such activities as questioning, clarifying opinions, sharing ideas, making handouts and posters, giving a presentation of the group work that corresponds to the main features of non-formal education: learn by doing, which means acquiring different skills and abilities in the practical action, learning from experience and learning within a specific process. Participants are involved in three stages that account for a word in a foreign language being remembered: noticing, retrieval and generative use in the context of the given topic. The present paper analyses the results of the survey of the participants of various international projects regarding their experience of the enrichment of the English vocabulary during training seminars. The conclusion gives a summary of the research findings focusing on the respondents' personal experience, specific activities, the acquired general vocabulary and specific terms in the subject field.

Keywords: Learner-Centred approach, English vocabulary, Incidental vocabulary learning, Non-formal adult education



The Views of School Principals about the Influence of Visual Arts Course Regarding the College Entrance Examinations

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Abstract

This study aimed to explore the influence of the views of school principals on visual arts course regarding the college entrance exams, if any. The phenomenon was investigated through qualitative means of investigation. For the purpose of data collection, semi-structured interviews, which were composed of mainly three questions, were conducted. 21 school principals working at government schools in six districts of Northern Cyprus took part in this investigation. In order to select the participants of the study, purposive sampling strategy was employed. The findings of the study were interpreted under three themes: evaluation of college entrance examinations as success; negative effects of college entrance exams on visual art classes; problems arising not from the perspective of society towards the visual arts course but because of the structure of educational system from the educational system. The findings revealed that the visual arts course was considered insignificant for entering colleges through college entrance examination. This might have been due to the fact that the college entrance exam, which is held once a year for the purpose of selecting students to study in government colleges after primary school education, does not have any component in relation to visual arts course. Besides, in the calculation of the college entrance mark, the course does not have any contribution to the total score. Therefore, it is suggested that there is a need to increase the importance of the course by viewing assessment as a continuous process rather than one-shot event and thus taking into consideration the students' continuous achievements, participation, production and creativity and /or other kinds of documentation during the primary school education regarding the course and embedding it into the total score gained from the examination.

Keywords: Visual arts education, School principals, College entrance exams, Visual arts course, Northern Cyprus



Modern Teaching/Learning Methods in Higher Education from the Point of View of Students and Academic Staff

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Abstract

During the time of rapid and unpredictable changes in the labour market and the society in general both in relation to the development of technologies and globalisation processes as well as due to the current crisis caused by the Covid-19 pandemic, the higher education, too, faces many new challenges. Already before the rapid changes in the teaching/learning methods emerging from the crisis, the ministers of education had set the development of new and inclusive approaches as a priority in Paris communique (2018) in order to improve continuously the teaching and learning in higher education as well as they had emphasized the necessity to ensure the student-centred approach regarding the diversifying of pedagogical methods. These guidelines coincide with the general change of the education paradigms when the necessity arises not only to deliver the knowledge but also to engage them actively in the study process and promote their taking the responsibility for their own learning and the learning outcomes.

The aim of the study is to explore the higher education students' and academic staff's opinion about modern teaching/learning methods in higher education. The research questions: Which methods do students and academic staff consider modern and innovative? What is the students' experience in using modern teaching/learning methods in the study process? Which methods do the academic staff prefer?

Taking into consideration the fast development of diverse innovative teaching/learning methods, the University of Latvia implemented an international project "Entrance to Future Education" (2017-2019), in the frame of which the authors summarized modern, inspiring, interactive, active participation oriented teaching/learning methods in higher education and organized professional development courses for the academic staff. During the project, the authors performed a qualitative study which used focus group discussions with students and lecturers as well as several individual, in-depth interviews with members of the academic staff. 86 students and 58 academic staff members from different higher education institutions of Latvia participated in face-to-face focus group discussions; 5 members of the academic staff were interviewed individually (in person and by phone). The study resulted in obtaining data from the qualitative design study about modern teaching/learning methods in higher education from the point of view of students and academic staff. The study was performed in February – May, 2019. Having analysed the obtained data, the authors conclude that higher education students and academic staff interpret differently the concept of modern methods and their application and topicality in the study process. The challenge for the academic staff is the choice of methods appropriate for students' varied prior learning experience, needs and interests. The academic staff pointed to insufficient information about the use and introduction of innovative methods as well as the mutual exchange of thoughts and lack of sharing experience with the colleagues about the topicalities in university didactics. Students, in their turn, emphasized in focus group discussions that the academic staff should think more about giving the feedback and more intensive engagement of students; students also stressed the issue of attitude and assessment. Students have mentioned the following as innovative methods – different kinds of games and the use of their elements, the use of different on-line tools, the development oriented and attractive feedback methods. Lecturers, in turn, consider the group work and making presentations to be effective and modern learning methods. Recommendations given by the authors of the study are connected with intensive pedagogical improvement of the academic staff, the acquisition of different digital techniques and on-line tools, and the development of platforms of teaching/learning methods in higher education institutions.

Keywords: Higher education, Innovative teaching and learning, Active engagement, Teaching methods, Student-centred learning



Challenges of Transforming Higher Mathematics to Remote Teaching and Learning due to Covid-19 Lockdown

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Abstract

In 2018 the European Commission has adopted the Communication on the Digital Education Action Plan. This document focuses on implementation and the need to stimulate, support and scale up purposeful use of digital and innovative education practices as well as outlines three main priorities: 1) making better use of digital technology for teaching and learning; 2) developing relevant digital competences and skills for the digital transformation and 3) improving education through better data analysis and foresight. Digital learning is any type of learning that uses technology. E-learning is one of the main positive aspects of information and communication technologies (ICT) in education. E-learning eliminates the linear constraints of traditional curricula. The positive impact of ICT is also the acquisition of competences, such as critical thinking and collaboration. ICT offers learners' tasks that are better suited to individual needs, makes it easier to organize their own learning, which increases student responsibility for their own learning. The widespread use of ICT in education involves the organization of digital learning. Mathematics is one of the most complex academic disciplines, the study of which in digital form is a time-consuming and methodically complex process, the expansion of which is relevant. Currently, in all universities in Latvia, due to Covid-19, studies are provided remotely. Despite the fact that e-learning has been introduced as a part of the mathematics learning process for a long time, now, i.e. during the Covid-19 lockdown, a number of problems emerge that limit full-fledged distance learning. For that reason, the aim of the article is to evaluate the effectiveness of using various methods of digital learning in mathematics, taking into account the experience of learning during COVID-19 lockdown situation, to identify problems that emerged, to highlight the most relevant didactic aspects of digital learning and the use of ICT in order to promote competence building and providing continuity and availability of higher mathematics education. The empirical study includes an analysis of the results of interviews with university academic staff and student surveys on mathematics teaching and learning experiences during COVID-19 lockdown situation, as well as a comparative review of learning outcomes, taking into account the teaching / learning experience.

Keywords: Digital learning, E-learning, ICT, Competence, Learning outcomes, Mathematics



Public Health Policies - Health Protection through Taxation on Alcoholic and Sugar Drinks, Foods With A High Salt Content and Tobacco: The Portuguese Case

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Abstract

Diseases caused by the consumption of alcoholic beverages and with high sugar content, the consumption of high amounts of salt used in the preparation of ready-made and ready-to-eat foods that are sold to the general public in general, and finally the addiction to tobacco, are considered by the World Health Organization as worrying cases of attack on Public Health, and for those, that governments have to take measures so that there is an effective decrease on a global scale, thus an improvement in the quality of public health.

The analysis we propose to carry out is how Portugal, through the Government, acts in an attempt to reduce the consumption of alcohol, sugar, salt and tobacco, with the creation and application of taxes to these types of goods, thus making there is an increase in the price of these goods in the public and consequently an attempt to decrease their consumption.

Data and Methods – Based on a qualitative, juridical, legal and political research, our study is supported in an a descriptive / deductive analysis of the taxes included in the Portuguese State Budgets for the years 2017 to 2020.

The analysis of those State Budgets allow us to demonstrate that the taxation on tobacco consumption has varied between € 1 347 300 000 in 2019 and € 1 503 741 102 in 2017, while the tax on alcoholic drinks has varied between 260 130 000 €, in 2020 and € 294,800,000, in 2019, that is, they have little impact in reducing consumption

With this research, we will demonstrate that these taxes serve a dual purpose. They increase the general revenue collection to cover public expenditure, but they also have a preventive purpose of protecting public health by causing an increase in the prices of goods and thus causing a decrease in their consumption, thus serving to protect health public. In other words, as we would say in public finances, they are imposed with a double strand, taxation and extra-taxation, because on the one hand, they increase public revenues, and on the other hand, they try to reduce the consumption of those goods.

Keywords: Taxation, Alcoholic beverages, Sugar, Tobacco, Salt, Public health



Increasing the Service Quality of Universities for Sustainability of Education

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Abstract

Higher education is one of the fastest-growing service industry on the globe and the service quality of the universities have to be increased to meet the needs of current and future students. One of the most important services provided to the students is housing. This study aimed to develop “a Dormitory Service Quality Evaluation Scale” which can be used by the dormitory management for internal self-evaluation and also by ministry inspectors for external evaluation to determine current service quality of the dormitories and also to measure the satisfaction level of the students about the quality of services provided by the dormitories. A 5-point Likert-type scale was developed and applied to 243 university students. The scale fits the multivariate normal distribution, the chi-square value of the Barlett test was 9331.03 ($p < 0.05$) and the KMO coefficient was 0.905. There are 8 factors with an eigenvalue greater than 1 explaining 72,164% of the total variance of the scale. Scale χ^2/sd value was 1,868 and it was found that the scale has a perfect fit and has acceptable goodness of fit due to the values NFI=0,905, CFI=0,927 ve GFI=0,904. The alpha coefficient is 0.951 and the coefficients for the sub-factors in the scale ranged from 0.770 to 0.963. In this research, a reliable and valid scale was developed so that dormitory administration can use this scale to identify their strengths, shortcomings, and weaknesses within the framework of the services they provide to the students. Dormitories can take corrective actions to eliminate their weaknesses and maintain their strengths. In this way, the quality of the services provided to the students by dormitories can be improved and the dormitories can work more efficiently and actively.

Keywords: Dormitory, Service quality, Sustainability, University students, Total quality management



The Effect of Perceived Academic Stress on Academic Self-Efficacy in University Students

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Abstract

The aim of the study is to analyse the correlations between academic self-efficacy and academic stress. Self-efficacy is the key construct in various domains of human activity, and represents the individuals' beliefs about their abilities to cope with difficult life demands and to attain the intended results. It is one of the important determinants of academic and life success. Conversely, academic stress acts on the other side of the spectrum, and mostly has a negative effect on students' academic achievement. Therefore, attention should be on the correlations between these two constructs in the academic environment.

The sample consisted of 206 university students including 19 men (mean age = 25.16, SD = 4.81, range = 20-42) and 187 women (mean age = 23.77, SD = 5.37, range = 19-50). The data were collected using the Academic Self-efficacy Scale (ASE) which provides 12 subscales and total score ($\omega = 0.898$). The Academic Stress Inventory (ASI) which uses 4 subscales: stress related to study requirements, work/life balance, organizational and social aspects of study and expectation of good performance. The reliability of the questionnaire subscales equals $\omega = 0.813, 0.823, 0.648$ and 0.66 .

The study was conducted in compliance with applicable ethical principles. The results of the correlation analyses showed a number of significant relationships of strong effect ($r = -0.572$). According to the subsequent linear regression models, academic self-efficacy affected the following stress domains: study demands (32.4-33.6% of explained variance by ASE total score and subscales), followed by organizational-social aspects of study (11.9% explained by ASE subscales), and work-life balance stress (9.2% by ASE subscales). Besides the ASE total score, the effect of Examination, Comprehension, Adjustment, Curricular activities, Utilisation of resources, Learning process, and Teacher-student relationship subscales was particularly evident. The limitations of the study, further research opportunities, and possible application of the results are discussed in the conclusions section.

Keywords: Academic stress, Academic self-efficacy, Students



The Effect of Social Competences on Perceived Academic Stress in University Students

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Abstract

Academic stress, which is stress in the university environment, is multifactorial and stems from both academic and non-academic factors, including socio-cultural, environmental, and personality attributes. The important factors that cause stress among university students include, inter alia, students' social competences and social skills. These skills include three levels – capacity of self-assertion, adaptation, and the ability to compromise between adaptation and self-assertion. It is known that a certain degree of stress is beneficial and motivates students for optimum performance. However, if a stressful situation is not managed effectively due to insufficient stress coping resources, it may have adverse consequences for both the student and the institution.

The aim of the present study is to analyse the effect of the level and quality of social competences on perceived academic stress. The sample consisted of 696 university students including 51 men (mean age = 26.61, SD = 8.59, range = 19-51) and 645 women (mean age = 22.81, SD = 5.93, range = 19-56). The data were collected using the Inventory of Social Competences (ISK) which provides 4 subscales: social orientation, offensivity, self-control and reflexivity. The reliability of the questionnaire subscales equals $\omega = 0.64, 0.64, 0.77$ and 0.47 . The Academic Stress Inventory (ASI) which includes 4 subscales: stress related to study requirements, work/life balance, organizational and social aspects of study and expectation of good performance. The reliability of the questionnaire subscales equals $\omega = 0.813, 0.823, 0.648$ and 0.66 .

The study was conducted in compliance with applicable ethical principles. The results of the correlation analyses showed a number of significant relationships of small to medium effect (r -values up to -0.369). According to the subsequent linear regression models, social competences affected the following stress domains: study demands (18.4% of explained variance), followed by expectation of good study performance (11.1%), organizational-social aspects of study (8.2%), and work-life balance stress (3.6 %). The effect of the Self-control subscale was most obvious, followed by the Offensiveness and Social orientation subscales.

Keywords: Social competences, Academic stress, Students



Psychological Impact of Covid-19 Epidemiological Measures on Czech University Students and Potential Protective and Risk Personality Factors in an Educational Setting

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Abstract

The current Covid-19 pandemic is an exceptional situation that significantly affects many areas of life. The educational system has had to resolve an unprecedented task of moving to the online space, and the students have had to face many challenges, both in their study and life. The aim of this study is to assess the psychological impact of Covid-19 epidemiological measures on Czech university students, and to examine the contribution of selected personality traits to the perception of the current situation. The sample consisted of 438 university students of Palacký University Olomouc. The data were collected using questionnaires assessing depression, stress, anxiety, prosocial behaviour, resilience, locus of control, emotional regulation, and attitudes and perception of the current Covid-19 situation. A series of hierarchical multiple linear regressions was used to analyse the effects. The results showed that psychological discomfort was affected by the negative perception of the Covid-19 situation, concerns about finishing the semester, external locus of control, resilience, and emotional regulation scales of awareness and strategies (with model explaining 49.8 % of discomfort variance); depression was affected by the negative perception of the Covid-19 situation, age, concerns about own health and finishing the semester, external locus of control, resilience, and emotional regulation scale of strategies (with model explaining 49.6 % of depression variance); anxiety was affected by the negative perception of the Covid-19 situation, concerns about own and family health and about finishing the semester, resilience, and emotional regulation scales of awareness and strategies (with model explaining 37.7 % of anxiety variance); stress is affected by the negative perception of the Covid-19 situation, concerns about finishing the semester, internal locus of control, resilience, and emotional regulation scales of goals, nonacceptance, and strategies (with model explaining 52.8 % of stress variance). The results suggest that systematic promotion of students' resilience, and clear, supportive, and reassuring communication between the university and its students might be effective strategies to prevent the development of the negative impact on students' mental state and well-being in an educational setting caused by the Covid-19 pandemic (or a similar pandemic).

Keywords: Covid-19, University students, Personality, Psychological impact



The Impact Of Perceived Academic Stress On University Students' Academic Achievement

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Abstract

Previous studies have focused on academic achievement in relation to a number of especially demographic variables. The aim of the current study is to analyse the correlations between academic achievement and perceived academic stress. Academic achievement is one of the key factors used in the assessment of students' but also the institution's achievement. Therefore, it is desirable to search for correlations with other psychological factors that affect academic achievement. In this context, it appears that the crucial aspect influencing the overall success of university students is the level of stress, particularly the intensity of perceived stressors directly in the academic environment.

The sample consisted of 539 university students (mean age = 22.8, SD = 6.53) including 57 men (mean age = 26.4, SD = 9.09) and 482 women (mean age = 22.4, SD = 6.03). The data were collected using the Academic Achievement Questionnaire (AAQ) which includes three subscales: study performance, coping with study demands, and social adaptation. The reliability of the questionnaire subscales equals $\omega = 0.801, 0.810$ and 0.638 . The Academic Stress Inventory (ASI) which uses 4 subscales: stress related to study requirements, work/life balance, organizational and social aspects of study and expectation of good performance. The reliability of the questionnaire subscales equals $\omega = 0.813, 0.823, 0.648$ and 0.66 . The study was conducted in compliance with applicable ethical principles.

The results of the correlation analyses showed significant relationships of small to medium effect (r -values ranging from -0.109 to -0.351) between academic stress and non-performance aspects of academic achievement, including handling of study demands and social adaptation). The strengths of the associations differed between genders with male students showing fewer but stronger associations (r ranging from -0.281 to -0.443), and female students showing more but slightly weaker associations (r ranging from -0.143 to -0.392). However, these differences were insignificant due to the different sizes of gender groups. However, these insignificant differences in correlation coefficients were caused by the different sizes of the two groups.

Keywords: Academic stress, Academic achievement, Students



A Suggestion for Sustainable Mathematics Teaching: Storytelling of Elementary School Mathematics Topics

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Abstract

In the age of change, teaching methods and techniques are also changing rapidly. It is seen that various learning methods and techniques such as active learning, student-centered education, activity-based education, and project-based education have been started to be reflected in educational environments (Olkun & Toluk, 2014). With these changes in approaches and methods, there are also significant changes in the transfer of some mathematical knowledge and skills to students. One of these is teaching with the method of storytelling. It is thought that more permanent and sustainable learning can be realized with this method. Stories and fairy tales have always been important for the education of children. Stories have a history dating back to ancient times (Schiro & Lawson, 2004). However, using stories in mathematics teaching is a fairly new approach. The U.S.-focused National Assessment of Educational Progress (NAEP), the internationally-oriented Trends in International Mathematics and Science Study (TIMSS), and the Program for International Student Assessment (PISA) all demonstrate that most students educated in schools lack the ability to understand and apply mathematics principles (Schmidt, 2012). There are different attempts to eliminate this problem. The aim of this study is to narrate primary school mathematics topics to students for a sustainable mathematics teaching. To this end, 70 classroom teacher candidates were asked to create a story by combining the achievements they desire from 229 achievements in the Primary School Mathematics Teaching Program (MONE, 2018). While doing this, they were asked to create a story in a logical fiction and at least 600 words. This story request was asked as one of the distance education final exam questions during the Covid-19 pandemic process in order to show care and sensitivity to the subject. This study was carried out by using document analysis technique, which is one of the qualitative research methods. Document review is to analyze and analyze written documents containing information about the facts and facts that are desired to be investigated (Çepni, 2012; Yıldırım & Şimşek, 2016, s.217). As in this study, in a research related to education, documents such as textbooks, curriculum instructions (school correspondence, student and teacher handbooks, student course assignments, teacher files, and official documents related to education can be used as a data source. (Bogdan & Biklen 1992; Bretschneider, et al., 2017; Borman, LeCompte & Goetz, 1986). The stories obtained from the students were analyzed by two field experts to determine what achievements and topics they were related to. Several selected stories will be presented in the study in terms of sampling of the stories. Considering the findings, it was seen that many gains in the Primary School Mathematics Education Program can be combined with a logical fiction. It can be said that it will be very beneficial to give mathematics topics through storytelling in order to overcome the fear and anxiety of students. For this reason, it can be suggested to class teachers to tell a short story about the subject they will deal with when they enter the class in mathematics class.

Keywords: Sustainable, Mathematics, Storytelling, Elementary school



Influence of Non-Swimmer Instruction Programmes on Specific Anxiety Levels of Fifth-Grade Non-Swimmers in Osijek-Baranya County

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Abstract

As swimming has an irreplaceable influence in the child's development, which is manifested in the morphological functional, psychological, biomotor and intellectual development of a young organism, it is one of the first parental choices in children's sports, according to Tošić (2009), and Rastovski, Tomac, Šumanović and Filipović (2011). These studies confirm the impact of swimming on humans, and the unquestionable importance of swimming knowledge used in a range of activities. Degoricija, in his research (2002), concludes that about half a million people drown every year, with the drowning mortality of children in second place and adults in third place. In order to reduce the possibility of drowning, especially in children, non-swimmers' instruction is conducted. However, the process of motor learning, i.e. swimming, is influenced by a number of external (organization, programme quality, number of hours, water depth and temperature, instructor, etc.) and internal factors (students' anxiety level, morphological characteristics, motor skills, etc.), and therefore the degrees of motor knowledge acquisition after the programme vary, according to the authors of several studies: Grčić-Zubčević (1996), Rastovski (2012) and Lovrić (2018).

As the degree of anxiety is obviously one of the important factors for success in non-swimmer instruction, we were interested in how the non-swimmer instruction programme itself affects the level of anxiety in participants. For this purpose, a shortened instruction programme for non-swimmers using the Standard Method, lasting up to a week, i.e. ten lessons, was conducted.

The aim of this study was to determine the impact of a non-swimmer instruction programme on the level of anxiety in 11-year-old non-swimmers. Anxiety levels were assessed using a modified anxiety level questionnaire - CSAI-2C, according to Stadulis et al. (2002), translated by Šrbetar (2003), and adapted for non-swimmer instruction (CSAI-2CSWIM), according to Rastovski (2016). After the research, it was determined that there are statistically significant differences in anxiety levels in the ration of initial and final states, i.e. anxiety in students was significantly reduced.

Key words: Learning how to swim, Anxiety, Students



Reliability of Self-Assessment of Twelve-Year-Olds' Swimming Knowledge

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Abstract

The World Health Organization (2014) states in its official annual report that 370,000 people drown every year in the world, over 50% of the total number of drowned people are under 25, and drowning is the third cause of mortality for children under 15 years of age. The knowledge of swimming enables inclusion in various water-related activities that are popular with young people. A young person who does not know how to swim will most often be excluded from such activities, or will conceal their ignorance, and put themselves and others in danger. On the other hand, the knowledge of swimming provides safety for children, raises the level of self-confidence and satisfaction, according to Rogers, Hemmeter, Wolery (2010). In order to reduce the possibility of drowning, especially of children, non-swimmers' instruction is conducted.

With the aim of being able to teach non-swimmers, it is necessary to do initial testing in order to determine the current status of students. The standard test of swimming knowledge is conducted in a deep pool where students demonstrated the level of knowledge acquisition. In order to speed up the assessment process, self-assessment of swimming knowledge can be conducted before the test itself using a questionnaire consisting of only two items, where students declare positively or negatively about their swimming status.

The questionnaire describes in detail the criteria for swimming knowledge so that students have a clear picture of the required level of knowledge. The aim of this study was to determine the exact number of twelve-year-old non-swimmers in Osijek-Baranya County, as well as to assess the reliability of self-assessment of students' swimming knowledge. The research was conducted on a sample of 376 children who were surveyed before testing at the swimming pool.

The research results show that there is a significant number of non-swimmers in the County (56%). It was also demonstrated that there is a statistically significant difference in the self-perception of swimming knowledge and the actual situation.

Keywords: Non-swimmers, Self-assessment, Kinesiology, Students



The Relationship of Internet Addiction, Personality and Depression in Pre-Service Teachers Belonging to Generation Y and Z

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Abstract

The first social network was launched in 1994 and since then it has become an important and influential tool in interpersonal communication, especially among the young generation. The generational cohorts that belong to the same age group have similar life experiences and share the same living conditions. Their life is influenced by economic, cultural, political, and social attributes that are typical of a specific period and that affect individuals' perceptions, expectations, behaviours and viewpoints. Addiction reflects a combination of several factors, both internal and external, which affect the development of each individual. One of the major external factors is the effect and use of modern information technology including the internet and other social media. Social networks are currently the most frequent communication tool, especially among the young generation, which enables communication with friends and acquaintances, and searching for and finding new contacts with new people with similar or different interests.

The aim of the research is to evaluate the relationship between potential IA, personal traits self-esteem and depression among pre-service teachers belonging to Generation Y or Z. The participants were 284 pre-service teachers aged 19-36 (SD 3, 81). To determine the empirical data we used the following research methods: Neo Big-Five Inventory, Rosenberg Self-Esteem Scale, Young Internet Addiction Test, Beck Depression Inventory-II and Sociodemographic Questionnaire. A negative relationship was found between age, self-esteem, personality traits, internet addiction and the level of depression among social network users. The results of the research suggested the following intergenerational differences.

The results also showed that Generation Z pre-service teachers have higher values in the scale Neuroticism than Generation Y. The generation Z pre-service teachers have significantly higher level of depression than the Generation Y pre-service teacher.

Keywords: Internet addiction, Personality, Self-esteem, Depression



The Relationship of School Climate, Self- Esteem and Coping Strategies Among Teachers and Headmasters

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Abstract

The accelerating pace of work but also personal life can lead to many factors that have a negative effect on an individual's health. Undoubtedly, one of these factors is stress. Regular interpersonal interactions, increasing demands, pressure and expectations of society, an excess of emotions and experiences that come with teaching can all significantly increase the risk of burnout over the years, which together with stress may cause serious problems in person life. It can be assumed that increasing workload and stress among teachers may lead to poor work performance, i.e. quality of teaching, and may also result in a negative perception of the climate in the workplace.

The aim of the research was to map secondary school teachers' and headmasters coping strategies and at the same time to reveal the correlation with school climate assessment, self-esteem and other variables. The survey was designed as a quantitative research. A questionnaire battery was used consisting of OSI-R (Inventory of Occupational Stress), which evaluates emotional and cognitive stress management and coping strategies (personal resources for coping with stress), and a one-dimensional assessment scale to determine the social climate among the teaching staff and Rosenberg self- esteem scale. The research sample consisted of 250 secondary school teachers and 377 headmasters from the Czech Republic.

The existence of a significant positive relationship was confirmed between the positive perception of the school climate and all coping strategies monitored – social support, relaxation, self-care, and rational/cognitive coping. The headmasters have significant higher self-esteem compared to the secondary school teacher and they perceive the school climate significantly better than the group of teacher.

Keywords: Burnout syndrome, Life satisfaction, Stress, Teacher



Primary School Teacher and his Life Satisfaction in Relation to Burnout

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Abstract

The causes of burnout syndrome are many, but the most common reasons are exhaustion and large workload. The incidence of burnout is currently recorded more frequently than before. This is due to accelerated work pace, high demands and an emphasis on performance, success or high productivity. Modern times put constant pressure on workers, which can hardly be managed. The question is whether exhausted people can lead a quality life and whether they are satisfied or not. Teachers' professions are one of the most vulnerable occupational groups to burnout. Teachers are in constant contact with others and many of them claim that their low financial and work remuneration often does not match the performance they perform.

The aim of the presented research was to determine the level of life satisfaction and the incidence of burnout in teachers. A partial goal was to find out the relation between life satisfaction and burnout in terms of various aspects such as gender, age and length of practice. The research sample consisted of 165 teachers of elementary schools in the Olomouc Region, out of which 36 were men and 129 women. The average age of respondents was 45.12 years, SD 11.44.

The data were obtained through the Life Satisfaction Questionnaire and MBI Burnout Inventory. The results showed that one-third of teachers is significantly emotionally distressed and show a low level of personal satisfaction. One fifth of teachers reveal a high level of depersonalization. The level of work satisfaction corresponds significantly negatively with the level of emotional exhaustion, positively with the overall life satisfaction, and the level of personal satisfaction.

Keywords: Burnout syndrome, Life satisfaction, Stress, Teacher



Digital-Distance-Education: A Step Back?

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Abstract

In recent years, educational research has focused on implementing digitalization in education. However, the imposed practice of 100% distance learning in this time of COVID 19 has shown that distance teaching still has much to change. The digital platforms and methodologies that are possible to use, the interaction at a distance and the essence of face-to-face teaching - human relations and management of emotions - are aspects that cannot continue in their current state of stagnation. Higher education institutions have to rethink, based on this experience of three months of distance teaching, their way of acting. The future of education lies in the digital age, but is this digital-distance-teaching, the one that will make possible a future education that guarantees the sustainability of HEI as main actors in education?

A study carried out based on questionnaires and interviews with students from the Accounting and Administration Course of the Porto Polytechnic Institute, who, in the last three months, have experienced distance teaching with synchronous classes and dependent evaluation almost exclusively, in tests, also carried out at a distance.

The aim of this study is to evaluate the impact that this time of digital-distance-teaching has had on the lives of students and teachers and what results it has brought to academic and social life, as we knew it until recently.

The discussion of the results obtained leads us to point out new paths in digital teaching and the implementation of complementary methodologies that bring up motivation of those involved.

Keywords: Educational methods, Digital platforms, Motivation, Core skills



Views of the School Partners on Distance Education During the Covid 19 Process

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Abstract

The covid 19 pandemic that started in November 2019 in Wuhan, China and took hold of the world in a short time affected countries in health, education and economy. Considering the partners of the educational organizations, it was seen that many students, parents, teachers and administrators were deeply affected by the epidemic process. Many countries had to close their schools to prevent the spread of the epidemic. While the countries were struggling with the epidemic, they carried out various practices in order to continue their education. Due to the lack of preliminary preparation and experience related to the process, each country sought for a solution to its own extent. According to the figures announced by UNESCO on April 17, 2020, 1,724,657,870 students in 191 countries were affected by this process and had to interrupt their education or continue distance education. Also in Turkey the education was paused on March 16, 2020 and from March 23 distance education started. With the start of distance education, administrators, teachers, students and parents, as partners of schools, have tried to adapt to this rapid transition process. The positive and negative situations in this process have frequently come to the agenda, those in distance education have found solutions to the problems with their own capacity. At this point, determining the opinions of school partners about distance education is important in order to be prepared for such situations in the future. In the study that was carried out to understand what happened and to provide prospective solutions, it was aimed to determine the opinions of administrators, teachers, students and parents regarding distance education due to the Covid-19 outbreak. In the study, a multiple state pattern was used to examine the distance education process comprehensively according to the qualitative research method.

In the study, the opinions of the administrators, teachers, students and parents in distance education process in different regions and socio-economic secondary schools of İzmir were consulted according to the maximum diversity sampling method. Their opinions were collected via a semi-structured interview form via Zoom application and the data were subjected to content analysis. As a result of the analyzes, when the distance education process was evaluated from the point of view of managers, it was seen that they experienced problems in crisis management, teacher motivation and planning. Teachers, on the other hand, were found to have problems in classroom management and digital literacy. The students had difficulties in motivating in the lesson and gave up attending live lessons due to systemic problems. It was determined that parents had difficulties in supporting their children. Policy makers work on possible scenarios in order to be prepared for possible crisis moments such as Covid-19 pandemics; managers are trained for crisis and change management, assigning individuals with sustainable leadership qualities as managers, ensuring teachers to receive the necessary training to become literate of information and communication technologies, developing students' skills such as self-control and problem solving, implementing a family education system that includes pedagogical support for parents. etc. are among the suggestions brought in the context of the study.

Keywords: Covid 19, Educational administration, Distance education



The Importance of Sustainability in Higher Education Sector During Crisis Situations

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Abstract

Sustainability of the institutions becomes a major concern especially during crisis situations. Lately, the World is going through a pandemic, COVID-19, that affects the four pillars of corporate sustainability which are the human pillar, environmental pillar, the social pillar and the economic pillar tremendously. How institutions manage to be sustainable in the market depends on which sectors handle the crisis management well during the COVID-19 pandemic. In this unexpected global crisis, it seems that almost all the sectors get influenced and institutions try to maintain and continue their business operations. The institutions that can adapt themselves to the changes especially related to the applications and usage of the digital platforms and online communication tools are the survivors and even the winners of this crisis that affects the World both economically and socially.

Higher education sector is a growing sector in some developing countries however there is a bias thought about education in developing countries. The general belief concerning education in developing countries is that such countries are slow in adapting to the new trends and technological innovations. North Cyprus has many political restrictions and it is known as a developing country; yet there is a growing trend for higher education sector here. There are twenty five universities in North Cyprus and it has a multi-cultural environment with lots of international students and Turkish students from various parts of the World. The aim of this study is to describe and explore the sustainability process of higher education system during COVID-19 crisis.

The present study will focus on two public and two private universities business operations in North Cyprus. The qualitative content analysis will be used in this article to understand the sustainability process of universities. The paper will explore how these institutions maintain their sustainability during the COVID-19 pandemic and discuss the public relations models they use. This study is going to contribute to the literature of crisis management of the tertiary education during a global health crisis and be a model for the other higher education institutions.

Keywords: COVID-19 pandemic, Higher education sector, Crisis management, PR models



Being Really International Makes a Winner in the Higher Education Sector

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Abstract

Like all over the world, in North Cyprus as well, the higher education sector plays a vital role by of its contribution to the country's economy. As this is a profitable sector, every year more and more institutions and universities appear in the market and try to get a share from the world market, therefore the competition has become fiercer and more aggressive than before. Just giving a high quality of education and having so many accreditation programs may not be enough and appealing for most of the students who come for education from different countries. Thus, university administrations have an important responsibility to make adoption process to gain those students. That is making International Student Societies and associations valuable, since such associations play a vital role for students to adapt to their new environment, socialize, and increase their sense of belonging to their educational institute, accomplishment of which may have a direct impact on student's educational success.

In this digitalized new world system, we cannot evaluate university education solely by the courses anymore, thus social life and events developed and organized by Universities contribute to students' feeling more valued and important. Education, when supported with social activities and with higher sense of belonging, thus becomes more effective.

What has been argued above makes the issue an important one, because in higher education, institutes should strategically manage and support international students in every circumstance while organizing sustainable events. During the global covid-19 crisis an obvious reality has been revealed that most universities have failed to offer guidelines to use effective event planning process model while reaching their international student's society members to do problem solving. Also, the effect of Covid-19 has changed the way how events were organized previously by International Student Association (ISA), but to keep their members updated and to increase social belonging, societies find new ways to organize events such as organizing online events.

This study will be conducted on international students' societies who are students in Eastern Mediterranean University (EMU) and although there are many associations the research will specifically look at those associations that have the most students. By using in-depth interviews with presidents of the selected students' societies the study will seek to find out the processes that they follow to organize societal events. Furthermore; the study will also look at what kind of processes those students' societies follow up and get informed in order to organize events that have an impact on EMU's corporate communication processes, what kind of social interactions held in what context, the experiences of different societies, how they are affected from outside by the means of digital and classic media. Also, from each cultural event, a close analysis will be carried out whether societies involve information exchange and how effective they use those experiences for further events, and which processes they follow. Finally, this study will aim to form a model for all institutes to strategically manage events during crisis management.

Keywords: Event management, Strategic communication, Covid-19, Higher education, Student associations



Pathways to Korean Teachers Job Satisfaction in Multicultural Schools: A Fuzzy-Set Qualitative Comparative Analysis

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Abstract

Teacher job satisfaction is the emotion of a teacher regarding his/her work and how he or she feels well in a school. It indicates the extent of teachers' positive or negative emotions towards their jobs as a profession and work environment. It is significant because a person's attitude and beliefs may affect his or her behavior. Prior researches have reported teacher job satisfaction links to many variables, including teachers' performance, the sustainability of job, turnover, etc. Due to the importance of teacher job satisfaction within the field of education, a lot of researchers have studied teacher job satisfaction. Past research on teacher job satisfaction has used two principal approaches: large-N statistical studies estimating average effect sizes, or case studies presenting description. Notably lacking is a fuzzy-set qualitative comparative analysis (fsQCA) of conditions determining Korean teacher job satisfaction. Moreover, few have been studied a fuzzy-set qualitative comparative analysis (fsQCA) of conditions determining Korean teacher job satisfaction in a multicultural school. This study investigated causal conditions for Korean teacher job satisfaction in multicultural schools.

More precisely, considering set-theoretic relations, the following four research questions were addressed: 1. What conditions are necessary for teacher job satisfaction with the profession in Korean multicultural schools? 2. What combination of structural conditions is usually sufficient for teacher job satisfaction with the profession in Korean multicultural schools? 3. What conditions are necessary for teacher job satisfaction with the work environment in Korean multicultural schools? 4. What combination of structural conditions is usually sufficient teacher job satisfaction with the work environment in Korean multicultural schools? The data of this study are derived from the 2018 Teaching and Learning International Survey (TALIS) conducted by the OECD. The explanatory variables were Preparation for pedagogical content knowledge (PCK), teacher self-efficacy in general (TSEG), teacher self-efficacy in multicultural classrooms (TSEM), team innovativeness (TI), teacher-student relations (TSR), social perceptions of teacher value (STV), and professional development barriers (PDB). I use fsQCA to identify pathways leading to teacher job satisfaction in Korean multicultural schools. This study was based on a sample of 429 Korean teachers. The results were the following. 1) High STV is a necessary condition for the occurrence of a high level of teacher job satisfaction with the profession. 2) Low STV is a necessary condition for the occurrence of low levels of teacher job satisfaction with the profession. 3) It was then determined whether the explanatory variables might meet the necessary condition for teacher job satisfaction with the work environment. As consistency for conditions was ranging from 0.28 to 0.85, none of them met the threshold (0.90). Therefore, these conditions were unnecessary for the occurrence of teacher job satisfaction with the work environment in Korean multicultural schools. 4) I explored five distinct pathways that were sufficient to explain for the high level of teacher job satisfaction with the work environment in Korean multicultural schools. 5) I explored four distinct pathways that were sufficient to explain for the high level of teacher job satisfaction with the profession in Korean multicultural schools. Through this research, I hope that fsQCA will be more used for studies to discover causal relations to teacher job satisfaction in multicultural settings.

Keywords: Teachers job satisfaction, Emotion, Sustainability of teacher, Multicultural education, Sufficient conditions



Science Education and Computational Thinking – Adapting Two Projects from Classroom Learning to Emergency Distance Learning

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Abstract

The sudden need for an adaptation of two science projects based on the changes that the Covid-19 pandemic brought to the education system in Portugal, transitioning from classroom learning to distance learning, led to a reorganization within the structure of these projects in order to implement them, maintaining the same objectives. Both projects have the main goal to develop computational thinking, with the first project having simultaneously the aim to also develop an environmental awareness through an initiation to programming by way of implementing challenges regarding the same topic, within 1st grade pupils, namely recycling and reducing single use waste. The second project constitutes the assembly and implementation of a weather station, based on the microprocessor *Micro:bit*, at the service of the science curricula contents within 5th grade students, with regard to abiotic factors and its influence on animals and plants.

Within the limitations of the emergence of the Covid-19 pandemic, the first project has been implemented on an extracurricular schedule, where the students had the first contact with programming through an online game with simple commands, by means of a smartphone application, progressing to a game designed by the teacher through the block-based visual programming *Scratch* platform. The students applied the computational thinking and consolidated science concepts. These games were wielded through synchronous online classes through the online platform adopted by the school, in which the students controlled the screen displayed by the teacher. This adaptation followed a change in the number of sessions projected originally, from seven to only four. The implementation had to be reduced, based on the limited time of contact with the students as well as the lack of resources and the restriction of the teacher's presence to guide and observe the students in its own discovery of the related educational tools.

The second project underwent modifications in its structure, having the exigency of adapting some project's stages to be able to implement it nonetheless without losing track of its main objective. The project's main stages consisted on the weather station assembly, code writing and results' analysis by the students. The adaptation resulted in only being able to implement the later stage of the project, with the first two phases having been delegated to the teacher. The methodology adopted consisted on video recording the weather station all set up and working, while also recording the data given by the *Micro:bit*. It was granted the possibility for the students to choose and vote in which abiotic factor to measure and the location in which they wanted for the weather station to be placed, through an online form, using *Google Forms* within the *Google Classroom*, the school's designated online platform.

Keywords: Computational thinking, Distance learning, Programming, Science education, Sensors



Design Thinking for Sustainable Development

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Abstract

This research was focused on how a sustainability approach can be merged with design thinking to develop socially responsible and environmentally sustainable products and services. The case study has been carried out in the bachelor study course Sustainable Development. Some of basic principles and stages of design thinking, such as empathy, creativity, collaboration, responsibility and interdisciplinary approach have been tested by using student's project work evaluation regarding certain criteria and survey after the study course.

The first results of approbated design thinking principles and methods, significant advantages and disadvantages and the perspective of using this method have been analyzed and discussed. As the result from this study proposals for the improvement of the content of this study course and related study courses have been developed. Future needs for distance learning and lifelong learning were also taken into account. However, it remains a great challenge to change curricula, methods and context in which learning takes place embedding sustainability.

Keywords: Sustainability, Design thinking, Inter-disciplinarity, Education



Promotion of Hygiene Habits at School – An Adaptation of a Project From Classroom Learning To Distance Learning

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Abstract

Due to the the Covid-19 pandemic and the challenges it brought to the portuguese education system, there was a need of adapting a research project to be carried out in a school environment. Prior to the conception of the project, a problem was identified in a class of 24 students in 1st grade: a lack of hygiene habits of the students' hands.

Therefore, an opportunity to create a project was identified, being its main goal to improve students' hygiene habits, with a focus on hand washing. The project became even more relevant due to the pandemic and the urgent need of proper hand washing habits. Simultaneously, the research project also aimed at creating alerts and warnings at school, related to proper hand hygiene practices. Considering the Covid-19 pandemic and the transition from classroom learning to distance learning, this goal was adapted, given the impossibility of creating alerts at the school itself. Thus, it was reformulated, becoming the new goal to contribute to the awareness of the need for better hygiene habits, through online sharing of resources created by students for the school community in general.

The main activities to be carried out before the Covid-19 pandemic were related to the importance of hand washing time, to an experimental work of microbiological character to compare hand washing with and without soap, to the most appropriate hand washing technique, as well as building posters and leaflets to distribute around the school. It was also intended to monitor students' hands over time using culture mediums, although this became impracticable with distance learning. Therefore, some activities were adapted, for instance, the microbiological experimental work that could not be carried out, given the lack of material and the lack of contact between students and teachers. To fill this gap, teachers handled and contaminated bread with, for example, dirty hands, hands washed with water, hands washed with soap and water and a computer keyboard. Thus, after some time, it would be possible to take pictures and explore with the students the growth of microorganisms in each slice of bread, analysing those that were apparently more contaminated or less contaminated. Regarding the proper hand washing technique, the students will use the Surewash app, available for tablets and cell phones, repeating its use over time to conclude if there was any progress.

For the data gathering, the main instruments used are an initial and final questionnaire to students, an interview with the teacher in charge of the class, as well as observation records, based on the students' dialogues and productions. Therefore, this is a research project of a mixed nature (qualitative and quantitative). This work is financially supported by National Funds through FCT – Fundação para a Ciência e a Tecnologia, I.P. under the project UIDB/00194/2020.

Keywords: Hygiene, Hand washing, Distance learning



The Role of Sustainable Leadership in the Process of Covid-19 Distant Education

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Abstract

Covid-19 pandemic, which came to surface in China and surrounded the world, has affected plenty of countries on the grounds of health, economy and education. Education systems have been one of the areas that have been inflicted most. Schools have been shut down bringing distant education into effect in many countries. Although there occurred problems in some schools due to lack of advance preparation and experience, in some school the idea that the process has been well managed has become a matter of agenda and of discussion. At this stage, it bears a vital importance that the leadership qualities of managers be understood so as to be ready for the further part of the process and for the possible pandemic that might be experienced in the future. It has been believed that the sustainable leadership qualities of the managers have been brought to the fore during the stage of planning and applying the process smoothly. Sustainable leadership is underscored in literature with various definitions and is defined prominently as foreseeing complications, focusing on the solution of complex problems, maintaining group adaptation for change and having emotional intelligence. In this context and research, the role of sustainable leadership has been scrutinized according to teachers' perspectives in distant education process due to Covid-19 pandemic. The research conducted with mixed-method has made use of exploratory serial patterns. In this pattern, in the initial stage, qualitative data is collected and analysis is made, and under the light of the findings, quantitative data is collected in the next after which the analysis is performed. Exploratory serial pattern can be used for the purpose of generalization of qualitative data (Özdemir, 2018). In this trajectory, in the first stage of the research, the opinions of teachers, who are assigned for distant education, about their managers' leadership qualities have been collated. Content analysis has been carried out for the data collected via zoom program with semi-structured interview form. According to teachers' opinions, it has been revealed that those with sustainable leadership qualities - such as maintaining communication and collaboration, being solution oriented, making swift and insightful decisions. In the latter part of the research, under the finding that the managers bearing the qualities of sustainable leadership steer the process more efficiently, it has been aimed that the qualitative findings of the research be enlarged in the frame of qualitative research and literature. According to the data collected from the quantitative findings and per the opinions of the teachers who deem managerial processes successful in distant education process, the sustainable leadership qualities of the managers at hand are above 50 %. Per teachers' views that find managerial processes unsuccessful, the qualities of sustainable leadership show either none or below average. As a result of the research, the quantitative data are found to be supportive that of qualitative. In this context, it can be said that sustainable leadership is significant in terms of overcoming periods of crises and maintaining understanding of betterment. The suggestions that the policy makers ensure the managers are selected among those with sustainable leadership qualities in order to be prepared for crises moments that can be experienced, such as Covid-19 pandemic, creating suitable education environments for managers to gain these qualities, that researchers make international comparisons on sustainable leadership and they carry out a research that includes all aspects of leadership are among the recommendations brought about by the research.

Keywords: Sustainable leadership, Covid 19, Educational administration.



The Effect of Using Blogs in English Lesson on Academic Success

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Abstract

The purpose of this study is to investigate the effect of using blogs in English lesson on attitudes towards the lesson. Today, with the acceleration of contemporary learning and teaching theories, blogs, increasingly popular, have taken a place in the field of education. The activities carried out in the English lesson in this study were published through blogs. The sample of the study consists of 55 students (27: experiment group, 28: control group) in Sadreddin Konevi Anadolu Imam Hatip High School that is located in Yeşilyurt, Malatya, Turkey.

As a quantitative one, semi-experimental method with control group of pre-test and post-test was used. In this study, the data were collected by means of the academic achievement test, the attitude scale and the rubric for the activities. During the experimental process, activities in the experimental group were published on blogs by the students, whereas the same activities were carried out with the existing methods in the control group. To investigate the effect of using blog on the attitude, The Attitude Scale Towards The English Lesson developed by Tulgar (2018) was applied to both groups as pre-test and post-test. Whether there was a significant difference between the qualities of the activities carried out by the experimental and control groups was measured with the rubric developed by the researcher. The data obtained from the research were analyzed by statistical software.

According to the findings obtained after analyzing the data, it was seen that although the use of blogs in English lesson made a significant difference upon the attitude in favor of the experimental group. The activities performed by the experimental group were found as more qualified and attentive compared to those done by the control group.

Keywords: English lesson, Activities, Blogs, Attitude.



Foreign Language Teaching and Literary Works as Effective Blending Components

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Abstract

The paper writes on the issue of literary work incorporation in foreign language learning, respectively English language learning. Due to the fact that the Common European Framework of Reference for Languages supports the methodology of language learning through “real-life situations”, the paper supports literary works as ones best containing real-life language and events. Bearing in mind the fact that literary inclusion in language learning is not very common practice in general and in Kosovo in particular, we hereby incite for this practice due to its raising of students’ language awareness, critical thinking, vocabulary acquisition, as well as cultural awareness of the target language’s society.

Following the firm grip on the chosen material regarding literary work, it is equally discussed the interaction and activity patterns which would help both eccentric and regular thinkers, introvert and extrovert students in maintaining the course of the interaction in the literary work discussion upholding the idea that literary works provoke debates. Furthermore, the paper writes on linear and non-linear learning as two different approaches practiced in foreign language classrooms, in addition, their suitability and advantages in classroom activities.

Keywords: Literary works, Foreign language learning, Linear/Non-Linear learning, Interaction, Discussion



Teacher Lifelong Learning System as a National Model Supported by HEI-S in Albania

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Abstract

This paper is based on a real experience of setting up and developing a system that includes the training of teachers in Albania based on the needs of teachers for the development of competencies long life based on the academic experience of universities that offer study programs for teachers in various fields of teaching studies such as language and literature, foreign languages, natural sciences, informatics as well as primary and secondary school teachers in Albania. In this paper will be presented the platform of a national action in cooperation with the national agency of qualification and evaluation of teachers.

The paper will present a successful methodology of setting up this training system starting from the mapping of teacher needs, design and implementation of training centers for teachers at universities with faculties of education and the development of pilot courses and self-assessment. This process continues with the sustainability test of the centers through a well-structured business plan with stable costs. This model will also provide an optimal fruitful solution for the development energy by coordinating and disseminating products of accredited modules with a much higher number and genuine expertise tested in a network of TLLL centers that promotes cooperation and benefit with high European standards.

Keywords: Teacher qualification, Training modules, TLLL centres, Academic expertise, Accreditation system



Possibilities of Graphic Representations within Special Education of People with Visual Impairment - Theory and Practice*

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Abstract

Graphic representations accompany us at every step, supplement us written information, supplement with verbal information, but at the same time broaden our overview of the world around us, help us create ideas and play with our imagination. However, our article deals with graphic representations for the needs of blind people and people with severe visual impairments. For these, graphic representations have the same task as for people without visual impairment, but it is more difficult to create these representations. However, we will show in the article that although the work is more complex, it is also more varied and can be used for the needs of people without visual impairments too.

This probe into graphic representations for the visually impaired will be followed by a presentation of the survey in the given area. Thanks to new technologies, graphic representations have become not only financially but also spatially accessible. Our probe will focus on the perception of typhlography in its narrower and broader meaning, as well as on the most common imaging techniques in the creation of maps (in the Czech Republic). In the first part of the article, we would like to take an excursion into the field of graphic representations for people with severe visual impairments - from the simpler ones (thermo-vacuum printing) to the more complex ones (3D printing in various materials). Our article will show individual representatives of each of the interesting and current graphic representations, as well as we will point out possible shortcomings of the representations of others.

Keywords: Graphic, Special education, Visual impairment

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Tactile Graphics in Tertiary Education of Students with Visual Impairment

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Abstract

Tactile graphics intended for people with visual impairment is an important supporting element in reducing the information deficit caused by impaired visual perception. Due to the fact that we visually obtain the maximum amount of information in a minimum period of time, it is necessary to replace this missing information in various ways. One of these ways may be a tactile image, respectively tactile graphics. Not only the informational contribution of tactile graphics, but also its important role in the development of the imagination of visually impaired people was confirmed by the results of our research. Especially in the area of spatial orientation and independent movement, tactile graphics has significant application potential.

We will follow up on this information with a study with a mixed design, the aim of which is to identify specific possibilities and possible limits of the use of relief graphics in tertiary education. Based on the implemented qualitatively oriented research with quantitative elements, we will try to comprehensively evaluate the contribution of relief graphics for the education of visually impaired students at universities in the Czech Republic. We will focus on issues of information usefulness, equalization of study opportunities, technical and imaging opportunities and other aspects.

Keywords: Visual impairment, Tactile graphics, Tertiary education

*This contribution was created as part of the solution of projects IGA_PdF_2020_007 Adaptation of the environment for people with disabilities; TL01000507 Development of spatial orientation and independent movement through auditory-tactile means; TL03000679 Information deficit reduction and the development of imagination of persons with visual impairment through 3D models with auditory elements.



Organizational Policy in Schools the Relation between Herzberg and Double Factor Hygiene-Motivation Theory

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Abstract

In this study, the relationship between the perceptions of organizational policy and the perceptions of Herzberg Dual Factor Theory on the motivation of teachers working in schools in the city center of Siirt were investigated. The study is a study of relational screening model. The research population is composed of 2051 teachers who are in the official schools in the city center of Siirt in 2017-2018 academic year. The sample of the study consisted of 522 teachers selected by simple random sampling method. The data collection tool was developed by Kacmar and Ferris (1991) and translated into Turkish by Mohan Bursalı (2008) and Herzberg Double Factor Theory based on the 'Business Motivation' scale developed by Büyükgöz (2008).

According to the research findings, teachers' perceptions; In the sub-dimensions of organizational policy perception, it was observed that the level of work motivation, hygiene sub-dimension was medium and the motivated sub-dimension was high. Organizational policy perception in the dimension of Parent and Worker's Behavior in the dimension of gender, Discipline, Behavior of the Parent and Colleague Behavior, Interest, Behavior of the Parent and Colleague and Doing the Necessity for Raising sub-dimension of the type of school, Herzberg Double-Factor A significant difference was found in the sub-dimension of work motivation hygiene according to the branch, type of school and seniority of the seniority.

Teachers' organizational policy perception sub-dimension of interest, to do what is necessary to rise and the behavior of the parent's and colleague's sub-dimensions, Herzberg double-factor work motivation in the negative direction between hygiene and motivated sub-dimensions, low level, organizational policies with organizational policy perception sub-dimension There was a positive relationship between Herzberg double-factor work motivation, hygiene and motivated sub-dimensions.

Keywords: Organization, Organizational policy perception, Motivation, Herzberg Double Factor Theory



The Stages and Effectiveness of International Financial Reporting Standards Implementation

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Abstract

The main purpose of the publication is to consider the foreign policy situation in Azerbaijan in the context of the economic crisis, as this remains an important issue of integration into global financial markets. The place and role of the country in the global economic space, the process of joining the WTO, and interaction with international financial institutions remain relevant. Analysts say that Azerbaijan urgently needs to diversify its markets and strengthen relations with partner countries. The urgent task of the study of universal tools for assessing economic indicators around the world is reporting, compiled in accordance with international financial reporting standards. The article considers the analysis of the prerequisites and stages of the transition to international reporting standards, characterizes the results of applying international reporting standards in the world and Azerbaijan. The advantages and disadvantages of applying international financial reporting standards are formulated. Particular attention is paid to the need to monitor the effectiveness of the implementation of IFRS in Azerbaijan. Scientific articles, monographs and other information of domestic and foreign economists on the problems of accounting, economic analysis and fundamentals of the theory and methodology of auditing, normative, methodological and methodical materials were the theoretical basis of the study.

The practical significance of the study for the purpose of effective global cooperation remains the transition to international financial reporting standards, by which, according to established practice, it is customary to understand the unified accounting standards recognized around the world.

The practical significance of the study can play a positive role in enriching the scientific and practical knowledge of experts involved in accounting and reporting. Continuous professional development, development of new knowledge and skills becomes objectively necessary.

Based on the analysis, it can be argued that, in general, the international experience in using IFRS is positive, in countries using IFRS, there is an influx of foreign investment, but it is impossible to say that the reason for this inflow is the application of IFRS. The inconsistency of the experience of implementing IFRS does not allow us to assess the impact of the introduction on the economy of Azerbaijan in general and its entities in particular. It should be noted that it is important to organize constant monitoring of the effect of the implementation of IFRS for certain sectors of the economy and Azerbaijan as a whole.

Keywords: International financial reporting standards, Stages and effectiveness of IFRS, Features of IFRS implementation



A Sustainable Learning Approach: Design Thinking in Teacher Education

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Abstract

The concept of design thinking is a human-centred process application compatible with 21st century skills such as innovation, creativity, problem solving, critical thinking, communication, and collaboration (Brown, 2008; Razzouk & Shute, 2012). Anderson and Shattuck (2012) defines design thinking as an analytical and creative process that allows an individual to have opportunities to experiment, model, build a prototype, get feedback and redesign, whereas Bereiter and Scardamalia (2006) explains design thinking as the planning, problem solving and creation abilities of human beings in order to serve needs and to build ideas, processes or systems. Collins, Joseph & Bielaczyc (2004) argues that design thinking involves guiding goals, actions, and purpose for the challenges and solutions of real-world problems. In short, design thinking can be expressed as the concept that creates solutions to challenging and open-ended problems which encompass scientific and creative activity and bridges theory and practice (Hoadley & Cox, 2009; Norton & Hathaway, 2015). In the 2023 Education Vision document published in Turkey, it has been set as the objective to establish “Design-Skill Workshops” that support the intellectual, emotional and physical needs of children and to establish national standards (MEB, 2018). In this context, it is important to consider design thinking in the education process and to examine it in terms of teacher education. In the study, it is aimed to determine the pre-service student teachers' opinions about the concept of design thinking.

In the study, the phenomenological approach, one of the qualitative research designs, was used. Phenomenology is an approach which aims to collect meaning from the perspective of the participant and presents the data in detail with an integrative approach with the inductive method (Patton, 2014; Yıldırım & Şimşek, 2016). The study group of the research consists of 32 student teachers studying in different departments. Criterion sampling and Maximum variation sampling were used to determine the study group of the study. In the research, the focus group interview technique, which was semi-structured and non-directive, was used as a data collection tool. In focus group interviews, the data reached through social interaction is deeper and richer as well as having group dynamics (Morgan, 1997). In the research, the opinions obtained from the focus group interviews in a qualitative way were analysed in accordance with the content analysis and presented on the models using the Maxqda-20 program.

In the research results, the student teachers stated that the design thinking structure could encourage qualified collaborative interaction in a dynamic structure open to change. In addition, they stated that, the design thinking approach is a powerful alternative that can challenge difficulties. Within the framework of the research results, it is thought that it is very important to examine the design thinking approach as a tool for sustainable learning in teacher education in terms of raising students in the focus of design thinking. For this reason, it can be suggested that student teachers should be trained based on their branches within the scope of design thinking education and that application booklets should be prepared.

Keywords: Design thinking, Teacher education, Sustainability, Sustainable learning approach, 21st century skills



(According To Whom, Who is Who?)
**A Profile of Migrant Women in Canada in Terms of Lifelong Learning and Life Satisfaction
-The Example of Toronto-**

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Abstract

In one sense, migration is a process in which a large part of the life experiences gained up to that point in time are left behind. In the countries they emigrate to, migrant women also encounter new environments, new opportunities, new human behaviours, new communication styles, new customs and new restrictions which may be completely different from those of their own countries. All of these new situations give rise to an intense need for learning and education. The education of migrant women has strategic importance for reasons such as the fact that women are productive, more sensitive towards society and more adaptable, and that they take primary responsibility for the care and education of children. It can be said that the planned educational opportunities in Canada, as a developed nation, have the quality and power to make it easier for migrant women to acquire a profession, possess economic freedom, fit into society, and improve themselves.

The utilisation of education opportunities by migrant women will have a number of positive outcomes, such as the acquisition of new skills, self-improvement, and developing their environment. Being a member of society, successfully completing important tasks for society, being able to control one's own life, and achieving good life standards are experiences that bring about satisfaction with life and a desire for further education. Entering a developmental cycle such as this by making education a part of their lives means that migrant women can avoid a number of Canada's problems from the outset. Information related to situations that are effective in shaping women's futures is examined comparatively by means of interview questions developed by the researcher and "The Satisfaction With Life Scale" developed by Diener, Emmons, Larsen, and Griffin (1985). The scale is a thematic, 11-point (0-10) Likert-type measurement tool intended to measure individuals' satisfaction levels related to eight areas of life in accordance with the structure of the concept of subjective wellbeing. The analyses are ongoing.

Keywords: Migration, Migrant women, Life satisfaction, Lifelong learning



Examination of Pre-service Teachers' Motives for Using Instagram

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Abstract

The aim of this study is to determine the motivations of pre-service teachers to use Instagram program, which is one of the common social media tools, in the context of developments in information and communication technologies in order to achieve sustainable learning and examine them according to various variables. The study was designed with descriptive survey model in the quantitative method. The population of the research consists of pre-service teachers who continue their education at the Faculty of Education of Siirt University in the spring term of 2018-2019 academic year. In the study, convenient sampling (easily accessible) and criterion sampling methods were used to collect data. In this context, 384 of the 495 scales distributed were returned and 56 of them were excluded from the research because they were not properly filled, 163 of them were excluded from the research because they did not meet the criteria; therefore, opinions of 165 pre-service teachers were included in the research and analysed. Personal demographic form and Instagram usage motivation scale developed by Yayla (2018) were used as data collection tool of the research.

The results obtained in the research showed that pre-service teachers use Instagram for social escape / relaxation and personal development / self-expression the most with respect to their in their motivations to use Instagram while they use it with the purpose of entertainment / habit the least. It has been observed that Instagram using motivations of pre-service teachers show significant differences in different factors according to gender, age, department and daily time spent in Instagram variables. In addition, it has been observed that pre-service teachers should be able to use the Instagram program, which is one of the world-renowned social networking software, for a sustainable education and training life more dynamically and effectively. In this context, it is thought that pre-service teachers who participated in the research should have a higher level of self-awareness.

Key Words: Sustainability, Instagram, Social network, Using motivation



The Impact of Covid-19 on English Language Skills Development: A Case of Emergency Distance Education

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Abstract

The Covid-19 pandemic has created a tsunami effect on all aspects of life, and education is one of those most affected by it. With the advent of a digital century, some teachers have been using blended learning or online education platforms already, yet Covid-19 has forced all teachers -regardless of their positions, capabilities, etc. - to abandon their physical classroom settings and start teaching online. Inevitably, this emergency distance education atmosphere has created a chaos within students, teachers and even the parents. Many things have been forced to alter from attendance to class, and teachers' expectations of students to the nature of the assignments. All layers of the education system, be it primary, high school or higher education, have been affected. Within such a context, it becomes important to explore the impact of Covid-19 on language skills development of Turkish pre-service teachers of English. With this aim in mind, the researchers asked open-ended questions to elicit the effects of emergency distance education on language skills development of the participants. Concentrating on emergency distance education, the participants articulated positive and negative effects of distance education on their reading, writing, listening and speaking skills development process. Furthermore, the researchers also asked the participants to state their recommendations to enhance distance education process in developing the four language skills. In this qualitative study, the statements of the participants were analyzed through content analysis. The outcome of the present study is hoped to pave the way for anticipating issues related to emergency distance education and also for developing solutions to preserve sustainability on the future of online learning in higher education contexts.

Keywords: The Covid-19 pandemic, Emergency distance education, English language skills, Pre-service teachers



Estimating Student-Teacher Ratio in Primary Education under Fluctuating Student Enrollment with ARIMA

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Abstract

This study develops a framework to detect the trend of student-teacher ratio under the fluctuating student enrollment. The target education series data (1949-2018) cited from the MOE in China. Taken China's primary education as an example, we employ cross correlation function, ARIMA or ARIMAX model to verify the future trends of student and teacher numbers. The findings suggest the fittest ARIMA models were used to interpret the trend of student-teacher ratio properly.

The findings reveal the calculated student-teacher ratio with the trend of fluctuating student and teacher numbers will decline in future. While the actual student-teacher ratio might increase in future based on the proposed ARIMA model with student-teacher ratio series data. The gap between the calculated and actual student-teacher ratio may provide a feasible range to estimate the future trend. The results provide useful information for related policy makers to better control the quality education in primary schools.

Keywords: ARIMA, Cross correlation function, Elementary education, Student-Teacher ratio, Teaching quality



Education of Leading Pedagogical Staff with a Focus on Their Educational Needs

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Abstract

The paper focuses on the area of further education of pedagogical staff. Specifically, it deals with a group of leading pedagogical staff resp. leaders of schools and school facilities. At present, courses and other educational activities are being offered in the field of further education, but they often do not reflect current trends in the management of kindergartens, small schools, primary schools, secondary schools, youth homes and institutions for institutional and protective education and institutions providing hobby education. The results of the evaluation of implemented programs, such as the Study for Leading Teachers (Section 7, Decree No. 317/2005 Coll., As amended), show that the standards of such educational programs are completely insufficient. There is a lack of motivation for the participation of leading pedagogical staff in self-education, but also for mutual sharing of experiences and self-reflection of leading pedagogical staff. Another reason important for the project is based on the initiatives of EU system projects, especially: IPs Strategic Management and planning in schools and territories - "SRP", Implementation of teachers' career system - "IMKA", also for Joint education and support of schools step by step - Implementation of the Action Plan for Inclusive Education - methodological support - "APIV A", and, Support of joint education in pedagogical practice - "APIV B" and in connection with the experience from the verification of the Educational Leader program. Finally, yet importantly, we also rely on the outputs of reports and results of the CSI survey. Strategic documents of regional education of head pedagogical staff and minutes from working meetings with school principals (e.g. the Regional Action Plan for the Development of Education of the Olomouc Region) also show support for the creation of conditions for the education of leading pedagogical staff by expanding the offer of quality further education programs for pedagogical staff.

The aim of the paper is a theoretical definition of the issue of further education of leading pedagogical staff in the Czech Republic. This part further continues with an analysis of the educational needs of this target group with a focus on increasing managerial competencies for leading pedagogical staff of kindergartens, small schools, primary schools, high schools, youth homes, and institutions for institutional and protective education and staff of institutions providing hobby education. Through a questionnaire survey and brainstorming, there will be data from the analysis obtained and further evaluated in the form of specific educational proposals.

We see the benefit of creating a new educational program in increasing the professional-managerial competencies of leading pedagogical staff of kindergartens, small schools, primary schools, secondary schools, youth homes and institutions for institutional and protective education and employees of institutions providing hobby education. Furthermore, improving the strategic approach to the management of schools and school facilities.

Keywords: Education, Further education, Leading pedagogical staff, Educational needs.



The Impact of COVID 19 on Higher Education: Rethinking Sustainable Internationalization

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Abstract:

The coronavirus pandemic is considered as the most crucial global health calamity of the century. The coronavirus pandemic, which emerged in Wuhan city of China which was named COVID-19 by the World Health Organization. The global COVID-19 pandemic, as in all areas of life, higher education institutions have been affected by the rapid spread of the outbreak. Especially, higher education institutions have been closed unexpectedly all over the world.

As a result, this pandemic caught countries off guard. While some countries try to find solutions by activating distance education in higher education policies, some countries have not used this process well due to their socio-economic and technological infrastructures. On the other hand, while the epidemic was felt both in countries with strong economies and in developing countries, it caused an increase in pre-existing inequalities in many areas. Furthermore, internationalization policies in higher education have been affected by this process. It raises concerns about the decrease in the number of international students and the future of internationalization in higher education. This situation makes it necessary to consider internationalization in higher education. For this reason, this study examines how COVID-19 affects higher education and takes a critical approach and suggests higher education institutions for sustainable internationalization.

Keywords: Sustainable internationalization, Higher education, COVID 19, Critical approach



Hungarian Food Consumers' Preferences from the Aspect of Ethno-centrism

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Abstract

In the focus point of this study is the ethnocentric food consumption which means the favoring domestically produced products. One of the theoretical pillar of the study is trend of ethnocentrism. Several studies proved that increasing the number of consumers are more positive about products from their own region. We would like to examine the Hungarians' opinion about their own products focused on the food market. The other pillars of the theoretical background of the study are the general food consumer behavior models and theories. In the frame of that we analyzed the most important changes of the mindset of food consumers and the main structural diversion of the food preferences. In the frame of primary research quantitative methodology has been used, with the help of pre-tested standardized questionnaire and snowball sample taking methods 1447 evaluable questionnaires were received.

The research tool typically included closed-ended questions: selective, combinative semantic differential scales and ranking in the form of question types. The main aim of the research was to analyze Hungarian consumers' preferences in case of food consumption, to characterize the most important target markets of Hungarian food. We examined the attitude of the respondents towards Hungarian foods from affective, cognitive and conative aspects. We also investigated the general food-consumer preferences of our respondents and the main elements of preference for Hungarian food consumption.

As the results we could characterize the most important features as the Hungarian food-consumers associated with Hungarian foods, we could understand the advantages and disadvantages of Hungarian foods besides that we could distinguish from each other food consumer patterns based on the food consumption preferences. The result could be a good guide for the players of Hungarian food markets to characterize their potential target markets, to achieve the most important consumer groups in case of Hungarian food promotion.

Keywords: Food consumption, Preferences, Ethno-centrism



The Role of Higher Education in Innovation: The Case of Azerbaijan

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Abstract

The technical and technological progress has become a decisive term for the development of the national economy and increases the importance of higher education institutions in the modern period of intensification of globalization process. The higher education sector has a large-scale impact on the economy. Its connection with the economy provides commercial value for innovation, and academic instructions and skills help the educated persons and organizations in order to gain the means of achievements in a knowledge-based economy. The restructuring of the educational institutions of the 21st century and the application of resource-saving technologies are accompanied by a comprehensive economic, social and environmental approach. All this proves the objective necessity of innovative development in educational institutions, which prevails in the knowledge-based activity of educational institutions.

At present universities are recognized as a research and training centers, supporting entrepreneurship and innovation. Unfortunately, many universities in our country do not have the capacity to serve as an effective dynamic center for such initiatives, and this shortage limits the ability of our local universities to compete with universities of other countries. The role of higher education in the formation of innovations, the experience of research universities with advanced technology-based infrastructure and the best world practices have been studied in the article.

The strengthening of the integration of science and education with industry, formation of incentive mechanisms for better research and invention, better utilization of available opportunities in higher education have been suggested. The authors analyzed the current state of the research and innovation environment in the higher education sector, identified the major barriers of research and their application to production, and evaluated global trends in research funding, as well as the impact on the expenses of scientific and technical work.

Keywords: Innovation, The innovation index, Education, Research and development expenditure



Theoretical Frameworks for Understanding Online Student Engagement in Virtual Pedagogical Environments

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Abstract

The goal of the research is to clarify the concept of “student engagement” when applied to virtual learning environments. A secondary aim is to suggest a practical framework for applying the concept of online engagement to real-world classrooms for student outcomes improvement. The concept of student engagement has been studied in the fields of general education, social psychology, educational philosophy and e-learning but no consensus on terminology or theoretical scope has been reached. Student engagement has been correlated with learning outcomes, dropout rates, cognitive development, and student satisfaction (Finn et al., 2012; Finn, 2006; Ma et al., 2015; Kuh et al., 2008). A background literature search and comparative analysis on reviews, meta-analyses and systematic reviews on the topic was conducted to identify the key theoretical constructs (Bond et al., 2020; Bedenlier et al., 2020; Al-Sakkaf et al., 2019; Broadbent et al., 2015).

According to Bedenlier, “the use of educational technology has been found to have the potential to increase student engagement (Chen et al. 2010; Rashid and Asghar 2016), improve self-efficacy and self-regulation (Alioon and Delialioglu 2017; Northey et al. 2015; Salaber 2014), and increase participation and involvement in courses and within the wider institutional community” (Alioon and Delialioglu 2017; Junco 2012; Northey et al. 2015; Salaber 2014). At one end of the spectrum, Järvelä (2016) believes that the concept of student engagement is too vague for practical use. In another framework, however, Fredricks, Blumenfeld, and Paris (2004) have clearly delineated student engagement into three dimensions: behavioural, emotional (affective), and cognitive. In this review, evidence for efficacy of the concepts in improving the classroom experience, increasing student retention rates, and boosting learning outcomes are additionally examined.

The topic of online student engagement is particularly relevant since internationally many educational institutions moved their curricula entirely online during the COVID-19 pandemic. Abundant anecdotal evidence on educational blogs and discussion boards indicates that clarification of this key theoretical framework is critical for continuing research on the topic. Without terminological and methodological clarity, current studies cannot be compared adequately, nor can datasets be combined for quantitative meta-analyses.

Keywords: Online student engagement, Virtual learning engagement, Online pedagogies, Student engagement



Perspectives of Volunteer Pre-Service Teachers on a Summer Program for Children with Autism Spectrum Disorders

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Abstract

Parents of children with developmental disabilities consider the summer to be overwhelming and stressful due to its unstructured nature (Duncan, 2016; Randel et al., 2015). Accordingly, the social needs of children with ASD are a specific area of focus that should particularly be addressed within the context of long break in schooling during the summer months (Cross, 2013). Summer programs and camps are considered to provide an important opportunity for children with ASD in this regard (Brookman et al., 2003; Walker et al., 2010), given their association with enhanced social skills (Brookman et al., 2003; Lopata et al., 2006; Lopata et al., 2008; Maich et al., 2015; Rynders et al., 1990; Walker et al., 2010), significant decrease in social anxiety (Kabuski et al., 2014) and problem behaviours (Duncan, 2016; Lopata et al., 2008) and diminished regression of skills (Cross, 2013; Bobzien & Judge, 2014) as reported in many studies among children with ASD.

The purpose of the present study was to evaluate the utility of a one-month, half-day summer program conducted by a university as a volunteering program for children with ASD, and to evaluate the efficacy of the program through opinions, experiences and suggestions of volunteer pre-service teachers who have participated in the program. This qualitative research has been conducted using a phenomenology design that investigates the meanings of people derived from their lived experiences (Brantlinger et al., 2005). Data was collected by semi-structured face-to-face interviews with 10 volunteer pre-service teachers along with focus group discussion while an inductive analysis process was used for data analysis. The analysis of data revealed three main themes along with related subthemes: (a) the need for summer program, (b) suggestions for effective summer program, and (c) benefits of the summer program. The results show that summer programs can be an effective alternative to maintain the current level of children with ASD in summers.

Keywords: Autism spectrum disorders, Perspective, Pre-service teacher, Summer program, Volunteering



Perceptions of Graduate Students for Distance Learning Courses

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Abstract

Distance education is a kind of instructional approach that held both synchronously and asynchronously. People and the learning contents are come together thanks to learning management softwares and tools. In these days, COVID-19 forced educators to distance education. In the past, while distance education was labeled as "strange", in this process, "close education" began to be accepted as the new "strange". In 4 months, new models were started to be searched for education in schools. The solution of possible problems brought by intimacy is sought in remote options. However, it is seen that possible suggestions are still sought in "minimum distant" options. This can be attributed to the difficulty of overcoming habits.

The purpose of this research is to determine the perception levels of students from different departments studying at İnönü University towards distance education. The research was carried out in accordance with the screening models, which is one of the quantitative research methods. The universe of the research is İnönü University undergraduate students, and the scale was applied to 586 students who volunteered to access and participate. The data of the research were collected in the spring semester of 2019-2020. The data of the researcher was collected using the Distance Education Satisfaction Survey (Balıkçioğlu, Çınar-Öz & Işın, 2019).

According to the results of the research, it was observed that the satisfaction level of the students participating in the research on distance education satisfaction was 47.8% positive over the total score, and there was no difference according to gender, department and class variables.

Keywords: Distance learning, Graduate students, Perception



Managerial Strategies of Institution toward Student's Emotional Dynamic during COVID-19: A Preliminary Finding from Thematic Content Analysis Perspectives

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Abstract

The COVID-19 pandemic has brought many changes in the learning process on campus to be virtual based. One consequence of the situation has a significant influence on emotional patterns and psychological conditions of students becoming unstable. This study was conducted to explore the emotional dynamics that occur in students and see how strategies and effective management carried out by the campus to deal with the condition of these students. The thematic content analysis method was used in this study, involving a sample of 40 students and 5 staff and lecturers on campus through open surveys and semi-structured interviews.

The results showed that the majority of respondents experienced various negative emotions during this pandemic and made their learning processes not optimal. The strategic steps taken by the campus include (1) routinely providing assistance through seminars and outreach to strengthen the psychological condition of students; (2) not many giving burdensome activities and tasks, as well (3) always communicating with students' parents at home in controlling the learning process during a pandemic. These results provide preliminary information about the importance of psychological interventions and other reinforcement activities for students which will be explained further in this paper.

Keywords: COVID-19, Institutional management, Managerial strategies, Student's emotional dynamic, Thematic content analysis



Determination of Learning Needs of Teachers Working in Primary Schools About First Aid

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Abstract

The characteristics of adults regarding learning, the need for lifelong learning, adult education based on volunteering have increased the importance of the concept of need in adult education. The training need determination process constitutes the first stage of a programmed training study. The aim of this study is to determine the learning needs about first aid of teachers and whether teachers' learning needs differ significantly according to some variables.

The sample of the research was composed of teachers working in various branches (n =214) in public primary schools. In this research, "Scientific Survey Form" was used. The lowest and highest possible scores were 0 and 15. Statistical analyzes were performed using descriptive statistic. Among them 105 were female and 109 were male.

The results of the study showed that 30.8 % of the teachers participating in the research had knowledge about first aid, Only 11.7 % of teachers state that they found themselves sufficient with first aid knowledge equipment. It was revealed that 57.9 % partially encountered situations requiring first aid. Totally, 47.2 % of the teachers took courses on first aid and 11.7 % teachers found their own sufficient about first aid knowledge equipment. In this study, it was determined that teachers need learning about first aid. First aid educational and training programs should be introduced at schools for early management injuries and emergencies. Moreover, first aid knowledge should be incorporated in educational curricula.

Keywords: Adult education, Lifelong learning, Need of training, Level of first aid knowledge



Knowledge of the Corporate Social Responsibility Concept as a Part of the Intellectual Capital of Small and Medium-Sized Organizations from the Perspective of Lifelong Learning

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Abstract

The concept of corporate social responsibility (CSR) is a part of the global concept of continuous sustainability declared by the UN programme in the development objectives for the next 15 years (2015-2030). It is based on the ethical approaches in business, which is nowadays manifested as a competitive advantage. CSR can be understood as a part of the intellectual capital (IC) of organizations, as a set of tacit knowledge of CSR holders transferred into the form of explicit knowledge recorded in the documents of organizations. The aim of this study is to determine whether CSR is a part of the IC, whether the knowledge of the CSR concept is of a tacit or explicit nature and to what extent the potential of such knowledge is used by small and medium-sized organizations (SMEs). SMEs form the majority of economically active entities in Europe.

They play an important role in the regional development, while at the same time they have more difficult access to CSR due to their specifics. The difference between the CSR approach of large organizations and SMEs is crucial, as SMEs do not usually employ the CSR experts, have neither the time nor the means for the targeted application of CSR, and it is therefore likely that they do not even use CSR as a tool of their competitive advantage. But in fact, the CSR activities must be seen as an investment, they must be carried out thoughtfully, they must be a part of the IC. Then, as a result, they will make a profit. This raises the following research questions: 1) What is the level of knowledge of the CSR concept in SMEs, what its form prevails? 2) What motivates SMEs to implement the CSR activities? 3) Is the IC of SMEs related to the CSR concept used sufficiently? The presented data are a selection taken from 3 studies carried out by the authors in 2014-2019. The study was conducted in the Olomouc region, SMEs were the respondents, and the content of the study referred to CSR. The results say that: Although only 23.7% of respondents report on the CSR activities done, the vast majority (92.1% of respondents) fulfils the concept naturally.

The data show that a tacit form of knowledge of the CSR concept prevails. The motivation for CSR lies in the visibility of the company and the effort to do good, not in profit. The volume of tacit and explicit knowledge of the CSR concept in the Olomouc region shows the underused potential for achieving higher SMEs profits. It is obvious that one way to achieve better economic results and sustainability is to turn the tacit knowledge into explicit knowledge. The solution lies in educating entrepreneurs and managers of SMEs in the CSR concept. The lifelong learning strategy focused on SMEs should develop both tacit and explicit knowledge of the learning persons in harmony. It should effectively and sensitively link the intentional and functional education, including the possibility to capitalise on the learning person's own experience.

Keywords: CSR, SMEs, Intellectual capital, Knowledge, Lifelong learning



Effects of COVID19 Processes to the Educational Systems and Institutions

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Abstract

The COVID-19 is currently having a serious impact on the business organisations and the lives of people; and influencing the supply chain due to worldwide lockdown. The governments and medical department do not have any specific plan and medical support to control the pandemic. The educational system and institutions are going through a tough time in order to maintain the educational activities as the immune system of children and students is weak, which might affect the health badly.

The propose research studies impact of COVID on education system. For this purpose, primary data that was collected through questionnaire filled by 50 respondents (teachers and students) using the non-probability sampling method. The expected outcome of the research has involved analysis of the negative impact on an educational system like loss of human resources, investment for developing the online system for smart classes and providing the data and information using the technology.

Keywords: COVID 19, Effects on education, Online education



Challenging Issues in Teaching English Language

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Abstract

This study aims to determine the problems faced by English teachers, who teach English as a foreign language, and to provide alternative recommendations to these problems. The importance of the utilisation of the English, being an international language, is very high in Northern Cyprus, which is an island country and has a vital position in the tourism industry. Also, the utilisation of the English language will play a crucial role during a possible reunification of Cyprus, to enable communication between Turkish Cypriots and Greek Cypriots, by using a common language else than their languages. The sample group of the study is formed by the English teachers who teach at secondary schools in Northern Cyprus.

The study is a qualitative study, based on the interview method conducted to participants chosen from secondary school teachers. The questions used for data collection are based on a semi-structured interview form, developed under the supervision of three experts. Due to COVID - 19, some of the interviews were conducted face to face while others were conducted online. The recommendations below can be stated according to the findings. English teaching methods can be altered to more speaking and listening-based methods rather than grammar-based teaching and examination methods can be re-arranged according to these changes. Seating formation in schools can be changed into a less crowded and language learning- compatible way to improve the ability to learn. The class distribution of foreign language students can be changed into a level-based system, as the current class distributions lack categorisation of students in different levels, which causes difficulty of learning for the student who has a lower level.

One of the most significant findings of the study is that the effects of the British Culture during the pre-1974 period which has been highly effective, is not seen anymore; therefore the cultural migration of different cultures into Northern Cyprus causes significant alterations in the cultural formation of Northern Cyprus, which cause adverse effects on the English Language education. Reconstruction of the curriculum based on subjects focusing on authentic and cultural subjects and adding cultural elements of the language that is being taught can be considered as a must for improvement.

Keywords: Teaching English, English language, Foreign language, Secondary education



Obstacles and Challenges Students with Disabilities Experiences in Higher Education Institutions: A Systematic Review

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Abstract

The purpose of this review was to explore the obstacles and challenges that students with disabilities face in higher education institutions; a systematic review was conducted of articles published between 2000 and 2020. In general, findings indicate that there is still much work to be done for students with disabilities to facilitate their access and entitlement to HE, specifically in relation to the necessity of enacting binding legislation for educational institutions with the necessity of providing the necessary facilities and services in a manner that guarantees the realization of the "inclusive university" concept.

The results also showed that there is consensus on the most important challenges students with disabilities experience in HE, which include environmental barriers and access to services, educational access barriers related to teaching and evaluation strategies, information and communication barriers, barriers related to employee attitudes and lack of awareness of the characteristics of students with disabilities and their needs.

The study recommends the need to establish lines of communication with students with disabilities through several methods, the need to make environmental accommodations and facilitate students' access to services, provide the necessary training for the administrative and academic staff to provide awareness, secure the necessary financial resources for the adjustments and equipment needed by students with Disability, providing a clear policy and effective mechanism to increase the interaction of students with disabilities in HE, and the need has emerged for staff to be trained in order to increase their awareness of the characteristics and methods of dealing with students with disabilities and the challenges they face and the need to change their attitudes toward them.

Keywords: Disabilities, Obstacles, Qualitative study, Higher education



Exploring College Student's Perspective on Global Mobility under Covid-19 Pandemic Recovering

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Abstract

More than 10 million cases of Covid-19 have been reported worldwide, and at least over 50 thousands deaths. Under the pressure of the pandemic, promoting global mobility has become an emerging issue in higher education settings. Although various methods of enhancing student mobility have been implemented, little research confirms the pandemic challenges for students. This study investigates the global mobility of Chinese college students and the factors influencing their travel decisions. A self-designed questionnaire, consisting of 15 critical indicators of mobile capabilities, intentions, and implementation decisions, was administered to collect data from 2,226 participants.

Minitab and Amos software were used to conduct exploratory factor analysis (EFA) and detect latent relationships among the data with structural equation modeling (SEM). The SEM and logistic regression model provide a clear picture of the relations among the variables, and show that international intention is the key indicator of global mobility implementation under the pressure.

Keywords: Covid-19 pandemic, Global mobility, Higher education, Internationalization



What is the Secret of the Success of the Singapore Education System?

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Abstract

Besides being 'the process of creating the desired behaviour change in the individual's behaviour through his own life', education is the process that prepares the individual for life and ensures that the individual lives a life in harmony with the society. Education enables the individual to build a bridge with life. The overall aim of education is to help children and adolescents to adapt to the society in a healthy and efficient way. Singapore has the appearance of a country with an educational system that successfully achieves these educational goals and has attracted attention with its success in international student assessment exams such as PISA, TIMSS and PIRLS that have been made in recent years. The success of Singapore in international exams which give information about the results of the policies and practices of the countries in the field of education has aroused curiosity in the research of this country's education system. In addition to its success in education in recent years, socio-economic and technological achievements have also been admired.

The aim of this study is to examine the Singapore Education System and its features. For this purpose, the most prominent features in the success of the Singapore Education System have been identified through literature review and document review. When these features were examined, it was seen that country's having stable and consistent educational policies dating back to the day it was first established, having distinguished teachers with its teacher selection and training policy, having qualified high school leaders with the selection and training policies of school leaders, effective use of information and communication technologies in all stages of education, the results obtained with determination about equality of opportunity, especially the importance given to the teaching of mathematics, science and technical skills come to the fore.

In addition, when the Singapore education system is examined, it is seen that there is a learning environment with a structure in which knowledge and skills are supported with values at every level of education, with the awareness of the importance of values in character formation. In addition, the country's political stability and considering the differences such as religion, race, gender, and ethnicity as wealth can be shown as the important features.

Keywords: Singapore education system, Information technologies, Leading teacher, Leading manager



Prediction of the Organizational Fit Levels of the Teachers by Social Justice Leadership Behavior of the Secondary School Administrators

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Abstract

Social justice; It refers to the protection of low-level social groups against those with a high-level economy, the elimination of unequal income distribution, the achievement of welfare in a manner that is in line with human dignity, and the provision of economic and social security (Baser, Kıriloğlu and Kıriloğlu, 2017: 1008). Educationally, the effects of social justice are also reflected in educational settings. The concept of social justice has an important place in managing differences and inequalities and in multicultural formations in education, which has started to increase in recent years. In this respect, it is aimed primarily to provide social justice in schools (Goren, 2019: 13). Administrators with the leadership of social justice gain importance in this case. On the other hand, individuals whose personality characteristics are different from each other affect the total working performance of the organization positively or negatively. If the values of the organization are in harmony with personal values, a strong and high organizational performance can be achieved (Kart, 2015: 44).

A administrator who has established social justice behavior within the organization can support the individual's compliance with the organization as a defender leader of social justice. In this study, it was aimed to test the goodness of model harmony created to test social justice leadership's structural relationship with person-organization fit. In this context, the main hypothesis was found in the form of " Social justice leadership behaviors of middle school administrators significantly predict teachers' organizational compliance levels. 'h1: Based on the main hypothesis, the behavior of school administrators on stakeholder support significantly predicts teachers' organizational fit levels; h2: The critical consciousness behavior of school administrators significantly predicts teachers' organizational fit levels; h3: The behavior of school administrators in the distributive justice dimension predicts teachers' organizational fit levels significantly; h4: The behavior of school administrators in the participation dimension significantly predicts teachers' organizational fit levels. The model created to test the sub-hypotheses was tested with SEM Analysis. One of the methods used to test relational situations is the structural equation model (SEM). In the universe of the research, there are 1158 teachers working in the official secondary schools of Üsküdar district of Istanbul in the 2019-2020 academic year. 318 secondary school teachers, who were reached with simple random sampling, formed the sample. In the research to collect the data; Personal Information Form by researchers, a fourdimensional, 34-item Social Justice Leadership Scale developed by Bozkurt (2018), a one-dimensional and 4-item Person Organization Adaptation Scale developed by Netemeyer et al. (1997) and adapted to Turkish by Turunç and Celik (2012). used. Cronbach Alpha value of Social Justice Leadership Scale is .98 for all items; The Person-Organization Compliance Scale was found to be .93. The data were analyzed with IBM SPSS 25 and AMOS 24 package program. First of all, extreme data analysis was done and normality distribution was tested.

According to the results of SEM, it has been observed that critical awareness, stakeholder support, participation and distributive justice dimensions predicted organizational compliance positively and the model established was acceptable. Thus, proposals such as including the role and responsibilities of school administrators related to social justice leadership in the Legislation of National Education, and the implementation of these program outcomes in pilot schools by launching short-term 'guest manager' programs in the schools of the administrators who prioritize the social justice leadership were presented.

Keywords: Social justice leadership, Organizational fit, School administrator, Teacher, Structural Equality Model.



Factors Contributing to Korean Pre-service Teacher Satisfaction with Non-Face-to-Face Online Learning during The Coronavirus Outbreaks

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Abstract

In response to the novel coronavirus, many South Korean universities have moved their teaching online. Pre-service teachers who will be present in Korean classrooms are still provided with the required number of class hours but without face-to-face contact with professors. Non-face-to-face online learning is a complex endeavor. It is important to set realistic understandings of how students satisfied in non-face-to-face online learning. This is especially the case for a pre-service teacher that disregarded online education before the coronavirus outbreak. Both faculty and pre-service teachers may lack the professional development needed for quality online learning.

Normally, developing online courses involves a team of experts including academics, instructional designers, programmers, and illustrators. Yet in this quick transition, faculty who have not taught online classes have to offer courses that have not been devised in this way. Online learning could make students experience feelings of isolation caused by a lack of face-to-face interaction, which is factors contributing to pre-service teacher dissatisfaction with non-face-to-face online learning. The purpose of this study is to identify factors contributing to the satisfaction of Korean teachers in on-face-to-face online learning during the coronavirus outbreaks.

This study surveyed pre-service teachers who will be present in Korean classrooms. The quantitative data are based on the Distance Education Satisfaction Survey. The data was collected through an online survey. The theoretical framework used to explore these experiences was the community of inquiry (COI) model and self-efficacy theory. Findings are important as they provide insights into current levels of satisfaction towards engaging with online learning as a future teacher.

Research findings are pre-service teachers' efficacy, social presence, and cognitive presence are factors contributing to the satisfaction of Korean teachers in on-face-to-face online learning. The findings of the study were discussed under the light of relevant literature, and some suggestions were made for the future.

Keywords: Non-face-to-face online learning, Emotional presence, Social presence, Cognitive presence, Coronavirus outbreaks



Ukraine's Losses from the TPandemic COVID-19 and the Concept of Its Overcoming

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Abstract

This paper discusses the pandemic COVID-19 has transformed the ways of doing business. The pandemic COVID-19 has already led to a crisis in certain areas and sectors of the economy, but there are those who have benefited from quarantine measures. For this purpose, the types of activities that suffered losses and gains were analyzed. The collected data were analyzed descriptively.

Industry and Energy: Industrial production decreased by 5.1% in January 2020. Cast iron production - by 2.7%, steel production decreased by 8.3%, iron production - by 7.5%. Electricity production also decreased, which can be explained by the decline in industrial production, which automatically led to a decrease in electricity consumption.

Tourism: The tourism industry will lose \$ 1.5 billion from COVID-19. Significant losses occur due to the closure of borders, restrictions on air and rail services, the closure of hotels.

Beauty industry: As for the beauty salons and manicure salons, they do not work. The closure of these establishments is due to the introduction of restrictions on crowds and due to close contact with the client.

Sphere of public catering: The losses can reach 50% of revenue, staff is lost. Forms of activity are transformed in the direction of delivery of orders to clients or work on-take away/

Sphere of entertainment: There was a shutdown of shopping and entertainment centers, cinemas, theaters, exhibition halls, concert activities - a significant number of people lost their jobs.

Event industry: Due to the ban on mass events, it is not possible to hold conferences, business forums, religious gatherings, concert tours, football championships, etc.

However, there are industries and areas of activity to which the pandemic COVID-19 has given a good start and revenue growth:

Logistics services: Currently, there is an increased demand for delivery of goods ordered online. Services are facing the challenge of how to deliver everything. The total growth in orders is 20%.

Online stores: Orders through sites increased by 80%. In the first days of the introduction of quarantine there was a shortage of goods in such groups as: essential goods and food.

Pharmacies: Sales of antiviral drugs increased 8 times. Protective masks, alcohol, glycerin, antiseptics, antiviral and antipyretic drugs are in greatest demand.

Media service: TV viewing increased by 27%. Content consumption on news platforms has increased. Content consumption also increased by 30% on the news platforms. Statistics show that existing users have started to watch media service products longer and longer - by an average of 22%.

Online education: The flow of requests for online learning is growing. This is due to distance learning of schools and institutions of higher education. In some regions, traffic to online education sites has tripled.

As a result of empirical research, it turned out that the pandemic COVID-19 requires a change in the way we do business, and this raises the question of what business should be like during a pandemic. We proposed a list of advice in this situation. However, timely response and targeted action will reduce the negative impact of the pandemic COVID-19, prevent a decline in business activity and reduce the impact of the crisis.

Key words: Pandemic COVID-19, Economic consequences & impact, Crisis management, Crisis program



Examination of Studies in Sustainable Leadership by the Bibliometric Analysis Technique

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Abstract

When the literature is examined, it is seen that different leadership models have been developed according to the economic, social, cultural and environmental conditions of the period experienced from the past to the present. The problems faced by the world such as seasonal changes in the world, natural disasters, rapid depletion of resources, economic problems, inequality and discrimination are increasing day by day. It is possible to prevent all these negative problems with global actions only. For this reason, one of the leadership approaches put forward at the organizational level is sustainable leadership. Sustainable leadership can be expressed in the shortest definition as people who take actions that support their economic, social, cultural and environmental systems and ensure their activities to continue in a healthy manner (Ferdig, 2007, 32). In other words, sustainable leaders are not only dealing with environmental and green issues, but also are working on reformative activities in all areas of life. In this context, the concept of sustainable leadership, which is considered to be a considerable current subject, was investigated. The aim of the study is to examine the articles published in the title of sustainable leadership from a bibliometric point of view and to reveal the development in the related subject. Within this scope, researches were conducted under the title of sustainable leadership in the Web of Science Core Collection database and bibliometric data of the studies were obtained. The studies examined were discussed in the context of the number of publications by years and subject orientations. In addition, the study examines whether the distribution of the studies carried out with the concept of sustainable leadership varies according to the authors and whether the distribution of the studies varies according to the journals in which they are published. In the study, VOSviewer program, which is a Java based working program produced for use in the analysis of bibliometric networks, was used.

Keywords: Sustainable leadership, Sustainability, Leadership, Bibliometric analysis



Investigating Preservice Teachers' Metaphoric Perceptions Regarding Sustainability According to Their Knowledge Levels

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Abstract

This study aims to investigate preservice teachers' metaphors regarding Sustainability according to their knowledge level of sustainability. The concept of Sustainability, which has become more and more popular due to the social, economic, and ecological problems taking place in the world, refers to the continuity of something with preserving it. Views on the concepts are, however, subject to change day after day by time, place, and events. Accurate information and perceptions regarding this concept are important to realize sustainability goals. Therefore, the present study investigated the knowledge level and Sustainability metaphors of the educational faculty students who are the future teachers.

The study used the convergent design, a mixed-method study, where both quantitative and qualitative data are collected and analyzed. The participants consisted of 867 preservice teachers from different departments of a public university in Turkey. The data were collected using knowledge test and metaphor determination form whose reliability and validity studies were also conducted. Cluster analysis was used to analyze the quantitative data and the preservice teachers were categorized into three groups: low, middle, and high. Content analysis was used to analyze the qualitative data and using the results obtained the preservice teachers' metaphors were categorized. The chi-square test was used to reveal whether the metaphors vary according to the preservice teachers' knowledge level.

The results obtained in the present study were discussed within the scope of the competency of teacher education programs in Turkey in sustainability. The present study was finalized by presenting some suggestions.

Keywords: Sustainability, Metaphor, Preservice teachers.



Opinions of Graduate Students about Distance Education in the Period of Pandemia

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Abstract

Sakarya University of Applied Sciences Postgraduate Education and Sakarya University Institute of Educational Sciences postgraduate education programs aim to train engineers and educators specialized in a field. Many postgraduate educational institutions provide education with the principle of formal education. This is an important factor for teaching correct scientific research. However, due to the corona virus disease (covid 19) spread from the People's Republic of China in 2019, schools and universities across the world had to switch to distance education. Graduate education institutes have also actively switched to distance education. The advancement of technology gives the opportunity to continue education by distance education method during the pandemic period. The opinions of students of Sakarya University of Applied Sciences Graduate Education Institute (Asynchronous document and course video sharing) and Sakarya University Educational Sciences Institute (Synchronous course processing and document sharing) about distance education application (their efficiency, application) It is aimed to investigate the results in detail.

The research question of the study is “What are the views of the graduate students about the distance education during the pandemic period?”. Its sub-questions are 1) How is the distance education evaluated?, 2)What are the situations related to distance education?, 3) What are their expectations from this method?, and 4) What are their opinions about continuing education during the pandemic period?. In order to get data directly in accordance with student’s own experience, the study was carried out with the interview form approach and an online questionnaire for interview was conducted which is one of the qualitative data collection techniques. Data were collected from a total of 15 graduate students of both institutes and were coded via coding technique. In the findings obtained, it was concluded that students found the use of distance education successful and correct during the pandemic period.

Keywords: Pandemic, Covid-19, Distance education, Online education



The Mediating Role of Organizational Innovation in the Implementation of the Blue Ocean Strategy for Sustainability in Higher Education

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Abstract

Organizational innovation is seen as the main driving force of higher education in terms of institutional success and sustainability, intellectual capital and Blue ocean strategy. This study is to investigate whether organizational innovation (OI) in a sustainable higher education sector has a positive impact on the relationship between intellectual capital (IC) and blue ocean strategy (BOS).

Questionnaires were sent to emails of 76,616 academicians employed in universities throughout Turkey and the data collected from 497 samples was examined. Because of the large number of population, quantitative analysis has been used in this study. SPSS 24.0 and AMOS 24.0 software was used in analyzing data from statistical point of view. In data analysis process t test, variance analysis (ANOVA) was used and Tukey test was applied as post-hoc test. Pearson test was applied in order to determine the correlation between the points obtained from (IC), (OI) and (BOS) scales and structural equation model was used in mediation analysis.

Results show that OI has a direct impact between IC as well as and BOS in universities. Results obtained from the applied research methods definitively verify the OI's mediator impact in IC and BOS as well as relationship. In this context, senior executives should value innovation. Implementation of IC and OI will reveal academic leadership, developing and supporting appropriate policies and strategies among the academic staff of universities. This will enable the formation of sustainable universities with strong leaders. In universities BOS, is shaped with IC and as a result of this the relationship between IC and BOS is formed in the context of OI. The results of the methods applied verify the exact mediation impact of OI in the relationship between IC and BOS.

Keywords: Sustainability in higher education, Leadership, Intellectual capital, Blue Ocean Strategy, Organizational innovation.



Examining the Wellness Perception of Sports High School Students Trained in Football Branch

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Abstract

This study aims to determine the perception of the wellness of high school students who are trained in the football branch. Determining the perception of wellness is to be examined mother education, father education, income level, football played league, the position they play in football, the duration of licensed work, the number of competitions they attend, and according to whether there is another sport the activity they participate in other than football. For this purpose, after obtaining the necessary permits in the academic year 2016-2017, students were informed about the research on the days and hours determined by the management of TFF Celal-Meral Aras Sports High School in Istanbul, which Turkey Football Federation and the Ministry of Education opened in cooperation and provides training in the football branch with academic training.

A survey that collects information about the demographic characteristics is conducted among 170 students who voluntarily participated after given information. After that, Perceived Wellness Scale which is developed in 1997 by Steinhardt, Bezner and Adam is applied to students. The validity and reliability study about the scale is conducted by Memnun in 2006.

Information survey that determines demographic characteristics and Perceived Wellbeing Scale that developed in 1997 by Adam, Benzer, and Steinhardt which study the reliability and validity of the survey conducted in 2006 for Turkey by Memnun was applied to a total of 170 students who voluntarily participated after the information.

The data are statistically analyzed in SPSS 21.00 package program since it shows the normal distribution, t-test for independent groups and Variance analysis for more than two groups were used for binary cluster comparisons. The significance level was taken as 0.05. In this analysis, according to the mother education level of the sports high school students trained in the football branch; while there was no significant difference in social wellness, intellectual wellness, and spiritual wellness sub-dimensions; Significant differences were found in the sub-dimensions of physical wellness, psychological wellness, and emotional wellness.

According to the father's education level; while there was no significant difference in physical, emotional, social, intellectual, and spiritual wellness sub-dimensions, there was a significant difference only in the psychological wellness sub-dimension.

Besides, no significant difference was found in any of the sub-dimensions of perceived wellness, according to the income status of sports high school students, the type of league they played, the number of competitions they participated in, their licensed study periods, and the sports branches they participated in outside of football in their leisure time. As a result, the sports high school students playing in the football branch's scores of physical, psychological and emotional wellness was a significant decrease in the scores of those whose mothers were high school graduates, compared to those whose mothers were literate, primary, and secondary school graduates. Detailed studies on the subject are planned is consider Investigation of the reasons why the level of mothers' education differentiates in the perception of wellness significant.

Keywords: Perception of wellness, Sports high school, Football branch.



Examination of Job Satisfaction, Intrinsic Motivation of Physical Education Teachers and other Branch Teachers According to their Participation in Recreational Activities.

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Abstract

This study aims to investigate job satisfaction and intrinsic motivation of physical education teachers and other branch teachers. The determining job satisfaction and intrinsic motivation levels are; gender, age, marital status, childbearing, year of study, type of school studied, and recreation time, which is to evaluate whether it changes according to the status of participation in an event.

For this purpose, after obtaining the permissions from the Kocaeli Provincial Directorate of National Education, the schools in the central district were contacted. Schools should be visited on the days and hours determined by the school administrators and teachers were informed about the research. In this descriptive research, Minnesota Job Satisfaction Questionnaire Scale (MSQ) with 20 questions was adapted for use in Turkish by Baycan, and Dundar et.al (2007) Intrinsic Motivation Scale with nine questions was used.

The data are analyzed with SPSS 21.00 package the program, as it shows the normal distribution, cluster comparison, and t-test for independent groups, variance analysis for more than two groups (one-way ANOVA). 367 volunteer teachers as 245 female, 117 male, 39 preschool, 120 class, 77 social, 53 mathematical, and 73 physical education teachers participated in this study. When the data were analyzed, both intrinsic motivation and job satisfaction scale scores were found insignificant in terms of age, marital status, having children, and working year. Intrinsic motivation level in terms of the branch; while there is a significant difference between physical education and classroom teachers, in terms of job satisfaction; Physical education teachers' scores were found to be significantly higher than the teachers of the social and numerical branches. Intrinsic motivation score in terms of school type; there was a significant difference between primary and secondary schools, there was no significant difference in terms of job satisfaction. According to their participation in any activity in their leisure time; job satisfaction scores were not significant, the level of intrinsic motivation was found to be significantly higher for participants in the activity, as expected.

As a result of the study, it was observed that the intrinsic motivation scores were higher than participants not at leisure times. There was no significant difference in job satisfaction scores. Due to the lack of difference in job satisfaction scores and decreased intrinsic motivation, it was thought as a result of the study that teachers turned to different activities.

Keywords: Recreational activities, Physical education teachers, Branch teachers, Job satisfaction, Intrinsic motivation



Well Being and Health during Pandemic

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Abstract

The unprecedented severity and magnitude of the pandemic spread of the SARS-CoV-2 / COVID-19 virus implied, as a measure for its containment, the lockdown of the entire Spanish population in their respective homes. From the Psychological and Psych pedagogical Attention Service of the University of Cádiz, a health promotion program called “Well-being and Health” was designed and implemented, aimed at two groups considered at risk in the context of health alert: students from the Senior University Class of UCA and women with a diagnosis of breast cancer. The objectives of the program were: 1) Promote the well-being of older students of the UCA community and women who belong to an association of women with a diagnosis of breast cancer, during lockdown due to the pandemic and 2) Evaluate the effectiveness of an online health promotion program. The research responded to a quantitative methodology, with a quasi-experimental design pre posttest, ex post facto. GHQ12, PHI and a Scale of Positive Emotions were used for data collection.

For the analysis of the data, the SPSS 21 was use, and we used the non-parametric Wilcoxon test to evaluate the efficacy of the program. Statistically significant changes are seen in all the variables under study: psychological well-being and distress, positive emotions and subjective happiness. It is possible to conclude that participating in a health promotion program encourages an increasment of positive emotions in the participants; increases the psychological well-being and decreases psychological distress; as well as an improvement in the subjective happiness. These findings are promising because they allow us to conclude that participating in an online health promotion program, with an emphasis on a healthy lifestyle and training in relaxation techniques, protected people from the impact of stressful events associated with lockdown during the pandemic.

Keywords: Lockdown, Well-being, Self-perceived health, Online health promotion program, SARS-CoV-2/COVID-19



Views of the Students of the Education Faculty about the Distance Education Process During the "Covid-19" Epidemic Process.

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Abstract

The history of distance education approaches dates back to the 1927s in the world. Distance education approaches, which were first implemented in the USA, were opened in Europe in 1968, and a university with distance education was opened in Open University, undergraduate, graduate, and doctorate degrees. Hagen Distance Education University, founded in Germany in 1974, has taken the Open University in England as a model. Hagen Distance Education University provides education to its students with the help of audio and visual electronic tools. Turkey in 1950 in Ankara's letter of distance education teaching methods in education at the university is among the first examples in Turkey. Sakarya University opened Computer Programming and Information Management distance learning associate degree programs in the 2001-2002 academic year and laid the foundations of the distance education process. Distance education program can be called as studies carried out with the curriculum prepared by educational institutions in a certain order to help students realize education alone. According to Hizal (1983), distance education does not depend on the limitations of traditional education practices such as education age, time, place, method, and objectives; It has defined itself as an individualized self-education (teaching) activity, which is carried out by using specially written written materials, mass communication programs and short-term face-to-face education in a system integrity. This research has been planned by using parallel method, which converges from mixed patterns that use quantitative and qualitative methods together.

The aim of the study was determined as taking the opinions of the students about the difficulties, problems and advantages faced by the education faculty students in the distance education process in the 2019-2020 academic year during the Covid-19 pandemic process. The universe and sample of the research has been determined by random method. The students forming the sample were selected from the students who participated in distance education lessons and volunteered in the research. The sample of the study consists of approximately 246 students who are educated in the education faculty. A questionnaire consisting of 13 open and closed questions was developed for the research. The validity and reliability of the questionnaire was carried out using expert opinion and in-depth description method. Research data were analyzed by using qualitative data analysis methods with quantitative data analysis methods. The evaluation of the research results is still ongoing and it can be said that education faculty students generally face some problems in distance education processes and prefer face to face education instead of distance education.

Keywords: Distance education, Covid-19, Online class, E-education, Education faculty, Undergraduate education



Life Quality and Distance Learning During the Covid 19 Pandemic from the Perspective of University Students: A Case of the Republic of Croatia

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Abstract

Modern technologies and digital media have a special influence in the field of education, enabling institutions, teachers and students plethora of virtual opportunities for continuous communication, access to teaching materials and facilitation of understanding and fulfilling of teaching process and educational outcomes. After the coronavirus outbreak technology found its way to suppress many obstacles students and professors were challenged with by implementing a total distance education strategy. Nevertheless, students' life quality and the effectuation of distance learning is rather questionable. The main research interest focuses on higher education distance learning implementation and status of studies as well as satisfaction level of student population considering distance learning and the perception quality of their living conditions at the time of the coronavirus pandemic. In the sample, which included student population of all years and study programs among universities in the Republic of Croatia (N=583), the data was collected by means of a questionnaire designed by researchers of this paper and parts of standardized research questionnaire by Diener, E., Emmons, R. A., Larsen, R. J., & Griffin, S. (1985) which was divided into two parts; the level of implementation on distance learning strategies, and satisfactory levels of students' quality of living conditions.

The results showed that the current level of distance learning implementation is not at a satisfactory level at the national stratum. Yet, many of participants point out distance education was not a common resource known and used by students prior to coronavirus outbreak. Moreover, a nonparametric one-sample Wilcoxon Signed rank test data analysis accepted the H₀ confirming that satisfactory volume of the quality of living conditions during the coronavirus pandemic is not at the gratifying level according to evaluation of student population. It can also be noted that there is a positive correlation between distance learning and students' satisfactory level of life quality in the time of coronavirus pandemic. As a result of these findings, it can be recommended that although alternatives for continuous higher education in the Republic of Croatia were implemented in time, there should be put a special attention on its quality and students' satisfaction levels as well as the overall impact on their life quality. There are numerous regulations and recommendations, rules and protocols, all emerging due to coronavirus outbreak, but its effects on higher education sector are yet to be investigated.

Keywords: Life quality, Distance education, Coronavirus pandemic, Student population



Faculty Members' Perceptions on Professional Development in the Distance Education Emergency Transition Process

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Abstract

Due to the COVID-19 Pandemic, higher education has moved from in-class face-to-face education to distance education with an alternative approach in short time at all educational institutions. The decisions announced by the Higher Education Council (YÖK, 2020a) identified an alternative model for the sustainability of educational activities as much as possible which was made by observing the activities carried out in higher education institutions abroad. Accordingly, the expert faculty members "Digital Transformation Commission in Higher Education" established the Pandemic Distance Education Application Roadmap. Legislative amendments were made to substantiate the sustainability of students' learning processes. Distance Education Application and Research Centers (UZEM) having proper infrastructures from 123 universities provided the opportunity to give distance education during this timeframe in all areas. Besides, in the first stage, the Higher Education Institution Course Platform was opened to public access with the support of Anadolu, Atatürk, and İstanbul University and METU's digital media, digital textbook and video support (YÖK, 2020b). All relevant stakeholders (students, lecturers, and other staff) and everyone involved, not only in Turkey but in other countries as well, claimed that the model used in these emergency situation processes was different from 'online learning' because academics are asked to do extraordinary studies on the course distribution, teaching and learning that they encountered for the first time in their lives (Craig, 2020; Hodges, et al., 2020). There are considerable changes in the teaching and learning process globally. Students and lecturers, as well as all stakeholders, are the primary ones affected. The achievements, needs, and expectations of the faculty as a result of this process are not known in order to take necessary actions for excellence in teaching and learning.

The purpose of this research is to investigate teaching (teaching materials, preparing online measurement and evaluation, etc.) during the emergency teaching and learning process due to the compulsory transition to distance education during the COVID-19 Pandemic. It is to determine the achievements and needs of the academic staff recently. Data were collected from 361 faculty members teaching at different universities using a qualitative research method with online open-ended questionnaires. The analysis was made on the basis of 40 sub-themes collected under three main themes determined using the content analysis method.

According to this research's findings, increases professional experience in online course resources and career development are the most intense achievements of the lecturers. In addition, they stated the need to improve themselves mostly in the areas of online assessment and evaluation, online presentation, careers in academic and professional development. Interestingly, some sub-themes are stated both as achievements and needs. While some lecturers stated digital literacy skills and competencies as acquisitions and distance education as careers, others emphasized the need for improvement in these subjects. According to the results obtained, it is seen that the instructor's professional development programs in terms of distance education methods and technologies will gain importance so that the instructors can be ready for the continuation of distance education process to provide sustainability.

Keywords: COVID-19, Higher education, Skills and competences, Career development, Online.



Re-creating the Museum Space: Museum Distance Learning in after Covid-19

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Abstract

We live in an age when schools go beyond their existing buildings and use informal learning places and possibilities. Museums are often used by schools and some even have shared programs. Nevertheless, museums are lifelong learning spaces and since 1990's after "new museology" spread around the world, they were exploring different ways to connect their users.

During Covid-19 Pandemic lockdown, most of the museums opened their collections online and people had a chance to see the museums and their collections, no matter their geographic location. Some museums organized online workshops and explored different ways in sharing their museum learning possibilities. Museums that was prepared for this alternative environment could offer more, but pandemic lockdown was the time that this alternative way, was the only way for the museum experience, the first time for some.

Museums offer multisensory experience for learning. When learning becomes distance, it evolves into distance museum learning, trying to stimulate senses through a screen. This study explores the creative ways on how to use the screens to experience architecture of real life and virtual museums and examines the challenges and possibilities in online museum learning. In the conclusion it offers some solutions locally and worldwide on what it has to offer for distance learning.

Keywords: Museum, Museum learning, Multisensory, Siber space, Virtual space



Do Parents Support Teachers?

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Abstract

Even if they fulfill their duties, the school and the teachers alone are unfortunately not sufficient for the success of the children. Today, a successful education process requires family support. Because the effects and support of families are at least as important as the teachers' in many processes, from planning students' activities to their behaviors, disciplines, to using the time effectively and fulfilling their responsibilities. The family also acts as a bridge between the school and the child, and successfully prepares the child for the future with the support it provides to the teacher. In short, the school, the teacher and the family are important complementary elements. With this research conducted in line with the stated reasons, it is aimed to determine whether the teachers receive support from their parents and if they do so, what kind of support they receive.

The research has been carried out with the qualitative research method and the case science pattern is used. The teachers working in pre-school, primary, secondary and high schools in the central district of Bolu province in the 2019-2020 academic year make up the working group of the research. Volunteer teachers who were asked beforehand have participated. Accordingly, a total of 100 teachers, 25 from each school type, were contacted. The data were collected through semi-structured interview form, and the content and descriptive method was used for analysis.

According to the research results, the vast majority of teachers cannot receive parent support. For teachers, whereas the parents' support is much more at pre-school which is the beginning of the education process of children, it decreases along primary, secondary and high schools. The subjects that teachers receive the most support from the parents are the follow-up of the students' lessons and absenteeism, coming to school for disciplinary events, providing course materials and participation in social activities. In addition, teachers expect support from parents about students' coming prepared for the lesson, being monitored and visiting the school at certain intervals. Teachers think that parent support will help them to get to know the students. At the same time, parents' indifference is shown as the main reason for not getting support. According to the teachers, the main way to increase parent support is both the school management's and their maintaining and increasing communication with the parent.

Keywords: Teacher, Parent support, Student



Work-Family Conflict During Working From Home Due to Pandemic: A Qualitative Research on Female Teachers

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Abstract

The aim of the study is to investigate the work-family conflict experienced by female teachers working from home due to Covid-19. According to UNESCO data, approximately 63 million primary and secondary school teachers were affected in 165 countries around the world as a result of school closures as of March 2020. In schools, in order to find a solution to the problem, a quality learning environment has been tried to be provided by using digital technologies. This unprecedented situation has affected all professions as well as teachers deeply and caused differences in the way they do business. With little or no support, teachers try to create a quality learning environment with their current conditions. The main purpose of the study was the work-family conflict experienced by female teachers regarding this process.

The case study, one of the qualitative research designs, was used in the study. In the case study, it is essential to understand an event in depth, and in this study, it is the work-family conflict that female teachers experience in the process of working from home. The study group of the research consists of teachers who are married and have children, working from home due to the pandemic process, working in Istanbul. Criterion sampling technique, one of the purposeful sampling methods, was used while determining the teachers to participate in the study. 17 female teachers who met the criteria of teaching by distance education, being married and having children constituted the study group of the study. A semi-structured interview form developed by the researchers was used to collect the data. The opinions of two academicians and one teacher were taken in the creation of the interview forms, and the pilot application of the form created in line with their suggestions was carried out by interviewing two teachers. There were 13 questions in the interview form. The data were collected via telephone calls, the data were recorded to the extent permitted by the participants, or they were directly written into the interview form during the interview. Thematic analysis technique was used in analyzing the data. After the responses of the participants were coded, the themed data were tabulated to facilitate understandability and the frequencies of the codes were given. In addition, sample expressions of the participants were included for each code. According to the findings, the work-family conflict experienced by female teachers working from home during the pandemic process was grouped under three themes: time-based, tension-based and behavior-based conflict. Most of the female teachers working from home stated that they could not get administrative support during the distance education process. On the other hand, it was found that female teachers were emotionally tired during the process of working from home, their job satisfaction decreased, they were stressed, they had low motivation, and they had balancing concerns between home and work.

Keywords: Covid19, Work family conflict, Working from home, Distance education



Film Production as Art Education Proceeds in the Life-Long Learning Process in Turkey

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Abstract

Paving the way for learning through different platforms and tools outside the conventional school setting, the digital revolution offered the opportunity to configure the digital arts education (film production and design) for the most part independently of a specific age and space. Thus, film production and design which draw utmost attention in life-long learning philosophy and are among the occupations of the future continue to be the most popular realm. From the door opened by video artists along with the introduction of the first portable video camera to the market for amateurs by Sony in the 1950s, we witness an era which evolves to film production via mobile phones.

As a consequence, the education on film production techniques and creativity through internet environment for distinct and innovative content production continues to attract people of all ages today. Film production and creation courses are provided for all age groups via online education which is liberated from being solely a part of university education also in Turkey and which does not sometimes require the participant to be physically present in a classroom setting. Film production courses are referred to even under the title of promising occupations of the life-long learning program of the Ministry of National Education of Turkey. Within the context of this study, discussing how the film production as art education (cinematography, film directing, casting, fiction, animation) proceeds in the life-long learning process in Turkey through courses and online programs is aimed with reference to major private training courses.

To this end, institutions offering education in this field for a long time were identified. These educational institutions are Istanbul Film Academy, Bilge Adam and Anima School. In which branches these educational institutions offer education, for how long they are involved with this effort, political economy of this field, their face-to-face or free online education policies if available and quantitative data such as the number of people recruited to the sector by them will also be at the core of this study.

Keywords: Film making, Creativity and film, Digital art education, Longlife learning,



The Relationship between School Administrators' Competencies in Managing Emotions and Teachers' Job Satisfaction

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Abstract

Today, when the emotions of the employees have gained importance, administrators have to be emotional managers in addition to their existing roles. It can be thought that the behaviors of school administrators on emotion management can affect teachers from different aspects. Because, according to the literature, emotions that are regularly controlled increase trust, loyalty, commitment, innovation and inventions within the organization, and by this way they drive individuals, teams and organizations to succeed. Moreover, in the literature, there are some findings showing that the high levels of emotional abilities of administrators affect the job satisfaction and efficiency of the employees positively. Therefore, the aim of this study was to determine the relationship between school administrators' competencies in managing emotions and teachers' job satisfaction. Also, it was tried to be determined whether there was a significant difference between the opinions according to some variables such as gender, marital status, being happy person in general, tenure, years of seniority, type of school studies, and number of teachers in the school studied.

The study was carried out with 261 teachers working in Sakarya Province. For collecting data in the study, on one hand, the Emotion Management Competence Scale (EMCS) developed by Avcı was used to determine the emotional management competencies of school principals. On the other hand, Minnesota Job Satisfaction Scale developed by Weiss, England, David and Lofguist (1967) and translated into Turkish for the first time by Baycan (1985) was used to determine teachers' job satisfaction. In the analysis of the data gathered, frequency and percentage analysis and Mann Whitney U, Kruskal Wallis-H, Spearman's Rho correlation tests were used since the data did not normal distribution. When the scales' items were examined, it was observed that the competencies of the school administrators like sincerity, speaking with their teachers on every subject, giving teachers the opportunity to use their professional talents, keeping their promises and engaging in ethical behaviors were perceived positively, while there was an inadequacy in directing teachers in need of professional development to professional courses. In terms of job satisfaction, it was seen that the teachers found the promotion opportunities of the teaching profession at a low level compared to the other items. When the dependent demographic variables were examined, it was observed that there were significant differences in the opinions in terms of the variables of number of teachers in the school where they work, marital status, tenure, and being a happy person in general. When the main problem of the study on the relationship was addressed, it was concluded that there was a high level of positive relationship between school administrators' competences of managing emotions and teachers' job satisfaction at .01 level. Based on these findings, the results of study were discussed with the findings of the other studies in the literature. Besides, some suggestions were presented for educational policies and future studies.

Keywords: Competency in managing emotions, Emotion management, Job satisfaction, Teacher, School administrator



Education Experiences of Syrian Refugee Students in Muş during the Covid 19

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Abstract

The study focused on the Covid 19 process of Syrian students and children not going to school, which are under temporary protection in the province of Muş. In this process, students' and children's access to education, which is a fundamental right, and their problems were tried to be revealed. In addition, some suggestions have been made for students to receive more qualified education. In the research, situation analysis pattern which is one of the qualitative research methods; based on this, structured interview form was used. The data were evaluated by content analysis.

The study group of the research consists of Syrian students, children who are out of school and their parents who are under temporary protection in Muş province in June 2020. Interviews were made with 24 children, only 10 of whom went to school, provided that they had at least one parent with them. Only one child who does not go to school speaks Turkish. The number of people interviewed is 48 in total. According to the results of the research, it was understood that Syrian refugees had serious economic problems and that there was no refrigerator in any house except one family. It turned out that there were no computers, washing machines and dishwashers at home. While none of the female parents work, 14 of the men work in temporary jobs and from time to time. The wages received in these jobs are low. As a result of the interviews and observations, it was revealed that 22 of the Syrian parents did not complete a school, had no profession, and were unemployed and experienced serious economic and social problems. One parent has completed secondary school. One parent is a university (agricultural engineer) graduate. During Kovid 19, 9 of the students were not able to follow EBA broadcasts as there was no computer and internet. Children who do not go to school have not been sent to school due to financial problems, lack of materials, and work. 7 of these children are selling handkerchiefs on the street and do shoe dyeing etc. works. Parents stated that the children did not experience serious health problems in the Kovid 19 process.

It was found that both children and parents did not have enough information about Kovid 19. The children said that they played fewer games in Kovid 19 and left the house less. In the study, it was generally suggested to improve the financial situation of families, to provide families with food and food, to complete the vocational courses of parents and to participate in economic life. In order to access the right to education, it was suggested that children who do not go to school should be directed to school, distributed tablet computers to children, and Turkish courses should be opened for children.

Keywords: Migration, Refugee, Adaptation, Education



Mediator Role of Psychological Resilience and Virus Fear in the Effect of Post-Corona Changes on Occupational Satisfaction

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Abstract

This study was conducted with 609 psychological guidance and counseling undergraduates who had a four year post-secondary degree. Data was collected using four different questionnaires with a Turkish sample during the spring of 2020 through online data collection method. The following four questionnaires were used: Psychological Resilience, Virus Fear, Post-Corona Changes and Occupational Satisfaction. These four scales were used: Brief Resilience Scale has a unidimensional 6-item, 5-point Likert scale; The Fear of COVID-19 Scale has a unidimensional 7-item, 5-point Likert scale; Post-Corona Changes has a unidimensional 4-item, 3-point Likert scale; and Occupational Satisfaction Scale has an item, 5-point Likert scale. Confirmatory factor analyses were conducted with the questionnaires used in the study. The analysis showed that fit values of the complete model were at the accepted ranges. It was understood that the mean variance, which was explained by the measurement model's confirmatory factor analysis, was higher than (0, 50) values and the Combined Reliability (CR) values were higher than (0, 70). Convergence validity and dissociation validity among scale sub-dimensions were also found to be within acceptable limits. Path analysis conducted with the observed values indicated that the Post-Corona Changes variable (PCC) did not have a direct effect on the Occupational Satisfaction (OS) variable. However, the analyses conducted disclosed that Psychological Resilience (PS) positively and Virus Fear (VF) negatively played a mediator role Psychological Resilience on the relationship between Post-Corona Changes (PCC) and Occupational Satisfaction (OS). Therefore, the analysis revealed that Psychological Resilience (PS) and Virus Fear (VF) fully mediated the effect of the Post-Corona Changes (PCC) on Professional Satisfaction (MD). Since the indirect effects in the model are statistically significant and did not meet the normal distribution assumption, instead of the Sobel test, it was tested with the recommended bootstrapping method which is commonly used in recent years (for 95% Confidence Interval (GA), using 3000 resampling). SPSS22.0 and AMOS 24.0 programs were used for data analysis in the research. Results will be shared in detail in the congress.

Keywords: Post-Corona changes, Occupational satisfaction, Psychological resilience, Virus fear



A Qualitative Analysis: School Counselors' Role in Building Partnerships with Linguistically Diverse Families

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Abstract

There are not many qualitative studies on school counselors' perceptions in building partnerships with linguistically diverse families. The numbers of linguistically diverse students are increasing within the school system. School counselors play a critical role in the transformation of their school system to create a welcoming emotional climate. The purpose of this qualitative study is to learn about the perceptions of school counselors' on partnerships with linguistically diverse families. Main goal of this study is to gain greater understanding on the following questions: 1. How do school counselors perceive their training and credentials related to linguistically diverse families on school, family and community partnerships? 2. What are the reasons for school counselors' perceptions related to their role with linguistically diverse students and their families? 3. What are the personal and school-related factors that encourage school counselors to be involved in partnerships? 4. What are the personal and school-related obstacles that hinder school counselor from getting involved in school-family-community partnerships? 5. What kinds of school-family-community partnerships are you currently involved in? What role(s) do you play in these partnerships? Qualitative research methods have the potential for creating a welcoming emotional climate for diverse families to build partnerships that integrates the school and the community.

Data collection was conducted with nine school counselors from the United States using open-ended interview questions. In terms of the features of this qualitative research, the data consisted of words and quotations reported by the informants to illustrate and validate the presenting findings in order to describe the research questions of interest. Open-ended questions are used to attain as many details as possible as they allow for informants answering from their own reference points compared to pre-arranged questions. Emergent themes are discussed using constructivist approach, assuming the purpose of research is understanding. Content analysis will be used for the method of data analysis. Discussions will be made by using critical theory. Ethical concerns related to study and the role of the researcher will be discussed. Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016) standards influence most counseling training programs. Learning about the experiences of school counselors' perceptions on partnerships with linguistically diverse families would promote the integration of research into counseling practice, counselor education, and counselor identity.

By conducting this qualitative study, I hope to offer increased level of understanding for students from diverse backgrounds. Emotional climate of the school system is essential to bring positive organizational culture. As catalyst for change within the school system, school counselors can create an effective home-school community partnerships culture. Emotional climate within the school system create motives for greater connection within the stakeholders. In order to strengthen school counselors' role as essential partners within the school system to create and maintain an effective inclusive culture for students from diverse backgrounds and their families, it is necessary to have them trained in social and emotional management skills.

Keywords: Qualitative research, School counselors, Partnership, Diverse families, Linguistically diverse



Ukrainian Universities under the Pressure of Pandemic: The Effects of Pandemic on Teacher Leadership, Self-Education and Life-Long Learning.

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Abstract

The paper aims to reveal the effects of pandemic on Ukrainian education. Ukrainian universities faced more challenges during the pandemic than educational establishments in any other European country. The authors will expose the reasons leading to a bigger physical and emotional stress for Ukrainian students and faculty. Student and faculty feedback and actual experience from several Ukrainian universities during the spring semester of 2020 are used as a resource to do research on COVID-19's impact on teacher leadership and self-education in Ukrainian universities.

The COVID-19 pandemic increased the significance of teacher life-long learning. The impacts of the pandemic are studied in parallel with revision of web-based instruction, online-platforms and online curricula development, faculty and personnel web-literacy in Ukraine. Teacher leadership, self-education and life-long learning are considered to have been crucial in pandemic time to accomplish the spring semester responsibilities and are viewed twice as decisive to be efficient in a post-pandemic time to prepare themselves and students for the probable future challenges in the world.

Keywords: Pandemic, Teacher-leadership, Self-education, Long-life education, Online instruction



Pandemic and Me: College Students' Meaning Making of Pandemic

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Abstract

This research is about College students' meaning making of "pandemic". One of the major fields of life effected negatively from pandemic is the field of education. For students and instructors who has no experience with distant learning, compulsory distant education and online exams period came very suddenly. Given the fact that this research is designed in mixed methods with the purpose of understanding how College students in Turkey make sense of pandemic. With this purpose, following research questions will be addressed in this concurrent mixed methods study.

•How College students make sense of pandemic and its effects on their feelings and thoughts about life?

•How school closure and distant education effect College students' feelings and thoughts about educational processes in Covid-19 period?

Covid-19 is a complex global problem to be worked with multidisciplinary and transdisciplinary views. Therefore, understanding this complex problem requires multilevel and mixed methods research. This research is a phenomenological study designed in partially mixed concurrent dominant status. The design involves conducting a study with two facets that occur concurrently, such that either facet has the greater emphasis (Leech & Onwuegbuzie, 2009). Parallel to this definition this research study has quantitative and qualitative facets and qualitative facets has greater emphasis. Participants of this research study were 534 College students attending 19 universities located in 13 cities of Turkey. In the concurrent facets of the study for the quantitative research question "How school closure and distant education effect College students' feelings and thoughts about educational processes in Covid-19 period?", an online survey was formed. For the qualitative facet of the study, there were two data collection tools, art-based inquiry and journal entries to answer the qualitative question, "How College students make sense of pandemic and its effects on their feelings and thoughts about life; what is pandemic for them, how they feel in general and what they think about life in near future?" and used to collect data. In the art-based inquiry, participants were asked to draw a picture of themselves showing how they feel in pandemic with the title of "pandemic and me". Finally, research participants were asked to write a journal entry with the same title to enhance their picture. With these two primary data collection tools qualitative facet of the study has the greater emphasis.

The result part is work in progress. Reliability coefficient of the scale used in survey is found as 0.77. Data analysis displays that participants have great amount of hesitations about the exam and how the exams be graded. Negative issues related to school closure and distant education is the lack of socialization in class and technology background, more specifically low quality of internet connections are cited among others. For the qualitative part, data analysis still continue with MAXQDA 2020 program. Pictures and journal entries were open coded separately and interpreted together with survey findings. Intercoder reliability for open coding is 0.95.

Keywords: Covid19, Distant education, Mixed method



Epidemic of Covid 19 and Lecturer's Challenge in Implementing Online Teaching Faculty of Islamic Studies The National University of Malaysia

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Abstract

The impact of the Covid 19 epidemic has hit the world of teaching and learning process implemented at institutions of higher learning including in Malaysia. Government-mandated online teaching at all HEIs has demanded a new approach for lecturers to take compared to just 40% of online teaching. Lecturers in the Faculty of Islamic Studies UKM are particularly faced with the challenge of conducting online teaching and assessment as some of the subjects in particular are not suitable for online teaching and require face-to-face sessions. However, due to the impact of the Covid 19 outbreaks, the lecturers have called for new strategies in teaching delivery to enable the PdP process to work well and not be affected by the Covid-19.

This study aims to study the challenges faced by lecturers especially in the field of Islamic studies at The National University of Malaysia in the implementation of fully online teaching. Methodology of the study using Qualitative design in interviews with lecturers at the Faculty of Islamic Studies UKM. The results show that there are some challenges in adapting to the new norms of online teaching including time, knowledge and quality of teaching. Each of these challenges was met by the faculty with the support and assistance of the University through online guidance as well as the weekly monitoring of the University's online teaching by the lecturers.

Keywords: Epidemic Covid 19, Online teaching, Islamic studies



Subjective Well-Being of International Students in the Specific Context of Pandemics (COVID 19)

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Abstract

Students' well-being and life satisfaction have been one of the important trends in research and practice over the last decades. Often students, who come to study to another country encounter a number of challenges in the process of integration. Within the framework of the current research international students' subjective well-being was explored, as well as the problems they encounter within the integration in Latvian higher education institutions (HEIs) were analyzed.

The Paper introduces the selected results of the research focusing on support provision to higher education system to foster integration of international students of different linguistic and cultural backgrounds in Latvian higher education space in view of the internationalization of higher education.

The aim of the study was to explore the subjective well-being of international students in Latvian HEIs in the times of pandemics. The research was conducted in the framework of the project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (No. 1.1.1.2/VIAA/1/16/019) co-funded by ERDF.

Keywords: Covid-19, Well-being, Student, Support



Writing Diary as a Tool within the Design Thinking Approach to Foster International Students' Well-Being in Host Country Higher Education Institutions

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Abstract

The Paper introduces the selected results of the research focusing on support provision to higher education system to foster integration of international students of different linguistic and cultural backgrounds in Latvian higher education space in view of the internationalization of higher education. The aim of the study was to explore the innovative teaching methods that both foster the development of the 21st century skills as well as aim at enhancing the subjective well-being of international students in host country higher education institutions.

The study focuses specifically on the design thinking which usually comprises several stages, such as recognising the background of the problem (research), gaining insights (defining) proposing many ideas and solutions and finally deciding on one (ideating) creating a prototype and trying it with the users (prototyping) ,re-iterating/improving and evaluating the product (testing). Written diary is viewed as a useful tool within the design-thinking approach. The research was conducted in the framework of the project "Multilingual and Multicultural University: Preparation Platform for Prospective International Students" (No. 1.1.1.2/VIAA/1/16/019) co-funded by ERDF.

Keywords: Higher education internationalization, Design thinking, Diary, 21st century skills



Evaluation of the Effect of COVID 19 Pandemic on Theater Culture

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Abstract

In the last months of 2019, the Covid 19 virus declared it as pandemic by World Health Organisation and in almost all countries of World has been declared quarantine in March 2020. As a result of this situation, of course, the cancellation of activities that were carried out in a crowded manner was realized; therefore, theaters took break from the events in the world. In this contexts, the future of the theater and how Covid 19 pandemic affects theater culture has been identified as a problem.

This research is aimed to evaluate the effect of Covid 19 Pandemic on Theater Culture. Qualitative research method and interview technique was used in this study. As a result of the research, it was concluded that the theater culture and thus actors and audiences were negatively affected from the pandemic, but after the pandemic, the theater will adapt itself to new conditions and meet the audience again.

KeyWords: Theater, Theater culture, Online theater, Pandemic period theater.



Ethical Criticism in Elementary School Teaching of Literature

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Abstract

The phenomenon of ethical reversal in many socio-humanistic fields, even in literary theory, recognized as Ethical criticism – a critical orientation associated with the ethical characteristics of the text, has found its important role in the teaching of literature in elementary schools. In this context, literature for children seems to offer many interpretations in the field of Ethical criticism, where elementary schools should be much more places where it should be also discussed about the role of literature in society, its (un) influence on the individual and current social changes etc. Literature for children and its teaching is very suitable for the study of Ethical criticism due to a number of its characteristics and among the more remarkable are learning about interculturality and acceptance of difference etc.

In this sense, if a significant part of the approach to literature, from Literary Theory, through psychological-pedagogical-methodical, to philosophical-social in something, agrees, it is the fact that there is a significant relation between the creator – the work and the characters in it – the reader, and that, therefore, it is inevitable to determine the influence that literature has on the student, that is, on the child as a reader in the process of teaching literature.

Keywords: Ethical criticism, Teaching, Elementary school, Literature for children



**Multimediality and Intermediality in Zuko Džumhur's Literary Work:
Relationship between Drawings and Text**

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Abstract

Zuko Džumhur's literary work has a multimedial and intermedial character, not only in his travelogues, but in general, in terms of his entire creative work, and this paper intends to examine precisely the nature of his creativity where the emergence of intermediality, i.e. relationship drawings and text can (also) be considered as an additional thematisation. It would be difficult to conclude whether the highly hybrid and very complex nature of the multimedial and intermedial nature of Zuko Džumhur's work stems from the poetics of Modernism in which he creates, and especially from e.g. avant-garde heritage, which, as well as Modernism, is very close to him, or whether it is the influence of remarkable earlier travelogues, which also inter-mediate drawing with painting like e.g. *Evliya Çelebi* etc. However, it is certain the reasons are to be found also in the fact that Zuko Džumhur, by his nature, was also a very multidimensional personality, a person of many preferences, talents, professions and interests. This work could not exhaust all aspects of the topic, but at least sought to draw attention to the unique role and place of Zuko Džumhur's work as the most significant Bosniak and Bosnian-Herzegovinian travel writer, and beyond, with a significant place and in the wider South Slavic literary context.

Keywords: Multimediality, Intermediality, Drawin, Text



The Evaluation of Online Education during Covid-19 Pandemic: The University Students' Perspectives

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Abstract

The outbreak of Covid-19 first started in China, spreaded to other countries and caused a Pandemic globally. The government has ordered the closure of all schools and the ministry of education has announced that university teaching will move online in the North Cyprus. All the universities cancelled in-person classes and shifted to online education. Most of the students returned back to their homes and started to experience online education by using their technological facilities. This rapid unprecedented global shift and adoption of online education is astonishing.

This research aimed to investigate the perspectives of university students on the online education they received during the pandemic in the world due to covid 19. In this study, mixed methods design was used. In the first part of the quantitative study, a survey was applied to find out the type of digital tools and platforms that students used and also type of online learning that they received. In the second part, a 5-item Likert test was administered to students to get information about the contributions of online education to them and benefits of online education in general. For this purpose, a survey was conducted with 500 students from various universities. The questionnaires were sent to the students with the Drive program and their return was provided with the same program. The data obtained were subjected to various analysis in the SPSS Statistics Program. 41% of the participants are female and 59% are male between the ages of 21-25. While 27.5% of the participants supported their online education with a desktop computer, 24.8% of them with their mobile phones and 29.8% of the participants used the Google Hangout Meet program during the pandemic process. 50.2% of the students took the asynchronous two-way interactive online education. In general, the idea of the benefits of online education was the creation of a more active class (average:3.31; Sd = 0.94).

For the qualitative part of the research, structured interview questions were asked to students to take their opinions about the disadvantages of online education and the obstacles that they faced to get online education. The data obtained will help faculty members to evaluate the strengths and weaknesses of their universities about online education and re-think and re-design their online teaching methods to meet the needs of their students.

Keywords: Covid-19, Evaluation, Learning, Online education, Teaching, University students



Distance Learning Solutions; Tools Used in Online Lessons

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Abstract

Distant education in higher institutions drew up a clear mission for many years. Nowadays, because of pandemic situation in all over the world, Higher Educational Institutions (HEI) have had to alter all their conventional teaching mode into online form. Although many top rank universities were ready for this situation, many of them suffered from this condition because there were still many universities where distant education department name only existed, however their activities were passive and the Covid-19 was a real chance for them to think deeply about their further steps. In general, distance learning is an effective way of appealing the adult learner. In other words, it draws adult learner because of their priorities in competing at work, at home, and at school. Also, this kind of learners desire about higher flexibility degree as well.

The premise of this article is based on theoretical models which are essential to the long-term plausibility and viability in the field of practice. To evaluate the challenges and problems arising during online learning, the author tried to review briefly all the contributions have been done in the modern century to this field.

Also, the paper suggests the tools and facilities which are suggested for the teachers and instructors. These tool are considered to facilitate communication between teachers and students, in the and out of the virtual classroom. Present paper would be used by researchers, post graduate students and other readers to explore and exploit further modified research opportunities in this field.

Keywords: Distance learning, Quality, Higher education, Tool, Interactive



Digitality in Ethics Learning Units

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Abstract

The effects of COVID 19 are visible in the accelerated digitalization process of universities, with effects on students and student behaviour, teachers and teaching behaviour as well as on all organizational processes involved. It permeates real and virtual learning places - people's relationships conducted through very different media are a matter of course, especially for young people and a separation of real and virtual learning places no longer corresponds to the living environment of students. Learning in the seminar room is shaped by digital technology and learning on the internet is also carried out as a social exchange. Interactive work on monitors or touchscreens, shared documents, or participation via live-streaming is already delivering teaching at universities. Online courses supersede a traditional class overnight, to create more flexible learning formats. In this context, the business school belonging to the University set an objective of offering its four programmes (Bachelor of Administration, Public Accounting, Bachelor of International Business, and Bachelor of Information Technology), as well as their master's degrees, in the online modality, to achieve their goals. This decision led to a commitment to comply with the established parameters and indicators, and the institution's authorities thus initiated an ambitious project with phased goals to achieve the objective.

The approach of the pilot study is mixed, exploratory, transversal, and not experimental. The sample consists of students (N = 227) from international business, administration and public accounting and was decided by accessibility to students in the learning units of ethics and society in the e-learning environment, as one of the compulsory subjects in the final phase of study. The purpose of study consists in to use a learning-management system (LMS) and create learning elements in mobile applications for an ethics learning unit, to determine the motivation for using mobile applications by participants and to find out the individual perception of benefits of using mobile technology in an ethics learning unit. The data obtained from the questions surveys as an anonymous self-reporting of students were captured in the Excel for Windows program, transferred and analysed with IBM-SPSS version 21. The instrument is an anonymous self-report, which is multidimensional and composed of three factors. These factors form the subscales that measure motivation to learning with mobile devices, disposal to ethics learning unit and utility of LMS, and are organized into 12 items that illustrate different affective aspects. The reliability of the instrument indicates the Cronbach's α = .805. The internal consistency of the developed instrument exposes with subscales scored motivation α = .862, disposal α = .698 and utility α = .702. Our data show a high level of motivation among the students with regards to the benefits of the LMS and mobile learning applications, but also make opposite a reduced disposition towards the ethics learning units in this stage of study. The limitations of this study are that it is a pilot study and the sample presented is relatively small. It is important to take notice that the instrument is a self-support and is anonymous, so participants can respond in socially desirable terms, remaining neutral in the response.

Keywords: Business ethics, Digitality, Higher education



Vimot - Development of Visual-Motor Tests Methodology Including The Adoption Of Uniform Rules and Digital Test Development

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Abstract

The authors have previously researched and analyzed, both manually and with the help of a computer program, the performance of preschool and primary school children in the eye-hand coordination test and their depth perception. The study used the standardized DTVP-2 test - a psycho-physiological test and it has been reported as a golden standard for evaluation of visual - motor and visual perception integration. Computer-aided test processing significantly accelerates the collection and acquisition of test results - as we know, time is now a very important resource that everyone needs to spare.

The development of a new methodology (ViMoT) for assessing visual-motor coordination and visual perception in electronic format and the subsequent development of a computer program will facilitate the work of many specialists and will make it possible to devote more time not to processing, but to correction or help of an individual (patient), depending on his problem. Today's user and learner require a user-oriented and personalized approach, not only in applications but also in education. The main study aim is to develop components for the improvement of e-learning and learning process Visual-Motor Test (ViMoT) methodologies based on visual science basic principles, psycho-physiological, and learners needs.

Keywords: E-study, DTVP-2, Visual-motor integration, Visual perception, Computerized assessment



The Views of School Administrators on Leadership Styles and Social Entrepreneurship Skills (Sample of Kocaeli Province)

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Abstract

The aim of this study is to determine the school administrators' opinions on the leadership styles and social entrepreneurship skills of the school administrators working at primary and secondary schools in Kocaeli, to determine whether there is a significant difference between the school administrators' opinions on the leadership styles and social entrepreneurship skills according to the demographic characteristics of the school administrators, and to determine whether there is a significant relationship between the leadership styles of school administrators and their views on social entrepreneurship skills. This research was conducted in the relational screening model. The sample of this study consists of 599 school administrators working in public primary and secondary schools in the city center of Kocaeli in the 2016-2017 academic year. All of the school administrators were reached within the scope of the research but the research was completed with 323 participants. In order to collect quantitative data related to this study, Personal Information Form developed by the researcher, Leadership Styles Scale developed by Akan, Yıldırım and Yalçın (2014), and Social Entrepreneurship Scale developed by Konaklı and Göğüş (2013) were used. The data were analyzed by SPSS 20 package program. Frequency, percentage, mean, standard deviation, Kruskal Wallis, Mann Whitney U and Spearman Correlation tests were used to analyze the data. Some of the findings of the research are as follows.

When the views of the school administrators on the sub-dimensions of leadership styles are taken into consideration, the views on the transformational leadership style are at the level of “agree”, while the views on the laissez-faire and transactional leadership styles are at the level of “undecided”. When the views of the school administrators on the total of leadership styles are considered, it is seen that the findings are as the same as the above results. The highest average size is transformational leadership style, while the lowest average dimension is the laissez-faire leadership style. When the views of school administrators on social entrepreneurship sub-dimensions are taken into consideration, the views are at the level of “totally agree” in the dimension of personal creativity, while they are at the level of “agree” in the dimensions of risk taking and self-confidence. When the views of the school administrators on the total of social entrepreneurship are considered, it is seen that the findings are as the same as the above results. The dimension with the highest average is the size of personal creativity and the dimension with the lowest average is the dimension of self-confidence. The opinions of the school administrators about the leadership styles and their social entrepreneurship skills were examined according to the demographic information. According to this, in the leadership styles and its sub-dimensions, there was no significant difference between the views of the school administrators according to their gender, age, marital status, educational status, and professional seniority variables. On the other hand, there was a significant difference in the views of school administrators regarding leadership styles in transactional leadership and laissez-faire leadership according to the seniority variable in management. On the other hand, it was seen that, in social entrepreneurship skills, only self-confidence sub-dimension revealed a significant difference according to the marital status variable, and that there was a significant difference only in the risk taking sub-dimension in terms of gender variable. The views of school administrators on the other sub-dimensions of self-confidence and personal creativity sub-dimension, and the total social entrepreneurship skill level did not make any significant difference according to gender variable. For this reason, it can be said that opinions were similar to each other. It was seen that the views of school administrators on social entrepreneurship skills had a significant difference only in risk taking sub-dimension, that, in social entrepreneurship skills, there was a significant difference only in the self-confidence sub-dimension according to the marital status variable, and that there was a significant difference in the views of school administrators regarding leadership styles in transactional and laissez-faire leadership styles according to seniority variable. It was seen that there was a significant positive correlation between the views of school administrators about leadership styles and social entrepreneurship.

Keywords: Leader, Leadership styles, Social entrepreneurship, School administrator



Examining the Relationship Between the Levels of Online Learning Readiness and Lifelong Learning During the COVID-19 Pandemic Process

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Abstract

The new type of COVID-19 pandemic process has affected almost all the living systems. One of these systems is education. As known, many new regulations such as online education have been made for sustaining education during the pandemic process in many countries. In this process, whether the learners are ready for online learning system has been an issue of concern. For this reason, this study aimed to determine the relationship between the levels of readiness to online learning and lifelong learning during the COVID-19 pandemic process. With this aim, the study was designed with relational screening model which is one of the quantitative research models. The study group consisted of 343 university students who were taking Educational Sciences courses at Sakarya University during the new type of COVID-19 pandemic process. As data collection tools, Online Learning Readiness Scale developed by Hung et al. (2010) and adapted to Turkish by İlhan and Çetin (2013), and also Lifelong Learning Scale developed by Boztepe and Demirtaş (2016) were used.

The data analysis was made with SPSS packet program and Spearman's rho correlation since the data collected did not show normal distributions. In this context, it was found that there were positive relationships between the levels of online learning readiness and lifelong learning of the university students. In this context, the findings showed that there were moderately positive relationships between Lifelong Learning and Overall Online Learning Readiness ($r=.63$); Lifelong Learning and Computer and Internet Use Self-Efficacy sub-dimension ($r=.42$); Lifelong Learning and Self Learning sub-dimension ($r=.53$); Lifelong Learning and Learner Control sub-dimension ($r=.44$); Lifelong Learning and Learning Motivation sub-dimension ($r=.59$); Lifelong Learning and Online Communication Self-Efficacy sub-dimension ($r=.50$). Additionally, it was found that lifelong learning affected online learning readiness and its sub-dimensions. Based on these findings, the results were discussed with the literature and some suggestions were presented for future studies.

Keywords: COVID-19, Lifelong learning, Online learning, Online learning readiness, Pandemic process



Distance Education in COVID-19 Process: Investigating the Opinions in Terms of Different Variables

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Abstract

Distance education which has being used for a long time get more and more important today. Distance education is a facilitator for sustaining education under different circumstances. For example, distance education can be preferred because of economic reasons, personal learning styles or self-development. However, COVID-19 process has occurred that distance education is not a facilitator for education but also an inevitable system for the world of the future. Since the pandemic process has affected all the systems, it has been seen that many countries have preferred to use distance education to sustain their education systems. Based on this situation, this study aimed to investigate the opinions of the university students who attended distance education at Sakarya University during the COVID-19 pandemic process in terms of the variables of gender, attending distance education previously, owning personal computer, age, grade, place of residence and income. In this context, the study was designed with descriptive scanning model which is one of the quantitative research models.

The study group was selected by the criterion sampling method. So, attending distance education during COVID-19 process was stated as the criteria. As data collection tool, Opinion for Distance Education Scale developed by Yıldırım and his colleagues (2014) was used. The data analysis was made with SPSS packet program and Mann Whitney U, Kruskal Wallis tests since the data collected did not show normal distributions. In this context, it was found that the opinions of the university students on overall distance education and personal suitability sub-dimension differed significantly according to gender, attending distance education previously, owning personal computer, age, grade and income; on effectiveness sub-dimension differed significantly according to gender, age, grade and income; on instructiveness and familiarity sub-dimensions differed significantly according to age and grade. Within the lights of the findings, the results were discussed and some recommendations were given.

Keywords: COVID-19, Distance education, Education system, Pandemic process



The Impact of Students' Personality on Their English Achievements

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Abstract: The scope of this study was to examine the total and individual influence of personality traits (extraversion, neuroticism, conscientiousness, openness to experience, and agreeableness) on their English grades. We recruited 171 Turkish students (89 females and 82 males, i.e. 52.05% and 47.95% of the total sample, respectively) who attended tertiary level of education and whose mean age was $M = 20.78$ ($SD = 1.93$). For the purposes of this study, we applied a short version of the Big Five Inventory (BFI-10) which is an operationalization of the main personality model within the psycholexical paradigm. In order to analyze the collected data, multiple regression analysis (MRA) was conducted. Findings suggested that personality traits, taken together, accounted for 77% of the English grades' variance. The statistically significant predictors were conscientiousness (the best one), agreeableness (cooperativeness, altruism, modesty, and compliance), and neuroticism (this trait had a negative regression coefficient). Therefore, conscientious, agreeable, and emotionally stable students got better English grades than unscrupulous, hostile, and anxious students. Thus, this study confirmed the importance of students' personality for academic attainments in the context of learning English as a foreign language (EFL).

Keywords: Personality Traits, School Performance, English as a Foreign Language (EFL),



Educators, Covid-19 and Online Interaction: A Qualitative Research

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Abstract

This Covid-19 pandemic has completely changed the conventional interaction among people. The face to face interactions are very restricted due to confinement measures of Covid-19. Inhabitants, public people and institutions have undertaken a lot of initiatives for promoting online interaction and improving life quality. People read online newspaper to avoid buying the newspaper at the newsstand. Schools activate the distance learning. People use online platforms to interact with parents, friends, colleagues, etc. People are quickly adapting their daily routine to the complete changes in social habits. The whole population is learning and improving skills in the use of technological tools.

The Italian school was ready to start the distance teaching thanks to the 13 years of plans digitalization for school: PON, Programmazione Operativa Nazionale 2007-2013; the digital agenda; the 107 Law; the Piano Nazionale Scuola Digitale. These plans are focused on the specialization of schools in the use of technology. During this sanitary emergency the school could provide support for the students and their family, reduce the digital divide, and allow the continuation of teaching. School designed the weak student's life projects in collaboration with educators provided by the local administrations. In this way the improvement of life quality of children with special needs, elderly people, and their families was largely granted, even if at distance.

Based on this situation, the research team wanted to explore how the educators realize their work since the quarantine of Covid-19 started, and the modality of offering their support turned from "in presence" to "at distance". To answer this question, the researchers chose to carry out a qualitative research. 30 Italian educators have participated in it. The research methodology provided the realization of a semi-structured interview. The interview questions were divided into four topics to be explored: profession, profession and Covid-19, the use of technologies, training thought as useful during the emergency. The research is still in progress, due to the Covid19 emergency prolongation, and the data collected represent at the moment a starting point. In this paper the results of the respondents' answers will be presented. On the one hand, the results reveal practical lines of action that educators have consciously chosen to respond to the lack of contact in presence. On the other hand, the lack of interaction in presence is connected to the failure of online interaction. Finally, the role of the mediator played by the family is necessary and fundamental in the success of online activities with these weak students. The outcomes are useful for designing educators' training and for the evolution of policies that improve the modus operandi of this category of workers, especially during a health emergency.

Keywords: Educator, Covid-19 pandemic, Distance teaching, Educators' training



Teachers' Opinions for Academic Development

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Abstract

In today's world, where information and technology develops very rapidly, serious changes occur in education, social life and technological fields in parallel with this speed. Educating well-equipped and qualified individuals, adapting to this change in an era where information and technology has developed so fast and bringing this human power to the society without falling behind time is only possible with an appropriate educational approach and well educated teachers. Postgraduate education; it is possible to define as the educational programs in which individuals, including master's and doctorate studies, acquire knowledge, experience and expertise in the same fields as the undergraduate programs they graduate from or different from the programs they graduate from. The main objectives of postgraduate education are: to raise individuals who produce knowledge, can look critically at events, benefit from other disciplines in solving existing problems and thus support social development. The aim of the research is to reveal the views of teachers towards master's or academic development. In this research, we explored to answer to the following questions from the teachers:

In which fields or fields do they study master's degree?

In which fields or fields do they want to study master's degree?

What are the reasons for wanting to pursue a master's degree?

What are the reasons that prevent them from doing a master's degree?

This research is a phenomenology study, a qualitative research method. In this study; we tried to reveal in detail the opinions of the teachers who are teaching in various branches or prospective teachers who are waiting to be appointed as teachers, towards graduate education or academic development. the data were collected by using online interview method. Google form was sent to participants, received back from them after they filled up. The study group was determined by the maximum diversity sampling method, which is one of the purposeful sampling methods used in qualitative research. The study group was conducted on teachers with different levels, ages and professional experience or graduated and expecting to become teachers in Sakarya province. While the teachers determine the graduate field they want to do, we can say that the undergraduate field they graduated is determinant. In addition, another determining factor can be considered in the selection of a master's degree in the fields of teaching profession. We can say that the primary concerns of prospective teachers are job concern. We see that the most important reason why they do not want to pursue a master's degree is job priority. Later, graduates' desire to pursue a career other than area of undergraduate degree affects their desire to pursue a master's degree. Other reasons are lack of time and financial reasons.

Keywords: Academic development, Teachers' opinion, Graduate education



Dynamics of Human Relations: Theories of Interpersonal Attraction

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Abstract

Theories of interpersonal attraction are considered as an important issue regarding human relations in the field of social psychology. There are determinants of interpersonal attraction such as intimacy and exposure which are situation-oriented, such as similarity and physical attractiveness which are individual's characteristic-oriented and such as liking other people which is individual's behavior-oriented. Theories of interpersonal attraction include the theory of social exchange, represented by Thibaut and Kelley, and the equality theory put forward by Homans, Walster, and Berscheid. The basis of the theory of social exchange is the thoughts on how people feel about their relationships, the rewards they think they get from the relationship, the price they think they pay, and their beliefs about what kind of relationship they deserve, and the possibility of having a better relationship with another person. Equality theory, on the other hand, argues that people care about their contributions to the relationship, their rewards and their costs being approximately the same. This research is a theoretical study on the theories of interpersonal attraction. The essence of the approach, the determinants of interpersonal relationships for the individual and the situation, theories of interpersonal attraction and attachment styles in close relationships are presented based on the information in the literature

Keywords: Social psychology, Interpersonal attraction, Social exchange theory, Equality theory.